



BOARD OF EDUCATION REGULAR MEETING

September 11, 2023 | Washington Elementary

MEETING NOTES

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. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst. Mrs. Long was absent.
- A3 Pledge of Allegiance and moment of silence for the nearly 3,000 lives lost twenty-two years ago.

B PROGRAMS / PRESENTATIONS

- B1 Students from the Student Leadership Team will purposefully communicate the project they have been working on over the past year. As critical thinkers, they have used the design thinking process to explore improving Washington's playground and recess activities for all students to enjoy!

NOTE: *The audio recording of the meeting was difficult to decipher. You may see many unfinished sentences throughout this section. Some names may also be misspelled.*

So, I'm Miss Campana, I'm the principal here at Washington, and I have with me tonight seven students from my student leadership team. They accept third, fourth, and fifth graders from the building. It's my mechanism for student voices to be heard and their way to communicate ideas that might be happening in the building that we can improve. So, they're going to share a little bit about a project that we began last year, but it's nowhere near done. We use the design thinking process. And they had an opportunity to really tackle some feedback I've gotten multiple years about our playground, specifically, not maybe meeting the needs of all students. So, they tackled this challenge last school year and we are still going forward but they're going to share a little bit about what they did along the way.

Hi, I'm Madeline. I'm in the fourth grade. We had to find out what the issues with the playground and recess were. We needed more precise information. We decided that we needed to find out what all kids wanted to do at recess.

Hi, I'm Damien. I'm in the fourth grade too. To determine what we need to find ways to....all students. We came up with talking to our own class, going to the IDC, and talking to students at recess to get ideas.

Hi. I'm....I'm also a fourth grader....

Hi. I'm in the fifth grade.....kindergarteners, first graders, and second graders....we surveyed them individually so that....

Hello, my name is....I'm a fifth grader in....for indoor recess students really wanted to go into the classroom....for outside recess students....

Hi, I'm Carter. I'm a fifth grader. We know we still have planning to make the wishes of all students happen. We need to work with Grounds to determine where new equipment came from. We will also need to work with the PTO to purchase the new outdoor equipment. And we will work with our noon aides to make the indoor recess changes a reality for all.

(Miss Campana began speaking again.) So, part of the group that I meet with, we meet once a month during lunch and recess. And it's called the student leadership team because we want to build those leadership qualities, be purposeful communicators, critical thinkers, resilient learners, self-advocates, and above all, empathetic citizens. So, this is one of those mechanisms that I'm able to have that portrait of a learner come to life all the way down to elementary. So, I want to thank all of them for being here tonight.

Mr. Stewart said great job to all of you and thank you for being here. We also know that staying at a school board meeting may not be the biggest priority of your night. So, if you decide to slip out the back door, nobody will be offended. I want to thank Monica for her leadership and the fact that she's taken work that was started a year ago and is already pulling all those competencies from the portrait of a learner into the work. It's great to see that language already being utilized.

B2 Commitment Plan Update – Jill Abraham, Assistant Superintendent of Curriculum

Good evening. I always bring a large pack when I come up, so I'm certainly not alone tonight. I'm joined by the academic team and we are very excited to roll out our 23-24 district commitment plan. And this is year three of a three-year plan. As we sat down last spring and over the summer and began to dream what this plan would look like, we followed the lead of many stakeholders and tried to make few changes to it, but made the changes that would be responsive to the needs that we have seen with our students. The one commitment that has remained the same is making sure that this commitment plan and our efforts are aimed at ensuring every student, without exception, is ready for tomorrow.

I'm going to talk a little about the process before I turn it over to the rest of the team, but as I said we took stakeholder feedback to heart as we were planning what this should and would look like. It began with the portrait of a learner work last year, where we had 300 parents, community members, and staff members weigh in and identify what those five core competencies would be, the ones that Ms. Campana and her students just referenced. We also give a survey to our staff every spring and nearly 900 of our staff members responded, in that survey, they identified what they saw were the most important needs.

We also asked our administrators, when you think about the fact that we're taking on new curriculum and we're rolling out the portrait and taking in what you've seen in your kids and what you hear from your staff, what do you need us to keep in mind? Last spring, we also sent a team out who went into the secondary buildings and conducted focus groups with our high school students. The aim was to figure out what it was in the experience that was working for this group of kids and what we could be doing differently.

And then lastly, we looked at data. A lot of data. We looked at attendance data, and quite honestly, that was something that really launched a lot of our thinking because we know until we get the majority of kids to school and attending regularly, it's hard to adjust your practice and know exactly what is working for kids. So, we looked at attendance data, the state data, and our STAR data. Now, I'm going to let the team then talk about the plan.

I thought the students did a great job highlighting the portrait of learner competencies. One of the things that you can see on the screen of the "PERCS" of Hilliard City Schools, using the acronym for the Portrait of a Learner Competencies, is that every student will be ready for tomorrow. That's how I remember it. The "PERCS" being purposeful communicator, empathetic citizen, resilient learner, critical thinker, and self-advocate. The portrait competencies are a driving force in our commitment plan. They're embedded in there. And you saw an example tonight of how intentional the team has rolled that out. Ms. Campana has

rolled that out with her leadership team of students. She's done that as well with all the teachers here at Washington and throughout the district. So anytime we can unite as a group and bring 300 people together to talk about the hopes, dreams, and aspirations of the students we get to serve, it's very powerful. Having that embedded in the commitment plan makes it part of what we do every single day and that impact is going to be with them on their journey through K-12 and beyond. We're excited to see that come to life every single day in every single classroom for every single student.

So, collecting feedback is one thing but then what we do with the feedback and how we use that to guide what we do next is really what matters. So, in our student focus groups last year, some of the trends or some of the things that we were hearing from the different groups was trusting relationships with peers is important to me. So, one of the things that we're working on as a leadership team and with our principals to get into the building classrooms would be that we are encouraging our teachers to build communities within their classrooms. Not just doing the learning but also talking about the learning, talking about the thinking about the learning, and sharing that with their classmates. As far as the relationships between staff and students, we will be training all of our secondary staff in restorative practices and work on building trusting relationships. And again, as we witnessed here tonight, we will be emphasizing the portrait of a learner attributes and how we embed that, much like Monica did tonight, in what we do from a day-to-day basis so we can see it and live it in our classrooms.

Another thing students told us was that once they get behind, they feel like they've fallen into a dark hole and they disengage. They clock out because they don't see the way out. So, we are working on student engagement and doing professional development with our teachers about how to keep the classroom engaging.

As you know, attendance has been a push for us, so how are we handling those kids when they come back into the classroom, meeting them where they're at, and not allowing them to clock out? And then also what implementation strategies are we putting in every learning space for every child? Regardless if it's the child that comes four days a week or someone that has come off of a long absence, what are we doing for them?

Then students told us that they enjoy class the most when there is movement, they have hands-on real-life, authentic lessons. And for that, we are continuing the work around thinking classrooms, building cultures of thinking in our classrooms, and also with our new curriculum, we have a ton of new resources that allow our teachers to engage students in their learning and not be passive learners but rather to be active learners.

Good evening. So, taking a look at qualitative data, as Joyce shared, we're going to look at quantitative data. And here are the pieces that we look at. So, there are six components that we looked at. So, you can see we looked at state achievement. How are all of our students performing on our state assessments? Looking at star scores, do we see growth, like more than a year's worth of growth in math and reading? Are all of our students making that growth? Looking at attendance and achievement connections. I love this quote. The relationships get them in the door, but engagement keeps them here. So, what are we doing to keep our students engaged?

