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# MEETING NOTES

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

A1 The meeting was called to order at 6:30 p.m.

A2 Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst

A3 The Pledge of Allegiance to the Flag

## B PROGRAMS / PRESENTATIONS

B1 Horizon will be highlighting our wellness fair. Mrs. Stephanie Hafner will introduce the committee that worked on our first-ever HZN Wellness Fair, share the impact it had on our HZN community, and we will hear from a few of the families that attended as they share their experiences from the event.

***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.*

Thank you for being here tonight, and welcome to Horizon Elementary School. I will introduce Mrs. Hafner, our IDC teacher, and nurse Krista Angeline. One of their dreams for Horizon was to have a community wellness fair. They brought some family members and students who were able to partake. So, I will turn it over to Ms. Hafner so she can explain.

Thank you, Mr. Riley. We're excited to share about our Horizon community wellness event. Our school nurse, Krista Angeline, Denise Estep, third-grade teacher, and Ann Richard, retired teacher and Horizon community member, worked together to bring more than 35 community organizations to join us on the evening of Thursday, September 14th. This important event showcased the many parts of wellness and allowed families to connect with local experts. The American Red Cross collected 44 units of blood, and the Franklin County Public Health Department was able to administer 25 flu shots.

We also had a food drive leading up to the wellness event, where we collected food for the Hilliard Food Pantry. Our event highlighted Horizon Elementary School's commitment to every student, without exception, being ready for tomorrow and the importance of family and community connection. We had over 300 students and families attend, and we would have invited a few families to share their experiences.

"Hi, good afternoon. I prepared something because I'm learning English. My name is.....I am Mexcian....I want to thank you for the invitation. I want to talk about my experience, focusing on three points. I want to express that it is very important to provide access to health information. From my point of view, coming from a different country, it's common to have confusion or misinformation regarding how the health system works. The language barrier makes it difficult to get information, and having interpreters was very helpful. Because of this, I think that the fact that this type of event offers a friendly environment is very important and personally I'm grateful for it. Second, and my favorite part, was the fact that a blood drive was part of the wellness fair. I had always wanted to donate blood since I think this is very important...this

gave me an opportunity to show my kids the importance of giving to others. It gave me an opportunity to show my kids the importance of giving to others without hoping to receive something in return. Finally, I love the impact that it has on other kids to learn about what it takes to be healthy and how important this is to their development. The fact that the school gets involved in this way to share information with both parents and kids in such a friendly and accessible way is, for me, so important that it can't be overstated. Thank you."

"I'm Megan Phillips. I have two kids here. Ellie is in third grade in Mrs. Estep's class, and she's the one who runs the garden. And Phoenix is in Miss Winter's class in second grade. And we love Horizon. We just love participating in all the events. This event was by far the most relaxed, calm, and well-run events of all the school events so far that I've been to in the last few years. And they really weren't that excited to come originally, to be totally honest, because kids don't really love coming here. But it was great. Everything was spread out, inside and outside, in every hallway on the playground just everywhere, and there was lots of things that really pulled the kids' interest in, with fun little spinning games and prizes from every vendor, and it was just really great to see them excited about healthy foods. We tried some of the fruit and veggies that were out of the garden. Ellie gets to do that in her class all the time, which I love, because she is always excited about trying these new foods she never tries at home. And yeah, it was just, it was a great experience, and we loved it. Did you guys want to say anything? No. Okay, thank you."

"This is Sonya. She's from Mexico. Her experience in the was so grateful because she could hang out with parents and other kids, and they could learn about healthy things. Her favorite thing was learning about recycling. And some reused facts...like they had a towel, reusable towel and she want that artifact for home. And she like all the resources we have around like libraries and parks. They gave like flower pots. All the flyers she could get about healthy, eat healthy and all the health resources.

This is Leslie, and she wrote this: My name is Leslie. I'm in second grade. I tried cucumbers and watermelon. My favorite was watermelon."

Mr. Riley asked for one last big shout-out to our staff. They prepared for over a year for that wellness fair. If you look behind us, the garden is dwindling, but the kids ate out of that garden all summer. As well as what we could do at the Red Cross at the food pantry. If you see the pictures up there, ignore the one of me doing yoga. We appreciate that. So, thank you all so much for that.

Mr. Stewart said that while they're passing out pens, I will underscore what Mr. Riley said. It was a great event. This building was packed. There were a lot of great vendors here, and I think it was a great thing for the community. Thank you to all who participated.

B2 National Merit Scholars

Davidson	Darby	Bradley
Commended Scholars	Commended Scholars	Commended Scholars
<ul style="list-style-type: none"><li>Nicholas Bremer</li><li>Elliott Corso</li><li>Mason Danze</li><li>Dashiell Nelli</li><li>Liam Porteus</li><li>Aidan Sparks</li></ul>	<ul style="list-style-type: none"><li>Aidan Minogue</li><li>Adarsh Perabathini</li><li>Allen Ropp</li></ul>	<ul style="list-style-type: none"><li>Daniel Slivka</li><li>Sai Adarsh Chitti</li><li>Owen Rawlins</li></ul>

Semi-Finalists	Semi-Finalists
<ul style="list-style-type: none"><li>Adrian Toland</li></ul>	<ul style="list-style-type: none"><li>Aayush Kumar</li><li>Maxton Wayt</li><li>Steven Wu</li></ul>