Looking at our reading and math data, we've just finished collecting baseline data for our students, so we're going to be able to compare it to last year's data that we ended with, and we'll be able to compare it into May to see how our resources and our implementation is going. To measure our progress, we'll be looking at graduation rate, that continued report card four-star rating, and then looking chronically

absent. You can see there were 14% chronically absent in grades K-5, 23% absent in grades 6-8, and 27% absent in grades 9-12. So, it grows and increases as students get older. So really, taking a look at that and seeing that this is the data that we have and what we built our commitment plan on so that every student will be ready for tomorrow.

So, you may have heard already some of my colleagues and even the kids and Ms. Campana talk about terms like integrated and embedded, and that's reflective of the intentional integration of our initiatives in this commitment plan. Anytime we embark on something new, we run the risk of making that new initiative feel like just something else that we have to do. So, it was really important that, the commitment plan was designed to intentionally integrate the work in a way that helps everyone see the connection between the student outcomes, deeper learning, the portrait of the learner competencies, and the new curriculum resources. As we get deeper into the plan itself, you'll see these priorities connected as one to support achievement and well-being.

So, the graphic on the right may be a little bit hard to see for some of the audience, but if you were involved in our portrait of a learner designing get to those five competencies that that Mark had mentioned. We believe that in order for us to raise achievement and well-being, we must create environments that promote deeper learning. The two ways that we're going to come at that are by focusing on skills and mindsets that are supported by the work of the portrait of a learner competencies and also some of the new curriculum resources that we have adopted provide that rigorous content that comes together to provide that deeper learning experience.

In August, we had our inductees look at that graphic. It was originally turned on its side, and we had them do this thinking routine to notice and wonder what our intentions were behind that graphic. And as we debriefed with them, someone said, if you flip it upright, it looks like a kid. So, that left a lasting impression on us, so we've left it, and we wanted to share that with you.

So, looking at the commitment plan this year, the first page is not that much different than what you have seen in the past since we are in the last year of a three-year cycle. So, for the commitments, they are all the same except the first one. We have added the portrait competencies to showcase that is a commitment for our school district. The three-year goals remain unchanged, so those are the same as before. And then the instructional priorities, we hope to provide some clarity and some focus for this school year just to help round out that three-year plan. And this year, as you heard, we are focusing on co-creating some learning environments between our students and teachers. And also looking at the engaging experiences that our teachers are intentionally providing to our students. And then also looking at the lesson designs that are coming through with our curriculum.

As Jamie mentioned, this year's iteration of the commitment plan is focused on the intentional design of the environment, experience, and lesson. For each of these three focus areas, the commitment plan equips staff with guiding questions to inform this design. These questions directly align with portrait competencies and actions for both staff and students to ensure the environments, experiences, and lessons to which our learners have access meet both the expectations of our district and community, as well as ensure that every student, without exception, is ready for tomorrow.

Good evening. The second instructional priority area that we're going to focus on this year is the intentional design of lessons. And through that process, on page three of the commitment plan we've laid out foundational guiding questions that help teachers really think through that process. So, as we design lessons, teachers will be reflecting on what do I know about each student as a learner? What do I know

about each student's thinking? What do I do when a student doesn't master the content? How do I create opportunities for enrichment and extension? How do I create time for students to work on using feedback to improve their work and how does the lesson design reflect and support the portrait of the learner competencies? Through that reflection on those guiding questions, teachers are intentional in providing opportunities for students to receive explicit instruction around those competencies. It's not enough just to say you will be an empathetic citizen, but for students to really understand what are those definitions and that we are intentionally providing students opportunities to build reps and foster those competencies through our lesson design process and through the learning process.

As a result of intentional lesson design, staff will implement the curriculum with fidelity, analyze data to determine the root cause and effectiveness of instructional strategies, anticipate outcomes to support all learners, implement evidence-based strategies and tiered support, integrate content, skills, mindsets, and feedback that lead to deep, deeper thinking, and engage students as creators, critical thinkers, and real-world problem solvers.

So, our third focus area is designing environments. You've heard the word design a lot, and that is with great intention because we recognize we do need to be very thoughtful to the learners in front of us and to adjust whether it's the experience that we're providing the lesson that we're teaching, or how we set up the environment. We've worked with staff since school started, and we're thinking about their intentional design of environments. It's far beyond the furniture in the room, but it's our kids given opportunities to talk and think together and to collaborate. So, you may be walking through school, and you might see places where desks are bunched together in a nice grouping. Or you might see rows where you might find that there are white chart papers on the walls, which signify that kids have the opportunity to go there and think with a team. So, we really challenge them to think about what works for their kids.

Now, each of the main areas, you've probably noticed, had an opportunity for staff to take responsibility for a portion and it has students who will do this. We challenged our principals here in the next month or so to find ways to get student feedback on how this environment has worked for you since the start of school. What recommendations do you have to make it different so that it would best respond to your needs? Our whole goal with the environment is to create a community, being responsive to what our students have said. They want trusting relationships with their peers, and so we feel like the best way to tackle that is through the environment.

Good evening, You'll see a slight tweak to our desired outcomes. Now, don't worry, we're going to have an in-depth data conversation next month. It's coming. But you will see some of our trusted and true favorites around student achievements. Our state test scores, of course, are still prominently displayed as part of our outcomes, as well as achievement data in STAR reading and STAR math. One of the newer ones that you will see is chronic absenteeism. We see that's a national and state trend that we are also taking a look at. So we've put on there a five percent reduction in the number of students who've missed 10 days or more for this school year. We are also looking from feedback to look at growth as a measure that goes with that. So, you'll see a new measure of star SGP, which stands for student growth percentile. So essentially that's a growth measure that's looking at individual student growth compared to their peers. So, we are shooting for a 50 SGP, which means they grew as much or more than 50 percent of the kids. So, they were dead average in their growth, maintaining their place in line from year to year as far as their growth over the year. We've added that in reading and math. And then you'll still see a continued focus on student focus groups and student voice in our assessment of the plan.

So, we get to come up and present some of the successes we've had this year already. I'll take the first three on the left-hand side up there. The first one around teacher readiness. We offered a lot of professional development this summer for teachers. We had 405 K-5 grade teachers come in for Wit and Wisdom and for the math PD this summer along with 112 6-12 grade teachers who came in for Study Sync PD. Pretty impressive.

As we've talked about, attendance is very important to us. We did a lot to get the communication out to our parents and to our community. We did that through newsletters, district e-news, mailings, and personal phone calls by principals as well. The early data is also showing that our attendance from last August to this August has jumped from 91% up to 95%. That's 680 more kids in class every day.

The last piece we want to celebrate is restorative practices. Training will be taking place over the course of the school year for teachers in grades 6-12 and Alex Beekman, who is our teacher leader for wellness, will be leading that training.

Obviously, the portrait of a learner has been a very important part of what we've been doing for the past year. And at this point, all of our staff have seen and participated in opportunities to learn about and become more familiar with that portrait. And now we begin to lean into what is it that makes this come to life in every classroom, and how we help students grow in those characteristics and competencies.

The fifth one is the environments. As we design environments in the commitment plan, not only is it about the space itself, but the culture within the classroom. What is it that helps us bring community out in the class and the work that is going on in that classroom? And we'll be continuing to work and lean into how do we create that community through designing environments.