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Mr. Stewart introduced Mr. Woodford, our College and Career Counselor. Thank you for having me here tonight. Every year, we have junior students from all over the country. Actually, 1. 5 million juniors took the PSAT last year. And in each state, the top 2 or 3 percent end up being National Merit Commended Scholars, a total of about 50,000 students from all over the country. Inside of those 50,000 students, about 16,000 of them, the top 1 percent from each state, have earned the right to be called a National Merit Semi-Finalist. We are here today to honor our 16 students from Hilliard City Schools who have earned that right. We'll find out if our four semi-finalists are named finalists in the spring. We will bring up the principals from each of the three high schools, and they will take it from there. But I just wanted to give you a little background on National Merit's meaning. Lauren, if you're going to start.

Where are our Darby kids? I just wanted to take a minute to recognize our Darby students and all Hilliard students who received this honor. This is quite an honor, and we are proud of all the work you guys have put into this. I'll allow you to introduce yourself and what you plan on doing in the future.

Hello, my name is Aidan Minogue, and I plan to major in actuarial science after high school. My dad, Patrick, and my mom, Meredith.

Hello, my name is Adarsh Perabathini, and I plan to major in computer science after high school. My dad, mom, and sister are here.

Hi, I'm Bill Warfield, principal of Hilliard Bradley High School. We're excited to get an opportunity to celebrate these young people here today. I will get out of the way, give them the microphone, and let them come up. Just introduce yourself. If your parents are here, make sure you give them a shout-out. Let everybody know who they are, and give us some idea of what you plan on doing in the future.

Hello, my name is Steven Wu, and I plan to major in engineering. Back there is my dad, Shantel Wu, and my sister....

My name is Maxton Wayt, and I plan to go to college for aerospace engineering. There's my dad, Michael Wayt. Thank you for driving me here today.

My name is Aayush Kumar, and I also plan to major in aerospace engineering. Back there is my dad, Rajiv, my mom, Ham, and my brother...

Hi, my name is Adarsh Chitti, and I plan on majoring in computer science and engineering after high school. And my family couldn't make it today.

Hi, my name is Daniel Slivka, and I plan to study mechanical engineering; my parents, Paul and..., are with me.

Good evening. I am Kristen Clausen, one of the assistant principals at Hilliard Davidson High School. We have the honor and privilege of having six commended scholars and one semi-finalist. Our semi-finalist is

not here tonight; he had a class at Columbus State. I want you guys to introduce yourselves to your plans, and give your parents a shout-out.

Hi, my name is Mason Danze; this is my mom, Jessica, back here. I'm also planning on majoring in actuarial science.

Hi, I'm Liam Porteus, I'm planning on majoring in biomedical engineering, and I'm.....

I'm Elliott Corso. I'm planning on studying data analytics, and my dad, Brad, and my mom, Tanya, are back there.

I'm Nicholas Bremer, and I'm planning on majoring in actuarial science, and I'm here with my parents, Chuck and Kai.

I'm Dash. I'm planning on going into computer science, and I got my dad, James, here.

I'm Aiden Sparks. I'm planning on going to school for filmmaking after high school, and I have my parents, my grandma, and my brother.

**B3 Embrace, Empower, Inspire Award Winners: Brenda Rushin and Tim Dellapina**

I think we'll start with bringing Lauren Hall and Tim Dellapina back up to the microphone.

Hi, I'm Lauren Hall, one of the assistant principals at Darby High School. And I have the honor of presenting the Embrace, Empower, and Inspire Award to Tim Dellapina. We recently did a student survey, asking students where they feel like they are seen the most where they feel like the environment and the experience they are having honors them most as a student and allows them to grow and learn. Mr. Dellapina's name was all across the board for many different reasons. He works with a lot of our students who struggle with the traditional school environment. He has created a real family environment where every single kid feels like their opinion matters and where they have a champion for them in that room, no matter what their struggles have been in the past. He will go above and beyond whatever that kid needs to make the school what it needs to be to guarantee they have the life they want. Every kid in that room feels loved and cherished, and the number of kids that I talk to say his name and know that he's on their team and who see him as somebody who believes in them and who will be just as proud as their parents to see them graduate when that happens for them, because if he will make that happen for them that he'll be there for them. We could not thank you enough for what you bring to our building and our students, and this is not enough.

Mr. Stewart added that he'd known Tim for a very long time, and to call him a champion for students is an understatement. It couldn't be any more well-deserved, so thank you, Tim. Next up, we have Mr. Sparks.

Before starting, I also had the honor of working with Tim and discussing an example. I could not be prouder to be here when you also got your award. We were assistant principals together, and that is a job where you help kids who need help. I learned a lot from Mr. Dellapina. So, congratulations again, Tim.

But I'm here to present the Embrace, Empower, and Inspire award to Brenda Rushin, my amazing night custodian. When we tell kids all the time in elementary school to do the right thing, even when people aren't watching, there's literally nobody in the building when she's doing great. And what a great example.

These are all nominated by people in the community, staff members, or teachers. And she got nominated by all three. We have two new curriculums this summer. As you can imagine, that came with a lot of resources. Brenda gave her time to help our IDC director buy and deliver those resources. She also talked about this IDC director who was there with her daughter, who wasn't thrilled to be there in the summer with her mom. Brenda would take her down to her office, take her on a walk, or give her a little treat. It reached the point where, Mom, can we return to school and work? She was also nominated by one of our secretaries who said that Brenda always goes above and beyond for our staff. She fixes little things in her room, ensuring it's perfectly clean the next day. And then she was also nominated by a parent. And all three mentioned a very special thing Brenda did for our school. We had a kind of mulch bed weed fest when you walked in. And... She went above and beyond on her own time on the weekends to make it gorgeous. She has won the Native Plants Award in The Dispatch for the last three years. So, it is a passion and an expertise of hers, and she was kind enough to give that passion back to Beacon Elementary. A parent said, I walk in every day now with a smile on my face, and more importantly, my first grader has a smile because of his pride in how beautiful our entryway is, and that's all.

Besides all those things, she's a dear friend. So, congratulations.

Mr. Stewart added, as Matt said, Brenda is the night custodian. We go to every building and surprise the award recipients that they will be getting awards. To do it for her, we had to do it after the school day. The sheer number of Beacon staff members who stuck around for a good bit after their work day to be there when she was notified about this award tells you the impact she has. Brenda, congratulations, and thank you.

#### B4 Cybersecurity – Rich Boettner

I brought some friends with me this evening. Mark Pullman, our Director of Instructional Technology, and Tim Harris, one of our Network Administrators, are here. We're going to talk to you about some of the work we've been doing. Beth, you had asked us about getting an update related to cybersecurity in the spring. So, I want to share some with you.

The first thing I want to share is the amount of data we work with daily. With 16,000 students and all our staff, it is quite impressive how much data we interact with as a district. We get over a hundred thousand emails sent to staff inboxes daily. This past Friday, we had over 33,000 devices on our network. Not only do people have district devices, but they also bring their own devices to school and put those on our network. We have 2,700 Canvas courses in our environment that are published. We have over 90 servers and over 200 terabytes of data in our care. We must find the best means and strategies to protect our data for our students, staff, and community. It's a very important job for us.

Cybersecurity used to be ensuring your software is up to date and everything will be fine. That has all changed in the last three to four years; this next slide will exemplify that. Microsoft keeps a dashboard of threats throughout the United States. I know it's hard to read; the top line on the graph says education. This is the number of threats encountered on devices across the industry, categorized by industry. You don't need to see numbers so much to see just how much of an impact education is bearing regarding cybersecurity danger and the number of attacks being taken against school districts.

Unfortunately, there have been several school districts in the newspaper. Our goal is never to be one of those, and we're working hard to ensure that happens. There have been school districts around the United States, L.A. many people know about that. Rockford City Schools had to spend about \$400,000, and

it took several months to restore their data after a ransomware attack occurred in their school district. They also lost school days, and it was all started by a phishing email. Buffalo City Schools has spent about \$10 million recovering from a major attack where most of their systems were corrupted, and a lot of data was stolen and published on the web. Unfortunately, this is happening way too often. So, it's important for us to make sure that we are putting practices in place that protect our data, students, families, and staff.

We will rifle through a variety of different topics as we talk through this. When I came to you last school year, we had just adopted CIS Controls as our national standard. There are a number of different standards across the country and the world. CIS Controls is one of the main ones that's out there. We like this set of standards not only because it provides us great guidance but also because it's topical and provides a great outline of the things we should be paying attention to related to cyber security and risk.

#### External Threats

We've made some improvements over the last couple of years with DDoS mitigation, XDR, pin testing, MBDBR, and email protection.

#### DDoS Mitigation

DDoS attacks are a type of cyberattack that targets a specific website or application. Thousands of devices pointed at one website to make it unreachable. A good example is to think of a student or a classroom of students. When students ask a question, the whole classroom starts to ask questions. That one teacher can handle the classroom fully. Now think of that teacher as our internet. Now, three other classrooms have come in, students have joined in, and they're all asking questions. That one teacher can't handle that volume. The mitigation comes in when the other classroom teachers collect all their students... We have a vendor that helps filter out that type of...

Another option is penetration testing or pin testing. It emulates the role of an attacker in attempting to gain access to our network. We've done a few pin tests over the years, and it's been a great tool to help us...

Email protections. All our incoming and outgoing email is filtered. About 30 percent of the email that lands in your mailbox has already been filtered out.

So those are some of the external threats we've been working on for the last year. This is just a sampling. We don't want to bore you all night long with all the things that we do every day, but wanted to share with you a few of those externals. These are also some things that we do that protect the inside of our network, our internal network. We have made improvements in something called Endpoint Detection Response.

Most of you are familiar with antivirus software. It is very common to have antivirus on a computer. This is the next generation of that. We're distributing all of that out to all our staff devices. It uses machine learning and algorithms to help not only recognize threats but also anticipate those when they're starting.

Vulnerability scanning is related to end testing. We do that on a monthly basis to look at our network and make sure that everything is protected. One of the things that vulnerability scans does is that it looks at every device that's connected to our network. Take a security camera, for instance. That device is on our network today. If you were to leave the default password on that camera, a hacker could find those kinds

of things and either take control or exploit them. Vulnerability scanning helps us monitor all of that and make sure nothing gets back to or is incorrectly set up.