And finally experiences. We're very excited to celebrate some of the opportunities our students had over the summer and at the start of this school year. We partnered with several companies for a high school tech internship program. We had multiple students engaged in that. We also issued many pre-apprenticeship 12-point credentials over the summer, also a first for our students. And then to start this school year, we have thousands of students actively engaged in early college or AP courses. At Tolles, students are engaged in experiential learning around future careers. As well as career related courses that we offer within Hilliard City Schools, within the brick-and-mortar spaces that we provide these wonderful opportunities. At a future board meeting, we're going to highlight some of those opportunities in detail and provide real life statistics in all those areas.

Do you have questions?

Mr. Perry said I would like to say thank you to every single person who just spoke and everyone else who participated in this work. I lost count, but I was trying to count how many people said the word intentional or intentionality. I think that really demonstrates how we've had this laser focus on academic success and achievement. It's not just haphazard. It doesn't just happen on its own. It has to be done with intention, with focus. I think you're already seeing the dividends from that. I think that this is only going to continue to grow. I really do want to thank every single person who was part of that. That matters. Focusing on this matters. And we're doing it. So, I'd like to thank you for that.

Mrs. Crowley said I also want to thank you guys so much for all of your hard work. I also want to thank the teachers for embracing all this new curriculum and going to these professional developments over the

summer. It's a big ask of you guys, and it makes my heart happy to hear it. Thank you so much for giving up your time; your time is so precious. Thank you for that.

Mr. Vorst said I'll third what Brian and Kara have said: thank you for all your hard work and for putting a lot of time into this. It's great to see a follow-up on something that's in the third year of a three-year program, and the same thank you to all our teachers and staff for all the extra PD. It's been a heavy lift, and Cori's on top of it. We're excited to see what the future of all our curriculum revisions brings. I do have a question. You guys have mentioned reducing chronic absenteeism as a goal. You talked about a couple of different pieces of that, as well as saying that it has gotten better so far this year. Even though it's early in the year, that's a great sign. Are there any particular keys that you guys can think of that are vital to making sure that we tackle this problem?

Mrs. Abraham said I want to give Molly credit because she really has been the person leading this work. So, Molly, come on up. I'm going to let her weigh in.

Mrs. Walker said it's a little early; we have a long way to go. So, we've really spent a lot of time looking at Attendance Works, which is a national clearinghouse around attendance and chronic absenteeism. So, we've really tried to put in place a lot of the research-based pieces that they've talked about, so really informing our community. So, we've tried to be very proactive in those pieces. So, you'll see that a lot of our things are about partnering with our families trying to remove barriers, creating friendly and inviting spaces for kids and families, gaining knowledge, and letting our parents understand where their students are in their attendance and understanding how important coming is. I feel like we're just now really understanding all of the academic ramifications. While it seems like it should make sense, when you start to look at the cumulative effect, it really starts to stack up. So those are pieces that we're trying to be proactive instead of reactive, which has really been the focus previously.

Mr. Stewart added I think part of it too, Zach, is that we've been successful in getting conversations started in homes. Our theory all along was that nobody intended for their child to be chronically absent. I think in many situations, it was just a day here, a day there, and all of a sudden you got to the end of the year, and it was a big number, and nobody saw it. So, Molly really pushed on that nudge letter that we sent out in August. We've just started, and my gut tells me we've been successful at starting the conversation. Now we've got to keep the conversation going.

Mr. Perry said this is the topic of discussion we just had recently at our community conversation. I learned quite a lot. I learned that if you miss more than four days in September, there's an indicator that 90 percent of the time, that means that you might be chronically absent the rest of the year. I learned that the absentee rate of freshmen actually has a better predictor of graduation than their scores as 8th graders. But I also learned that we're really focusing hard on one of the big bullet points from our portrait of a learner here, the empathy piece. It makes sense. First of all, we try to be empathetic in everything we do, but if you have a student who's missing school, and then they come back, and they're penalized for doing that, they're not going to come back ever again. That's the whole thing...I did a good thing, now I'm being yelled at for doing it. No, it's really trying to say, why is it that you've missed school? What can we do to help? How can we be involved in having that direct communication with parents? This all comes from this collaborative environment between us, the parents, and the students. That's what this is all about, and I think focusing hard on that empathy piece and not judging people for why they missed. They may have a good reason. Explain it to us. Let us help. I think that's going to be huge. And I think we're already seeing the dividends. It's a little bit too early to see, too much, but I know we had a great first week. We heard from some administrators that we had very high attendance rate that week, more than

we did last year. But again, just reminding folks, school is where you learn things. Be there as much as you can, and we'll partner with people that way. But I learned a lot during that community conversation. That's also my committee report, I guess.

Mrs. Murdoch said I want to tag on to that about the absenteeism. Thank you so much for being proactive and looking at the data and recognizing it as an issue. I think it took all of us by surprise when we saw the numbers. I was shocked. It's something that had just been flying under the radar and huge kudos for bringing it to our attention and showing everyone why it's important and working to solve it. The other thing I heard a lot of you talking about was spaces. So, I can't wait to see how this ends up taking place and coming to life in our Master Facilities Plan later this year.

C ROUTINES

C1 Additions or deletions to the agenda.

Mrs. Crowley made a motion to delete item F3 from the agenda. Mr. Perry seconded the motion. Mr. Vorst asked Kara to elaborate.

Mrs. Crowley said yes, I will happily elaborate. I would very much like this to come off the agenda. I have three main reasons. The first is the element of surprise. At our board retreat in January of 2022, we agreed on no surprises as a board, and this continues to happen over and over again. Every time I open the agenda, I'm surprised by something, and I've talked about my frustration with Beth and with you, Zach. I'm very frustrated that this continues to happen over and over again. This showed up on our board agenda with no email, no heads up, no explanation, and so I don't feel like I'm at a place where I want to talk about that today.

My second reason for deleting this from the agenda is because, as we just heard from the presentation, this is a distraction from our real work. We are an organization with nearly 2,000 employees and over 16,000 students, and this is our first school board meeting of this school year. I think we have more important things to focus on. About two weeks ago, we had a board self-evaluation where the advice of the person who did the evaluation was for us to focus on the goals and stay out of the noise. Item F3 is noise. We do not need to be focusing on this. We need to focus on the real work, which is our students and our staff.

And the third reason, Zach, is that I think that this is political theater at its worst. This was passed in a 5-2 vote in April, by three Republicans, two Democrats. Five months later, it shows up on our agenda. We know that we've seen videos from two city council members that are operating in fear and not facts. And I have no idea why this is on our agenda right now, but I have a feeling that it has something to do with their re-election, and I don't think that it is the business of the board.

Mrs. Murdoch said this is directly a result of getting the details of the Master Facility Plan and our Master Facility Plan agenda coming up.

Mrs. Crowley asked what about the Master's Facility Plan that happened last week has anything to do with that? And why did it not come on the agenda as a conversation? Why did it come on as a resolution condemning that plan and not a conversation about starting something? We've gotten emails about it. There's plenty of opportunities to be at the table to ask questions. It should have come on as a conversation, if anything, not a resolution to condemn it.

Mr. Vorst said we should have the conversation. I think that's totally fair. We're in the middle of a master facility plan. I think there are some things in this comprehensive plan that could affect the results of that master facility plan.