We do nightly backups on over 90 systems. So that we always have good-quality backups in our district. We use security assessments from third parties to help us identify things that might be in a blind spot or in an area that needs improvement. Network segregation is something we just finished. This is really fascinating. We can now separate traffic across our network from one group to another. So, as an example, talking about the cameras. There's absolutely no reason a student should have access to any of our security cameras or security systems. So, we have physically separated the WiFi network for our students from all our security systems. So that students don't even have access. They couldn't reach it even if they wanted to. And then, finally, phishing filtering. As Tim mentioned, 30 percent of the messages you would have received get filtered out before they ever even come to your inbox because of the controls that we have in place.

And then some fun numbers. In 2021, Cisco did a report, and 90 percent of breaches occurred due to phishing. One-fifth of all spam originates from Russia. And 3.4 billion emails are spam that are sent every single day.

So, to update you a little bit on some of the documentation that we do within the district. We've adopted what are called standard operating procedures (SOPs). Imagine a district our size. We do a lot of procedural things day to day. But there are some things we do once a year, and for a while, we were like, how did we do that last year? This helps keep us on track of what we did the last time... So, this is a running database that we keep.

A couple of years ago, we adopted and developed a software website and app review process. So, imagine all the iPads and laptops in our district. For a long time, we just had apps out there for kids and teachers to use for educational reasons, but they never went through a review process. So, we have come up with two very distinct rubrics, one specifically for software because of what it may or may not do on a laptop or a district computer, and then another process for websites and apps, as well, as we have those requests coming in, looking in for student data and personal information that could be exploited by a company. So, this is not done just by me. There is a team of people involving folks from across the district to help us review these things to get our students the most...

And then the Ohio DPA is the Student Data Privacy Agreement. This is a set of guidelines developed not just by Hilliard Schools but by several other districts that came together. The great thing about this set of guidelines is that if a company wants to work with us and they sign this data agreement, it puts us at calmness that we have been looking at all the things that are helping to protect our student data. But not only does it help us as a district for them to work with us, but other districts that they may approach also have that comfort level because they've signed that agreement.

Part of the management we do is working with other organizations to make sure we are at the forefront of things we need to be doing. One of the things required by our cyber-insurance policy is an incident response plan (IRP). So, we have done a couple of table tops practicing what we would do in a given situation to mitigate the issue. The second area is the Ohio Cyber Reserve. We're actually very proud to have been the first school district in the state of Ohio to go through the process of being evaluated by the Ohio Cyber Reserve. It is an arm of the Adjunct General's Office, and they now have three validated teams across the state of Ohio, one in Cincinnati, one in Cleveland, and one here in Columbus, that can be dispatched to a school district or a city governmental organization to help deal with a cyberattack.

I participated in the training for those three teams this summer. It was a grueling five-day event for those teams. I got to serve as a network owner. Basically, as network owners, we act as if we have been attacked by a hacker, and then the team is supposed to come in and mitigate the issue. It was fascinating to watch. All three teams did a great job. It's really cool to know that Ohio is the first in the country to have a cyber reserve, and they can now be dispatched to any governmental agency or to a school district in the state.

And then the last one is we recently joined the Ohio CoSN Cybersecurity Committee. It's a committee of about 20 tech leaders from across the state of Ohio. Our mission is to make sure that all school districts are prepared and have the tools, resources, and understanding of what they need to do for their district. It helps us a great deal because we're always learning from other people and the things that they're doing and the great tools that they're using.

Okay, so with all this being said, how do we get our staff members to understand why this is important to us? We do a lot of training in the district. Along with a group of educators and coaches, our team developed a cybersecurity course in Canvas. We were all enrolled in that. This is our way to help educate our staff members. We just can't assume that they know all these things and know how to handle them when they happen or what to do or what not to do. So, we developed six modules. Our building principals were helping us to make sure that all our staff members were taking the course and learning these things as they went. We're developing another module that will be released later this school year. And that just shows you we've got roughly 2,300 students, those are our teachers and staff members in the district, who are enrolled in that course, and we're helping to... That includes people like coaches, Aramark staff, and SACC staff, as well as all of our regular staff.

As we mentioned earlier, 90 percent of the issues start with a phishing attack. Phishing happens in someone's email box when they click on something they shouldn't. It's really important that we have the training in place because our staff is the front line in defense of our cybersecurity practices.

Cybersecurity is a lot of hard work, but with phishing simulations, this is where we get... Phishing simulations guard against social engineering threats by training our employees to identify and report them. We're actively performing phishing campaigns throughout the district, and last year we started out with a little bit higher numbers. But that's to be expected. But by the end of the year, those numbers have dropped.

This is a sampling of the tools that we're using to help make sure that our data is prepared and protected. Any questions for us?

Mrs. Crowley said she appreciated all their due diligence. Thank you.

Mrs. Murdoch said you mentioned the phishing tests. You said we improved from the first one to the second one. Mr. Boettner said we did four last year, and we've done one so far this year. Yes, we've been improving every time. Mrs. Murdoch said okay, great. Because the very first one I saw, I know I thought, oh if anyone falls for this, I'm going to be really disappointed because Art Vandelay is not asking for us to send him information. I guarantee it. Mr. Boettner said not everybody watches that show, so that's probably the people. Mr. Stewart added I will admit that there may or may not have been some pools that were started on who would get caught and who wouldn't. If you ever asked me what are some things that should keep us awake at night, this would be on that list. But the point of this is our team, led by these three gentlemen, has a very sophisticated approach to this and is as prepared as we can possibly be.



Mr. Vorst said it seems like you're completely and totally prepared. Is there anything that keeps you from that? Are you short people? Is it programs? Is it money? What would you need to feel more prepared? And if you could, tell us how prepared you feel right now on a scale of one to ten.

Mr. Boettner replied I believe that we are very prepared, and when I look across the state of Ohio, and we talk with other school districts, I do believe we're in great shape. A local tech director and I did a presentation at a state conference. And we were talking about the importance of national standards, and we asked the room how many people had adopted standards; there were only about 3 or 4 out of 65 people in the room that had. I feel like we're in pretty good shape. There's always work to do, there's so much to do, training is so important, and we need everybody to own the work as much as technology owns the work because when 90 percent of your attack surface is the people who work for you, they have to own it and value that nearly as much as we do. So, that's part of the messaging. We have to keep encouraging and helping our staff to do that. I think we're pretty prepared. I don't know if I can put a number on that. I don't know, let's say 8 out of 10.

**B5 ODE School Report Card – Molly Walker**

Mr. Stewart said I think two weeks ago, ODE released the local report card. And while we would never define ourselves solely by the report card, it is an important metric. Molly Walker is here to take a little deeper dive into our results.

Again, my name is Molly Walker, Director of Measurement, Intervention, and Enrichment, and I'm here to share with you the State Report Card. Just a reminder that this is part of our commitment plan, and we are coming to the end of that three-year goal. Our goal was that students would raise all district component grades to four stars or higher, as indicated on the State Report Card, by the end of the 2023-2024 school year. So, we are in that final year of doing that. And I know you're curious about how we're doing. Here we go.

Now, I think it's important to remind ourselves that the state has been trying for several years to quantify the different districts, the different aspects, and the different pieces. I think at the very beginning, they were doing excellent ratings on different versions of that. Then, there were letter grades. We did letter grades for a while. And then I'm reminded that last year, we switched to stars. So, we're on a star system for our second year.

These are the components that each one of these components gets a star rating. Except for the one there at the end, that college workforce and military readiness component. They're not ready for that one yet. It's supposed to be 2025 or later. They're not sure yet, but that's coming. And there'll be stars that go along with that as we go.

So, the component ratings are full stars only. There are no half-stars. And three stars is really the goal. Because that's when you have met state standards when you go through. So, the first one is achievement. This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. So essentially, this is looking at that minimum bar of proficiency that we want all students to reach. It does not take into consideration where students started, but it does take into consideration how well students performed. So essentially, the better students perform on this, the higher their achievement and the more points that we get.

We get a full point when they are proficient and then more when they get into those higher grade bands. We received four stars in this area, which is exceeding the state standards. This is really based on the PI index, which is a little confusing. So, if you remember, we start with a PI-generated number. So essentially, all the students, when they test, we get points, and they add up all those points. If every one of our kids scored in the highest grade band possible, we would be at 120 points, which is an unlikely scenario in any district. So, they made a little tweak to that here recently. So essentially, that maximum score is really out of the top 2 percent of districts. So, they see, essentially, they're curving it. So, they see who's setting the curve and then divide from there. So that's where we get that 82.1 percent from that portion there. So, you can see we're on a great trend as we go through that, we continue that rise.

And that 1.1% may not look like much, but it represents two-three hundred students improving their scores. This is traditionally and historically a very hard measure to move. So, we should be proud of our growth.

Some of our highlights on this...remember last year, we saw some substantial growth in some areas. So, we were looking to maintain those big gains or improve, which we did in 15 of the 20 tests. Our highest test scores continue to be in high school biology, high school US history, high school US government, and our middle school math, which can be a little deceiving. So, for example, in our eighth-grade math calculation, we have about a third of our students, which is around 400 or so at the eighth-grade level, that are taking a high school credit class. So, they're not in our eighth-grade test numbers. And in those high school credits, they're passing them at extremely high rates. I think our lowest is 98%, so we're looking at 98, 99. In most cases, 100 percent of the students in middle school who are taking that high school class are passing at very high rates. So, when you pull those in, we're actually looking closer at an eighth-grade proficiency rate of around 68%.

Progress, you've probably heard a little bit about this one. Progress is looking at the growth compared to peers. So, this one is looking at where students start and then where they end compared to their peers. So, we scored extremely high – five stars, which significantly exceeded the state standards. We showed significant evidence that our students exceeded one year's worth of growth. And it was a significant comparison with other districts in the state. So, we've seen a lot of good work on that. That means we're taking kids wherever they are and moving them closer to that proficiency mark. Alright, the next one.

Mrs. Murdoch said you buried the lead on that one. Molly said we were number one in the state on the growth index composite. Mrs. Crowley said that it was amazing. Thank you for explaining the middle school math. I hear stuff about that in the community. That's a great explanation of what's actually happening there. Molly said yeah, it's a little disappointing.