Mrs. Crowley asked can you be more specific about that? Mr. Vorst said yeah, density issues, mainly on Cemetery Road. I've read the comp plan. I think it's great. There are a couple of things that I just have a lot of questions about. My issue is not, no, it's what? And the ask is not to redo the comp plan. It's not to cancel anything. The ask in the agenda is for the city to wait until we have Cooperative Strategies, who does our enrollment projections, look at how this might affect our enrollment projections.

Mrs. Crowley said this doesn't affect our enrollment projections because everything in the community plan is hypothetical. It's not permanent. It's not happening right now. Mr. Vorst said he emailed Cooperative Strategies asking if the community plan had been factored into their last enrollment projections. They said no. Mrs. Crowley replied that's because it's hypothetical. Beth will tell you that you don't take actual data from hypotheticals.

Mrs. Murdoch said what I am asking, it's not a condemnation, and if the word condemnation shows up in here, I apologize. I don't recall writing that. Mr. Perry said I think the word expresses its concern. Mrs. Murdoch said I have concerns, that is true...and the concerns are... the ask is please do not pass any rezoning until we can catch up because I really feel like we're playing catch up here.

Mrs. Crowley asked Mrs. Murdoch if she had written this resolution. Mrs. Murdoch said yes, I did with the help of my husband.

Mr. Perry said I think that I have the same concerns as Kara to some degree. I worry about the timing and also about the venue if that's the appropriate term. I worry that we're getting very involved in a city council issue. Does that affect us? Absolutely, it does. Of course, it does. This was passed in April. We should have been part of this in April, and I'm worried that we're not focusing on the fact that we're not even in Hilliard right now. We're in Dublin. Most of our students come from outside of Hilliard. In fact, if we want to talk about a comprehensive plan, we should definitely be talking about Columbus putting up something everywhere there's a sewer tap. But I worry that we're focusing on the opinions of two members of the city council who were outvoted 5-2 in a bipartisan manner. This is coming up now in September. I'll get more into the questions about this if this goes through on the resolution. But the resolution itself I have concerns about.

Mrs. Murdoch said to be a hundred percent clear, it is about my reading the plan, not about videos or anything else that's been going around. Mrs. Crowley said this passed five months ago, and it's less than two months before a contentious election. This is showing up on this agenda for political theater reasons only. Mr. Vorst said I disagree with that.

Mr. Vorst said I think this is something that we should talk about. Mrs. Crowley said Hilliard City is only 25 percent of Hilliard City Schools. I have never seen a resolution on here written like this about Columbus City. I've never seen it about Dublin City Council. Asking them to pause, asking them to reevaluate, asking them to redo something. We have never done that before, and we're definitely getting in the weeds. And like she said at the board self-evaluation, set goals, focus on goals, and stay out of the noise. And this is noise.

Mrs. Murdoch said I think Hilliard is 25% of the landmass of our district and approximately 45% of our students. I think we all know Dublin right now is facing a very similar thing. They're focusing on development in Jerome township. Mrs. Crowley asked so are you going to surprise us with a resolutions about Dublin and Columbus? Mrs. Murdoch said I would love to be able to state that first line about Columbus City as well. Because we've had this partnership, I believe that we can ask Hilliard to pause and have a conversation with them. Mrs. Crowley said this is a resolution, not a conversation. Michelle Crandall wrote to us saying she is open to sitting down with any of us anytime. So, we should be sitting down and having conversations, not putting board resolutions here in black and white and saying we're against this. That is not something we should be doing.

Mr. Vorst said the resolution doesn't say we are against the plan. Mrs. Crowley said it goes on about the lack of density, lack of alignment... Mr. Perry said, "expressing concerns," trots over that line of "I'm just asking what's going on, let's have a conversation." It is expressing an opinion by expressing concerns. That's an opinion saying I don't like it. It's a negative opinion of it. I worry about that aspect. If we were going to have this conversation.... Mrs. Murdoch asked so how much of this conversation is about the motion on the table? Is there anything else that we need to discuss with the motion on the table? Mrs. Crowley said Zach asked for an explanation and I gave one.

The motion failed 2-2.

- C2 The Board of Education adopted the agenda as presented.
- C3 The Board of Education approved the August 2023 Treasurer's reports.
- C4 The Board of Education approved the minutes from the following meetings:
 - a. August 14, 2023 – Regular Meeting
 - b. August 14, 2023 – Meeting Notes
 - c. August 16, 2023 – Special Meeting
 - d. August 28, 2023 – Work Session Meeting
 - e. August 28, 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.

Jon Parker-Jones

Good evening. Thank you for the opportunity to address the board. I'm Jon Parker-Jones, and I'd like to share my perspective as a Hilliard By Design Comprehensive Plan committee member. I served on the

Steering Committee alongside 26 fellow Hilliard residents, including a member of the Hilliard City School Board and trustees from Brown and Norwich Townships.

During the 18-month process, Steering Committee members were asked to share their perspectives and solicit input from neighbors and residents to help shape the City's plan for its future growth and redevelopment. The process ensured that all segments of our community were represented and the public had multiple opportunities to offer input. Throughout the process, the planning team interviewed various stakeholders in small group settings. These stakeholders included officials from the Hilliard City School District, transportation authorities, local and regional developers, and diverse interest groups like environment advocates, cycling enthusiasts, and senior citizens. These interviews aimed to pinpoint strengths, weaknesses, and opportunities while tapping into their local expertise to gain valuable insights.

The product of this citizen-led committee was a proposed comprehensive plan. The seven democratically elected members of Hilliard City Council reviewed the plan. Council members had multiple opportunities to ask questions and seek clarification. They voted on the plan, which was passed 5-2. The comprehensive plan was approved and adopted by Hilliard Council.

Of the 60 square miles serviced by Hilliard schools, greater than 75 percent lie outside of Hilliard City limits. If this board is concerned about overdevelopment, it should engage with Columbus City Planners, as that city sends more students to Hilliard schools than any other municipality.

I recommend the board direct its energy on what matters most, the students in our community. Work to build solutions that raise the district's high school graduation rate. Commit to better supporting our neediest students. Proactively plan for the growth in the community we will inevitably experience. I encourage you to vote no on the resolution that appears later on tonight's agenda. Thank you.

Sarah Myers

Good evening, Superintendent Stewart and board members. My name is Sarah Myers, and I have a third-grader who goes to Washington. Actually, this is my home school, and welcome. A lot of this has already been said, but I'm still going to read what I wrote.

You guys probably already knew where this building was located because you're on the school board. So, you didn't have to Google it, but if you had, you would have noticed it's in Dublin. And just like I live in Dublin, and just like my daughter lives in Dublin. As you know, only 40 percent of the student population actually lives in Hilliard. 44 percent are in Columbus, and then 16 percent are in Dublin and townships.

I understand you wrote this resolution, Mrs. Murdoch, and I can't for the life of me understand why I'm looking at a statement about Hilliard City Council at my school board meeting. I have no say over Hilliard City politics. I have no voice. I'm a Dublin voter, but I've never seen a statement about Dublin's developmental impacts here or Columbus's.

Furthermore, from what I understand, the district already had input in creating this Hilliard plan. They already got to express their concerns. That ship has sailed, if you will. A further board statement seems superfluous, even inappropriate. The oath of office that you swore was to the whole district, to all students. Hilliard City politics are not in your purview, but my Dublin-residing daughter's education is. As a board member, it's supposed to be "the first and greatest concern," and that's not what I'm seeing here. I'm not sure who or what you're working towards with the statement, but it doesn't look like the benefit of all students. Thank you.