Okay, early literacy is the next one. And this one, we're really looking at that preparedness for readiness to read. The goal is by third grade; everyone is proficient and ready to read. So, it's looking at our K through two students in that preparedness. So, we received three stars in this area, meeting state standards. This data represents three different areas that are weighted. Forty percent of that, so the largest amount, is on how many of our students are proficient at the third-grade reading level. The next one is how many are promoted. So, currently, you can not be proficient but still reach the threshold to be promoted to fourth grade. And the last one, which is about a third of the score, is looking at improvement. So, it's essentially looking at cohorts of students. For example, when our kindergartners come in, we look at how many of them as kindergartners are not on track to be prepared. And then, they look at them again as first graders and see how many of them have gotten on track. So that one is a tough one as we go through. But we have increased in all three areas, so we're trending in the right direction.

It's important to note that some of those big key curriculum pieces haven't even hit this group yet. We've not hit the sweet spot with that. Our Core 95 group is with fidelity; they're currently second graders. So, we've got another year before we hit that. So, we're trending up, and we hope that with that Core 95, which really has that emphasis on phonics and reading preparedness, as well as the wisdom adoption that we have this year, should all have big impact on those pieces.

It's also important to note if you're looking at the school level, like our K-2 buildings, this one's a little hard on them because they don't have third graders. So, they don't have any of the first two pieces; they only have that third piece, so it's an unfair grading. It's not meant to be set up that way, so their scores will be a little skewed in that direction.

The next one is gap closing. This is really looking at achievement levels and the majority of students and then different subgroups of students and the discrepancy between them. We're trying to close the gaps in those pieces. They put a lot of information into these areas. We received five stars in this area, which is significantly exceeding... I'll show you a breakdown of all the pieces, but essentially, we're looking at achievement and progress with all different groups of students. ELA and math are the primary areas. There are some graduation pieces, and the chronic absenteeism part is found in here as well. So, essentially, you can assign points for different measures. And again, the goal is to reduce those gaps to nothing.

This is a look at all the different pieces that are in that indicator. And all our different subgroups that play into that. So, we're looking at our English learners, economically disadvantaged, students with disabilities, by ethnicity, and all those different groups. Some of our highlights are the big picture. Like I said, there's a lot of information in there. But we met all our student group achievement goals. So, they set a bar. We've made that in all our subgroups in ELA and math. We met most of our subgroup goals for growth and graduation rate. And we met some of our gifted pieces that are in there.

We've talked a lot about absenteeism this year. So, chronic absenteeism is in there. Remember, this is a major focus for us this year. The graph is a little hard to read from this distance, but essentially, the top one is the state's chronic absenteeism over time, and ours is the blue line.

So, the way chronic absenteeism works is that each year, they give us a goal to meet. At our current trajectory, if we didn't do something to intervene, we wouldn't meet it. Every year, it drops, trying to get less and less kids there. If we didn't do something, we would eventually not meet it. We did meet it this year, but we wouldn't if we continued on our current piece there. In looking at our absenteeism for 22 and 23, we had 2,670 students who missed 18 or more days, which is the threshold for being chronically absent. We had 9,304 students who missed 10 or more days, so two weeks of school, which is a major warning indicator that they're at risk, and we saw some double-digit gaps, especially in our students of color, our economically disadvantaged students, our students with disabilities and our English learners.

So, we talked a lot about our efforts this year, trying to anticipate who those kids are and really build bridges to inform parents about those pieces. Looking at our attendance here in September, I have some good news on that. So, we looked at the number of students who missed six or more days in September of last year. And we saw a 9 percent reduction in the number of kids that missed six or more days this September. And a really great piece about that is we saw a 74 percent reduction in the repeat students. So, if you were a student who missed six or more days last year in September, 74 percent less of them, or only 26%, repeated that same behavior this year.

So, if I think about the efforts that we've had to really target kids that we think would have that to disrupt that pattern, we're starting to see some success with that. So, we'll continue those efforts because it's a marathon, not a sprint. You can't just stop in September. We've got to keep that going if we're going to make that goal overall. Our next attendance information letter to give parents a gauge of where their student attendance fits in comparison with the general student will be coming out at the end of October. So, we're hoping that will help give information to parents as we go through.

Our next one is graduation. So, this one looks at a four-year graduation rate and a five-year graduation rate. Essentially, you establish a cohort when you come in as a ninth grader that tells you where your cohorts will be. And then they look at where you are four and five years from then? Because there's that five-year piece, this is a lagging indicator, so it's wonky on that one. So, we're not looking at 2023 data; we're looking at the 2022 cohort. We received three stars in this area, which is meeting state standards. And because this is a lagging one, it's a little harder to make quick changes because half of it's already happened after you get those pieces, so we're working through that.

A lot of research talks about how ninth grade is a critical year for predicting graduation success. Once you get off the path in 9th grade, it's much, much harder to get back on and maintain that. We do believe it's the attendance piece we were just talking about. Attendance is going to play a big role in early literacy and graduation. Those are pieces that fall into that. But there's been a lot of focus on our 9th-grade freshman teaming. So, trying to make that bigger school feel small, getting some real support and paying attention to absenteeism. We've added some additional support for students who are significantly below grade level in math and reading. We've looked at that reduction in the number of ninth graders that exist there in September.