Kate LeMaster

Good evening, everyone. Thank you for giving me the opportunity to speak tonight. My name is Kate LeMaster. I'm a long-time resident, alumni, and mother of two boys at the Alton Darby Creek Campus. Tonight, I am going to discuss the comprehensive plan and its impact on Hilliard City Schools. Unlike most that are speaking out tonight in the audience, I believe the disconnect with this whole conversation is that the city's plan with our consultant who presented last year at Ridgewood in regards to ratios and growth within our district did not have the information from the city council and what they intend to do for Hilliard proper.

With that being said, I did attend the board meeting at Ridgewood last year where they presented on anticipated growth or lack thereof in our schools over the years to come. As quoted from that meeting, she said, we are projecting a flat to slightly declining enrollment. It is important to keep in mind that these projections are based on historical trends we see. Another quote, there are several factors that can cause significant changes in projected student enrollment. And then it's listed with some of those items, those are zoning, unplanned new housing activity plan, and not yet built housing.

Moreover, she went into looking at the yields for housing types. This year we're looking at a static single-family yield of 0.52 K-12 students per unit. Apartments were 0.26, 0.24 were for condos, and 0.59 were for mobile home parks. So, why am I mentioning all of this? I'm mentioning this because last week I went to the Meet the Candidate Night for Dublin City Schools, where our previous superintendent, Dr. Marschhausen, who currently is the superintendent for Dublin City Schools, presented to the community educating them on their operating levy that is on the ballot this fall. What he said was, we look at Jerome.....that was built on Highland Croy Road where the pumpkin patch used to be, 300 units, we get 120 students, but we only receive 25 percent of the revenue because Schottenstein gets other revenue and we pay all the price for some of the growth taking place in our district.

So, my question of the board and the superintendent, are we confident on the projections made from the study that was carried out last school year with a 0.26 student yield per apartment? Or should we prepare for what Dublin is experiencing today where they're producing a 0.4 yield per unit in their most recent two-story apartment community? Either way, to me, it's apparent that the communication between the school board and the city of Hilliard is not effective nor strategic when discussing such matters when it comes to anticipated growth that is being projected from the comprehensive plan if the zoning is approved.

As a mom of young children in the school system, we cannot have higher ratios in our classrooms with our current infrastructure in place. Teachers need lower ratios to support all students. My son's fifth grade class has 30 students. How are we going to ensure that every student, without exception, is ready for tomorrow when all students have minimal individual attention? Thank you.

Dawn Larsen

Thank you for the opportunity to address you tonight. My name's Dawn Larsen. I'm a Hilliard resident and a proud parent of two Darby grads and a current Memorial student. I'm also here to address item F3 in the agenda, the resolution discussing City of Hilliard's comprehensive plan.

Honestly, I'm appalled. I'm appalled we're here talking about this when we should be focused on making sure every student is ready for tomorrow. Instead, we're taking up a resolution that involves a separate governing body, the Hilliard City Council, and a geographical area where less than 50 percent of our

students reside. So, yet another example of two certain city council members trying to influence the board and play political games.

We all know that this resolution came at the request of Omar Tarazi and Les Carrier. Both are current city council members, and neither is interested in the role they currently play in our city, as they're both running for other offices. And they're trying to use you for purely political reasons. Mr. Tarazi hasn't met a political office that he hasn't attempted to run for, and Mr. Carrier publicly stated at a March 24th Norwich township meeting that apartment living is peasant housing. If you don't believe me, you can read the minutes from the meeting.

I hope you're as outraged and disgusted by the peasant comment as I was. It's just another attempt to paint a picture of the "other." Board members, how many of you have lived in an apartment? Me too. Both my kids, my older ones, actually live in an apartment. Let me be very clear, they're not peasants, and neither are you, and neither are any of our students that live in an apartment.

One of the core beliefs and principles of Hilliard City Schools is that students and their work are the focus of all activities. I've asked you to look at yourself and ask, how exactly does this resolution fit with that purpose? I firmly believe that every student in our amazing district is equal without exception, not based on where you live, what you drive, or whether you rent or own without exception. I hope that each of you believe the same.

Please understand if you choose to carry out Mr. Tarazi and Mr. Carrier's orders by voting yes on this false of a resolution, you're sending a very clear message to each and every student in this district and their families that if you live in an apartment, you're the "other" and you're less than. Is that what you want? Does it align with our district's mission of ensuring that every student is ready for tomorrow? I strongly urge you to vote no on this resolution and let our students know they matter. They matter to this district and to each of you, regardless of what kind of dwelling they reside in. And they are not peasants. Do not play a part in this political..... Thank you.

Sarah Schroeder

I'm speaking tonight on the same resolution that everyone else is. The Steering Committee that developed the comprehensive plan was chaired by Libby Gierach, President and CEO of the Hilliard Chamber of Commerce and a former Hilliard School Board member. Thirty residents served on the Steering Committee during the rigorous 18-month-long process that included discussions with many community stakeholders, including Hilliard City Schools. Members of the Steering Committee include Paul Lambert, former Hilliard School Board member, Jill Gerschutz, current chair of the Hilliard Chamber of Commerce and an HEF board member; and Tim Roberts, current Norwich Township trustee.

The comprehensive plan does not recommend or anticipate any proposed zoning revisions or residential housing recommendations that justify a pause on the comprehensive plan. The Steering Committee's findings with respect to the impact on Hilliard's residential land use on Hilliard schools are described on pages 44 and 45 of the Comprehensive Plan. The findings are entirely in line with enrollment data presented to the Board of Education at recent board meetings. At the March 13 meeting, the school administration presented data that indicates, in summary, that projected student enrollment will remain flat over the next 10 years.

There is nothing in the Comprehensive Plan that conflicts with or negatively impacts Hilliard Schools' projections of future student enrollment. The proposed resolution indicates that the board has concerns

with the comprehensive plan's "amount of density and lack of alignment" with the Hilliard City School District's master facilities plan. Although it's not clear what an amount of density means, I'm assuming the board is attempting to express concern with the proposed and projected residential housing bill as set forth in the comprehensive plan. Again, the plan does not recommend or anticipate residential housing development changes that will negatively impact Hilliard School's projected enrollment.

The proposed resolution indicates that the Hilliard School Board is committed to a collaborative relationship with the City of Hilliard. On April 24, Hilliard City Council adopted a resolution that the comprehensive plan is "approved and accepted by the City, which shall serve as a guide for making policy and development decisions for the betterment of the City and its citizens." How can the School Board presume to be committed to a collaborative relationship with the city of Hilliard when it disagrees and without providing any support for the reasons for its disagreement with the city council's adoption of the comprehensive plan?

In addition to ignoring the city council's adoption of the plan, the school board is ignoring the extraordinary efforts of Hilliard City staff like Michelle Crandall and David Meadows and community members like Libby Gierach, Paul Lambert, and Jill Gerschutz. When you vote on this proposed resolution tonight, please consider the ongoing collaborative relationship that Hilliard Schools needs with its future community leaders.

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 student trip requests:

- a. Davidson Girls Basketball, Canfield, OH – December 28, 2023
- b. Bradley Ohio Model United Nations, Columbus, OH – December 3, 2023

Mr. Perry highlighted the following retirements:

- Lucia Culley has been with Hilliard City Schools since 08/31/2001 – *Mr. Perry graduated with her daughter and played soccer with her son.*
- Pamela Kelly has been with Hilliard City Schools since 08/25/2000
- Kerry Mendenhall has been with Hilliard City Schools since 08/14/1992
- Sandra Raynes has been with Hilliard City Schools since 08/24/1998
- Tamara Thompson has been with Hilliard City Schools since 10/31/2001
- Kelly Wenner has been with Hilliard City Schools since 08/31/1998

Congratulations to all of them for their many years of service.

F ACTION AGENDA

F1 The Board of Education approved the following Summer 2023 graduates:

<u>Bradley High School</u>	<u>Darby High School</u>	<u>Davidson High School</u>
Santy Angulo	Brady Andrew Anastasia	Haitham Kanaan Khalil
Taylor Dawn Neri Dyer	Mohammed Salah Fateh	Connor Joseph Erdy
Alannah Marie Guill		Cynthia Morales Pablo
Gabriella Josephine Starrett		
Isaac Christopher Watts		

F2 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 the current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2024 the following sums be 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:

019 - OTHER GRANT	\$86,689
401 - AUXILIARY SERVICES	\$1,353,100
499 - MISC STATE GRANT	\$40,500
516 - TITLE VI-B IDEA	\$3,776,505
551 - LIMITED ENGLISH PROFICIENCY	\$251,495
572 - TITLE I	\$2,564,196
584 - TITLE IV-A	\$283,391
587 - EARLY CHILDHOOD SPECIAL EDUCATION	\$94,326
599 - MISCELLANEOUS FEDERAL	\$168,732

Ms. Dalluge said this was just a little housekeeping. This appropriation amendment has to do with my grants. The first one is the O19 fund. That's miscellaneous grants. An increase of \$6, 000. We received two \$3,000 Martha Holden Jennings grants. One at Hilliard Horizon and one at the ILC Hub.

The 401 fund: That's the nonpublic state money that flows through the district. FY23 was the end of the second year of the biennium. We have to return any unspent funds. Increasing this appropriation will allow us to return these dollars to the state.

The 499 fund: If you recall, towards the tail end of last year, we had a second state safety grant come in that we actually determined was federal money that needed to be accounted for, and this is more a cleanup of that account for this year.

The 516 fund: An increase of \$160,610. Just had a slightly higher allocation and a little bit of carryover that came in.

The 551 fund: Just a higher allocation with an increase of \$26,073.

The 572 fund: An increase of a \$196,908. Again, just a little bit of a higher allocation and a little bit of carry-over coming in.

The 584 fund: That is the student Wellness grant. There's an increase of \$136,891. We have a little bit of carry-over, and we were awarded a supplemental wellness grant, the Stronger Connections Grant, in the amount of \$125,820.

The 587 fund: An increase of \$14,210. Again, just a higher allocation for this year.

The 599 fund: Again moving the balance of those safety grants and appropriating those an increase of \$168,732, and that'll allow him to eliminate the rest of that grant.

Mrs. Murdoch said thanks for all the detail.

F3 The Board of Education did not approve the following resolution:

WHEREAS, the Board has enjoyed and remains committed to a collaborative relationship with the City of Hilliard; and

WHEREAS, the Board supports compatible, responsible, targeted growth; and

WHEREAS, development decisions of the City of Hilliard have a significant impact on Hilliard City School District including: busing, tax revenue, and student enrollment; and

WHEREAS, having reviewed the City of Hilliard's Comprehensive Plan (hereinafter, Comprehensive Plan);

NOW THEREFORE BE IT RESOLVED, the Board expresses its concerns with the Comprehensive Plan's amount of density and lack of alignment with the Hilliard City School District's Master Facilities Plan. The Board urges Hilliard City Council to maintain current zoning and supports a pause and re-evaluation of the Comprehensive Plan to take into consideration the impact of this plan on Hilliard Schools.

Mrs. Murdoch said so, I guess to kick off the discussion, I can tell you exactly it took me to page nine in reading this to notice that it showed Dublin with the 2020 population of 49,328 and Hilliard's projected growth to hit that number in approximately 10 years. Now, I think long terms and ten years doesn't feel that long, especially if you're talking about potentially building schools and things like that. This November, Dublin City Schools will be on the ballot with a 7.9 mil operating levy and a \$145 million dollar bond issue. That took my breath away. I can't imagine saying we need that amount of money, which would increase property taxes by \$314 per \$100,000 appraised value for those homeowners. That's a lot of money for me. I imagine it's a lot of money for many of the people in this district. So, that's why I felt, like I said, the fact that we have a good relationship with Hilliard City Council...I'd love to do this with Columbus, but I know we have fallen deaf ears, unfortunately. But I would just like to be able to pause until Cooperative Strategies can take all this in and give us new enrollment projections and our master facilities plan is able to take all that in and determine what that means in terms of new buildings and or redistricting for our schools if this were to happen in 10 years.

Mr. Perry said I definitely appreciate you explaining the reasoning here. I'm going to ask a lot of questions here and stay as factual as possible. One thing that I wanted to draw attention to though is page 51 of the community plan. We have different action items, especially related to economic vitality. The very first action item that they have is to increase the city's income tax base and prioritize non-residential or mixed-use development. Residential development of all types is a fiscal drain on the city. While there are strong demands and development pressure for additional housing to strengthen its fiscal health over the long

term, the city should focus on encouraging employment-generating development. It should ensure that enough employment-generating development is created to offset the net cost of new residential development. And there are pictures to that, and I'm not going to read 160-something pages, don't worry as long-winded as I can be. But the second thing is to support multifamily residential as a component of mixed-use development. Residential uses should be supported as a component of mixed-use developments, but the limits to the amount of residential use within a mixed-use area should be established in the zoning code. I think the plan already accounts for this offset. Now they also talk about all kinds of things like focusing on existing infrastructure before building new infrastructure and planning on infrastructure prior to there being residential development.

I've spoken with Michelle Crandall and I know Dave has too. So, I guess the question is would the city lose its ability to take anything that wanted to be rezoned through the Planning and Zoning Committee or does it still go through the Planning and Zoning Committee? Does the City have to do whatever a developer wants or are they still able to zone as they wish within their own zoning and planning committee? Mr. Stewart replied I'm not an expert on development, but on that question, I believe that things still have to go through planning and zoning.

Mr. Perry said the reason I mention it is because it seems as though a lot of these projections and a lot of, I hate to use the word fear-mongering, but it does seem like it's going to create some emotional reaction. People say, oh, there's unfettered residential growth. Apartments will be up everywhere. I saw a bunch of residential apartments superimposed on the background of a water tower, and I thought, I don't think that's the plan. I think there are a bunch of houses there that would all have to sell their land and then be rezoned. I heard that they're going to put a 10-story apartment on JW. I'm like, we're not selling it that I know of. And if we do, last time we sold land there, they put up a Swensons. So, they can rezone it to be residential, mixed-use, or commercial. I think that the worry is that everything that can be zoned residential will be zoned residential to a 10-story apartment, which I don't think is any of the plan that I've seen. Not one bit of it. In fact, actually preserving the green space next to the Big Darby area to hopefully reduce overall density.