And we've made some changes in the online academy as far as bringing kids in a lot more. And we think that's going to help with some of the success because a lot of our students that get off track end up in online academies to try to make up those credits going forward. And drumroll, this is the first year for the overall rating system. So, for the overall score, you are allowed to have half-stars. So, the goal to meet state standards is to have three or three and a half stars, and we were at four and a half stars.

We met 20 out of 25 opportunities for stars, and we exceeded state standards overall in all of those areas. Are there any questions?

Mrs. Murdoch said I guess not even so much to you, but maybe like in conjunction, built together early literacy, I think the new... curriculum is indeed really going to help us improve there and I was wondering what additional tools or support methods do we need to do or do we need to put in place to make sure that our teachers are really comfortable with this new curriculum and can we get the most out of it?

Mr. Stewart replied that it would be a good board presentation. That's a very lengthy answer where there's a really complex and thorough system of supports that have been put into place. Both out of the central office and in the classroom and in the building throughout the year, our teachers can get assistance with the curriculum. They can even come to work sessions when they come out of the work sessions planned for the next portion of the curriculum. We could do a board presentation for you on that. Mrs. Murdoch said that would be great. I think the partnership between the two would be awesome to see.

Mr. Stewart added you're right that early literacy is an opportunity. We looked at the ratings of some surrounding school districts. It was interesting. It's not meant to be a contest, but you always look around and see how you're doing in contrast. One thing I missed but somebody else caught was that every single district that we looked at had the exact same three stars in early literacy. So, it's a challenging one based on the way it's constructed. But I think with the implementation of Core 95 and the new curriculum resources, we will continue to see that increase. Mrs. Murdoch said great, looking forward to it.

## C ROUTINES

### C1 Additions or deletions to the agenda.

Mr. Perry made a motion to put IIAC on our agenda for item F1, put it in line with the rest of our policies submitted from the Policy Committee for a first reading. Mrs. Murdoch seconded the motion.

Mr. Perry said I thought about this one long and hard, and it's been something that I thought about all weekend, frankly. And as I looked at it, I thought I learned more. And I learned it seemed as though everybody had agreed on the policy committee, which I didn't know before. And when Kara brought it up, I thought that's interesting. And then I saw that it moved forward without a hitch. I know how difficult it is to get a consensus. And I thought if it's got consensus from the two members of the policy committee on the board, plus the rest of the policy committee, we're obligated to listen to those folks, give it a yes or a no, and put it forward. Our job is not to run from things that are uncomfortable; it's to move things through in the policy. So that's my position on it.

Mrs. Murdoch said yeah, I agree, Brian. I think after reading the final version that we got on Friday I had a very different outlook on it. It's very difficult to decide what goes on the agenda when you don't have all the information in front of you. Any other questions or comments?

Mrs. Long said before we move forward, I would like us to pull up BF, which is our Board Policy Development and Adoption. This was updated in August of last year, and I just want to make sure that we are in the spirit of what this policy was trying to do. In the fourth paragraph, we talk about bringing policy to agendas, and I just want to make sure we're all comfortable with how this is progressing.

Mrs. Crowley asked if there was something in BF you would like us to draw attention to. Is your question about the policy going on the agenda, or what is your...I'm confused.

Mrs. Murdoch said, if I recall correctly, we had some of this conversation when we passed my favorite policy about policies. We talked about should there be a way to get policies on the agenda if the board president and superintendent do not put them on there. And if I recall the conversation correctly, we thought that applied to this particular process. However, there's some language in BF, and I'm trying to find it right now, that is a little, maybe, ambiguous.

Mr. Perry said Nadia, did you say the fourth paragraph of BF. Mrs. Long said it starts in the fourth paragraph and it goes on, I believe, so the policy review committee will review and discuss the first proposals, which is what happens in policy. And then, it says after considering the work of the committee, the superintendent, in consultant with the board president, will determine what policies will be placed on the board agenda for board policy, BDDC, final action on proposals, whatever their sources are the board and occurrence of this policy. So, I think we have to pull up BDDC to understand what that is.

Mrs. Crowley said this policy was introduced at the Policy Committee on September 21st. As Brian mentioned, it was discussed and moved out of committee on a consensus. The summary was sent to you and me on the 28th. You asked for some changes. Those changes were made on the same day by Mr. McDonough. On October 3rd, you wrote, thanks for the update. I support this moving out of committee. I don't know how this didn't end up on the agenda, but I'm super glad to hear a change of heart and that I support it being on the agenda. That's where it should be.

Mrs. Murdoch said yeah, so I think the question is, BDDC refers to items of business. Is that your question, Nadia, is policy treated differently than an item of business? Mrs. Long said it's making me wonder if BF is...BDDD....BDDC I believe...Mr. Vorst added is this a hardware question? Are we in compliance with our own policy? Mrs. Crowley said yes, we can make additions and deletions to the agenda.

Mr. Perry said what we changed in BF because Beth and I were part of this was one; if it's, I think, this fourth paragraph says if two board members want something on the policy committee agenda, then it automatically goes on. We did change it here; you're correct in this part; we did change it so that if it's up for a third reading or a final reading you can't add it to the agenda for a final reading, but we're adding it for a first reading, it's going to go through the whole rigmarole as it goes.