We're talking about nitpicking about little tiny parts of this plan. I agree. We should be having a collaborative discussion with the City of Hilliard. I worry this does this because pressing pause seems a little after the fact. It was passed in April. The pause is gone. The plan has been in place since April. We're under the plan now. And having "expressing concerns" is maybe a little after the fact. Whereas having this kind of individualized advocacy, we've always done that. This has been a past precedent from President Lambert, who was on the committee, President Teeter, President Long, and President Whiting. All of us have had this kind of precedent in Hilliard that we don't make these grandiose unilateral resolutions as a board. We have individual advocacy.

Do you want to go down to the statehouse and advocate? Great. I may advocate a different way in our personal capacities. But having these resolutions on other governmental bodies as a board, I think really need to be limited because we're going to open a door that I don't think we can close. I have a lot of issues with a lot of things down at the statehouse. You don't want me putting on a resolution every time that I want to vote on, let's condemn the backpack bill. There are all kinds of things. I could but I choose not to because that's me advocating. I don't think it's the position of our board to do that as a unit. So, I worry this is precedent that way, but those are my questions. I think the plan is very detailed and what not. I think this kind of hits a peanut with a sledgehammer that it doesn't have a nuance that I would be looking for.

Mrs. Crowley said I think to piggyback on that Brian, the email we got from Michelle Crandall says that the space at JW Reason is for retail, civic, or residential. These places are zoned for many things. Civic being schools. And she also made sure to emphasize in bold and red that all properties retain all existing rights. We're not selling these properties. These are all hypotheticals. That's why we're not redoing our projections because we don't redo projections on hypotheticals. I can pass this down the line, because it is highlighted. The community plan in 2011 actually called for a 60 percent growth in residential and housing, and the new plan in 2023 only calls for 20 to 45%. So even at the high end, it's lower than what we had wanted in 2011. And my question to you, Beth and Zach, is did you attend any of the 11 public meetings that this committee held? The comprehensive committee had 11 public meetings over 14 months. Did either of you attend any of those meetings to give your input?

Mr. Vorst said I did not, but I've talked to folks who have been on the news, who voted for the comp plan. I've talked to folks who were opposed to the comp plan. I talked to Michelle Crandall last Friday to try and get a better picture of how this whole process was. And the input that I got was that the district did provide data from Cooperative Strategies to the planners. They also provided input. We look at that list of people on the committee. There are a lot of well-respected names. Jon was on it. There are a lot of people that we respect and care for that have the school's best interest at heart. There was no direct input from the district once the final product came out. The final product came out, Paul was off the board. This came out and got voted on, and I feel like this is a learning opportunity for us to develop a better relationship with the city, to have a seat at that table so we can give direct input as an official piece of the district representing the schools when we have these pieces that come out and that we can work with them.

So, a couple of people mentioned that, yeah, this is just Hilliard City and we have a lot of land that's not in Hilliard City. I agree. What if Dublin had a plan that involved our school district area, I would want to be a part of that. When the City of Columbus comes around, and they want to be developing things around where our students come from, I would want to be a part of that. I want us to have better relationships with these areas. So, the folks who say that are right.

Mrs. Crowley asked would you want to be a part of it from the beginning or would you want it to come to fruition, be voted on, and then five months later go back in time to say that you don't approve it? Mr. Vorst said we're not saying that we don't approve. That's not what the ask is. The ask is that we're trying to ask them to give us time to have our professional third-party.... So, for those who don't know, Cooperative Strategies is a third-party analytics company that we use to determine how many students we'll have from each building, they take a lot of data and factors into determining those numbers, and they're usually really accurate, David, right? They're within two or three students per building most years. So, they do a great job. One of the things in the Cooperative Strategies handout that they talk about that could change their projections are land use and changes in zoning. And this is something that we want to give them the opportunity to react to that, to work into it. If you have high-density areas along Cemetery Road....there's just a lot of "ish" in four to six stories and three to five stories. At some point, you get so much density that even within the projections for the amount of commercial to residential is between 20 and 45%, what Michelle Crandall told me on Friday, and that is just a lot of wiggle room. If you have so much density, at some point, it's only a matter of time until we are having discussions about modulars, possible redistricting, traffic issues, and safety. So, this is just something that we need to be...I own this just as much, I think, as everybody else. We need to be better about trying to develop these relationships with the city while they're baking the cake, not after the fact. They technically still are baking the cake because they haven't approved the zoning. The comp plan has been approved, but there are no shovels in the ground for... what it entails. And they do predict a 10,000-person increase in our Hilliard City population over the next 10 to 12 years. And that is just in Hilliard City. There are the Scioto property

owners folks who are in our district or in the city of Columbus that are seeing a possible high-rise apartment complex coming in their area. And I've lived in apartments. I support everybody wherever they come from. We all love everybody. So, this idea that we're opposed to people who live in apartments is just completely not accurate. But what we're looking at are the changes in zoning and comprehensive plans to make sure that the needs of our students are met. And I think that's something that we can all make sure that we do a better job of being a part of these discussions.

Mrs. Crowley asked how often do we redo the projections? Mr. Stewart replied every year. So, when are we going to be doing them again? We ship the data to them on the same day every year, which I believe is October 19th and then they turn it around somewhere near the beginning of the calendar year.

Mr. Perry said I think we brought up density. I think that's a good point, but I think that there's maybe more nuance to that density component than we're looking at. The apartments and multi-family residential over by, what is it, Britton Parkway and the GOAT and Giant Eagle, that's considered a high-density apartment complex. How many students did we get from that, roughly? Mr. McDonough replied that we get 31 students from this complex (446 units) (0.08 students per unit).

Mr. Perry asked what is the residential tax value of that complex. I would assume it's offsetting the students pretty drastically. So, that's the thing I'm talking about is that there's a lot of units there, are we getting students from those? Not all apartments are built the same. In fact, the highest, and Kate mentioned this, the highest residential student per unit population comes from single-family residential. So, it's not all the same everywhere and not every neighborhood is the same. We know currently that places like what is it, Lampton Ponds, I think is the name of a residential development, that's starting to age out. We had a lot more students that started there when the houses were new. People were moving in, they had kids, and then as things got older, they moved out. So, not even every single family home and development that way had the same number of students. So again, it's a lot of nuance that we're talking about here. And again, we're talking about projections based on, as Kara's saying, hypotheticals. If a land use may be rezoned as commercial, civic, or residential, we cannot always assume that everything is going to be residential. We can assume some would, certainly, but I think that it's difficult to project because we have no idea how they're going to rezone it because they haven't rezoned it yet. It's a discussion that the city has to have. They could rezone nothing to be residential. That won't happen. They could rezone everything to be residential. That won't happen. Somewhere in between but it's a kind of a parcel-by-parcel plan here. The fact that we have a plan is at least something. It's not even our plan, but I am totally on board with having these kinds of conversations. I think that's awesome. I don't know that this resolution has the conversation so much as condemns the thing that we've already passed. That's my concern too.

Mr. Vorst said Brian, I have to ask, if you're on board with having these conversations, then why did you ask it to be removed from the agenda? Mr. Perry replied that I wanted to remove it from the agenda because this isn't having a conversation at all. Mr. Vorst said we're having a great conversation right now. Mr. Perry said we are having a conversation. That's awesome. We're not having a conversation with the city, which is what the resolution proposes to do. The issue is that we should have had this conversation directly with the city. Instead, we're talking about something that we didn't do, that we're not a part of. That's the issue that I'm having with it. I don't think that it's the right to have a resolution openly condemning other organizations plans because we should have individual advocacy. Otherwise, we're going to open that door to start condemning everything from the statehouse to the federal government to the local city to the dog catcher to everything else.

Mrs. Crowley asked Beth why she put this on a resolution instead of a conversation. Mrs. Murdoch said because there's an ask. And the ask is to maintain current zoning until we can take into consideration the impact that this plan could have on the schools.

Mr. Perry said it's an ask with an expression. The expression of concern is what concerns me. That's what I have an issue with there. Mrs. Murdoch said I am open to changing the wording.

Mr. Vorst said just for a quick reference as far as yields per acre, the four highest properties, or developments in our district, as far as student yields per acre, are apartment complexes. And there aren't very many six-story buildings in Hilliard, which is a reason why a lot of us live here because Hilliard has big city amenities with a small-town feel. But if we can start going down this road, this is not something I'm not condemning. We need to be prepared. The goal is to be prepared.

Mr. Perry said I feel most of the and this is what's been true in the past at least, mixed-use large scale residential is going to come with a TIF. If it's a residential TIF, we automatically have veto authority in the City of Hilliard anyway. So, in Hilliard, we can be directly involved in those conversations, same as we were with TruePoint. So, I think that, yeah, we're worried about giant apartment complexes. I think for the most part we have a say in them. If they don't have a TIF, then yeah, that's a different conversation. But part of that we have direct input on, regardless.

Mr. Vorst said I want to reiterate that the ask is not to condemn the comp plan. Mrs. Murdoch said correct. The word condemn is not in here, or it should not be in here. Mr. Perry said it's not; it's "express concern" is what I mean. Mr. Vorst said it's not to question the support of all the folks who put time and effort into this. They didn't necessarily vote on the final product. But they had input and a third party, Planning Next, I think it's called was the one who actually came up with the comp plan, with the details of it, and the members of the committee provided feedback. It was not unanimous, but what is with 27 people, nothing is unanimous with that many people. We obviously thank the folks who put their time and effort into that but. Mrs. Crowley added, but we still have to observe that it passed the city council on a 5-2 vote, so the city council has spoken. Mr. Vorst said I don't think there's any ask to repeal it.

Mrs. Murdoch said this is their long-range vision for future development, and that's fine. The ask is, please maintain current zoning until we can pause and figure out with Cooperative Strategies what this might mean to student yields. And we can coordinate with master facilities plans to understand what it might mean for new buildings or possible redistricting.

Mrs. Crowley asked have you talked to the city council about the fact that you were going to put this on our agenda tonight and their thoughts about it? Mrs. Murdoch said I talked to Cynthia and Michelle on Friday. Mr. Perry said, but it (*the agenda*) came out Thursday, right? Mrs. Crowley said yeah, this was on our agenda on Thursday. Who did you talk to before that? Mrs. Murdoch said I have not talked to Pete, Andy, or Peggy. Mrs. Crowley again asked who did you talk to before putting this resolution on the agenda. Mrs. Murdoch said I've talked to Cynthia, Omar, Les, you talked to Cynthia before this was on the agenda. I talked to them Friday morning. So you talked to Omar and Les....Mrs. Crowley said you talked to Cynthia before this was on the agenda. Mrs. Murdoch said she talked to them Friday morning.

Mr. Vorst said if you were surprised by this (*resolution*), you had the chance opportunity to call Beth or I. Did anybody call Beth or I this weekend to clarify? Mrs. Crowley said we can't do that because of the Sunshine Law. I talked to Brian about it, so I can't call you about it (*I'd be breaking the Sunshine Law*). But I was surprised. And typically, you would put out an explanation and say, hey, just a heads up. I shouldn't

have to respond back to a surprise. I should have a board president that knows that I don't appreciate surprises. And she should have sent an email saying, here's a heads up, here's an explanation, and this is going on the agenda instead of me sitting down on Thursday night being surprised by this. We've talked about this over and over. The element of surprise. And we promised we would not be doing this. And we continue to do this meeting after meeting. And it's very frustrating to me.

Mr. Vorst said, but you guys didn't tell us that you were going to ask to pull it from the agenda. Mrs. Crowley said we can't. We talked about it. Mr. Vorst said you said no surprises. Mrs. Crowley said but we talked about it. You're the one that's surprising us. And we're having to come back and figure out how to figure out what we're going to do about it. And because *(of Sunshine Laws)* we cannot come in and tell you what we're going to do. But as a board president, she should be transparent. She ran on transparency and communication, and this is neither of those. Mrs. Murdoch said it was on the agenda for everyone to see with plenty of time to figure out how they felt about it and wanted to vote on it. Which is what I believe transparency is about. That everyone knows in advance what's going to be on the agenda and that they're able to come up with their...Mrs. Crowley asked so you don't believe that it should have come with an explanation from you? Mrs. Murdoch said I think it's self-explanatory. Mrs. Crowley asked is it? Mrs. Murdoch said I thought so. Mrs. Crowley said I don't think so.

Mr. Perry said we have a motion and a second, correct? So, can we just vote on it? I'm fine with that.

The resolution failed 2-2.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Mr. Perry said we had a facilities meeting here recently. Some big topics of discussion that came up were obviously all of the work that we did here over the summer. I forget the metrics, but just assume it's a billion floors waxed and a gazillion lightbulbs were changed. We did a whole lot of things over the summer. Those are rough estimates. But we also put in a new playground over at Darby Creek. And there's apparently not a drainage issue; it's a mulching issue from what I've heard, which is different, that affects the drainage. In any case, none of the student play areas was affected there, and that should be cleaned up here sooner rather than later. Our electric buses are hitting routes, which is really cool to see. One of those routes is actually the St. Brendan's/Watterson, is that right, Mike? Mr. McDonough replied yes. Those are really cool to see if you're actually out there running around. So, we get a lot of requests for folks who want to take pictures with them or folks who want to do news stories or feature them. It's really something cool that we're doing there. And I'll let Zach kind of cover the rest.

Mr. Vorst said we visited a restroom at Ridgewood Elementary for three special needs students. That was a last-minute add. They're refurbishing some things. It'll be done this week? Mr. Perry said by the month. Mr. Vorst said we also saw a storage facility that they were redoing to use as a tutoring room towards the back end of the building. Everything looks great. I'm really happy with our ops team and everything they're doing. Thank you, Mike and the rest of your team for bringing us out there.

Mr. Perry added that we're custom building a sink for the ADA-compliant restroom in Ridgewood, which is pretty cool. It's really nice that we have the ability to do that....and then the storage room, because we took storage space out of where the restroom is going to be, we moved it over in part. I think that only cost us like \$3,000 because we did it all in-house, which is phenomenal. Safety update..we're unveiling our

new visitor check-in system at a couple of different schools. So far that's been going really well. It's also a data-gathering tool. We know who's coming in, are they parents, are they siblings, or grandparents who are coming into our buildings? And that's awesome that we can track exactly who's coming in. And it's an ease-of-use thing where folks who are visitors, they come in, they take a picture, they get their badge. No one's always asking them, hey where are you, what are you doing? They have the scan thing right there, you can walk around, and we've already checked in, so you're good to go. That's going to be cool. I haven't heard about any problems yet, so hopefully we can start rolling that out in more and more places as time goes on, but we're happy with how that's going.

H EXECUTIVE SESSION /ADJOURNMENT

H1 The board adjourned at 8:03 p.m.