Mr. Stewart asked Mr. Vorst if this gets to the questions you asked earlier today. Mr. Vorst said yes. Mr. Stewart said okay, I don't know if that's helpful or not. Mr. Vorst said I don't see a specific issue.

Mrs. Murdoch asked is this a point of order? Is this discussion about taking it on or off the agenda? The motion on the table is to put the policy on the agenda. The question is, can we do that? Is there anything that we think prevents us from doing that?

Mr. Stewart said I believe Zach asked for clarification on that today. And the clarification, I believe, was that it is okay to do that. If I understood that correctly...And I don't want to misquote anything, but if I can, try to find it.

Mr. Perry said we're trying to find the policy that lets us do this. If it's adopted, or if it's a motion to change the agenda after it has been adopted, it takes a supermajority to do but if it's done before the agenda is adopted, it's a simple majority. So, I figured what policy that is; I know what it says, but I don't know where the number and the letters are.

Mrs. Long said I just want to make sure we're not going against our own policies with this action. Because I know that it was very dear to many people's heart that this policy moved forward. And I just want to make sure we're holding ourselves to the policy that we all agree on this year.

Mrs. Crowley asked which policy is dear to the heart, the book policy or the policy about policy? ...many conversations we had last year about policy and policy. Mr. Perry said yeah, I agree with you. It's, I agree with you totally. It's I think we're actually all in agreement. But, yeah, you're talking about if the point is, if it was coming up for a vote. Because people didn't have the chance to prepare for public participation, if it's coming up for a vote that day, you can't change it. It has to go. You can only move it to go back to policy, but because this is a first reading, there's no action taking; people have time to talk about it. Now they can talk about it, and in addition, for a third reading time, they have plenty of time to prepare. We'll discuss this for a second, and that's why, and just because we learn more facts, we change our minds.

Mr. Stewart said okay, just want to make sure that we're all on the same page. The motion on the table is to add the revised policy IIAC that came out of the policy committee to item F1. Mrs. Murdoch added that's the version of IIAC that was emailed to all of us on Friday.

The motion passed 5-0.

- C2 The Board of Education adopted the agenda as amended.
- C3 The Board of Education approved the September 2023 Treasurer's report.
- C4 The Board of Education approved the minutes from the following meetings:
  - a. September 7, 2023 – Special Meeting
  - b. September 11, 2023 – Regular Meeting
  - c. September 11, 2023 – Meeting Notes
  - d. September 25, 2023 – Work Session Meeting
  - e. September 25, 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.

##### Lisa Chaffee

Thank you I'm Lisa Chaffee. A few months ago, Kelley Arnold made a statement at a board meeting implying that Parents Rights Education, my organization, Mrs. Murdoch, and myself are racist and homophobic because of the books my colleagues have asked to be reviewed for removal.

She claimed to have read 26 of the 44 books and mentioned tales of teddy bears, community, and family. Ms. Arnold obviously didn't read the books that include graphic sexually explicit scenes that include teens having sex, pedophilia, and literal instructions on how to perform sexual acts. Children do not need to know this kind of information. I agree they need books that are able to mirror themselves in. That they should be uplifting and motivational. Not books that encourage them to have sex. We have standards for curriculum. And it only stands to reason we should have standards for library books as well. Standards that take into consideration the diverse values and role parents have in deciding what their children should read and be available to them in school.

We have a wonderfully diverse community with many different viewpoints regarding what is acceptable and what is not. Some parents want their kids to read certain books, some don't. But here's the problem. If one parent doesn't want their child exposed to sexually explicit content and another does, how do we

handle it? You can't unring a bell. It's greatly worrisome that Mrs. Arnold doesn't agree with having standards since she wants to have a seat on the board, especially since studies show that early exposure to sexual content stunts the middle growth of children, can lead to addiction to sex and pornography, and result in sexual violence.

These standards should start with the purchasing process, not just the content of the books. We cannot rely just on book reviews by publishers that are merely trying to sell books, or the fact that a book has received an award. Titles of books can be, and are, very misleading at times. Another part of the process must include having parents on a committee with staff to review books and come up with solutions when there is disagreement on a removal request for a book. The final decision should not rest with one individual. This concerns all parents in the district. Even if their kids are only in elementary school, they have the right to be concerned about what library books their kids will face when they get to high school.

I also want to add that despite whatever Ms. Arnold or anybody else has implied about parents rights in education, we are not anti-anybody. We support all parents and all students. And we want our children to be in an environment that is focused on academics and feel safe and valued as individuals. It's imperative that as a community, as a whole, we work together on this issue. And I reiterate, and I'll say it till my dying breath, I'm still willing to work with anybody to make this the best school district for our kids. Thank you.

Rob Murdoch

Just full disclosure to everybody in the room, I am Mr. Murdoch. But unless anybody's worried about a conflict of interest, she has no idea what I'm about to say unless you... I was just curious, October, or sorry, April, 2024, I believe, is the solar eclipse, and I did a quick look at it today, and it looks like the bulk of it happens between 2 and 3 o'clock. I've seen just on the news a lot of school districts, giving students the whole day off. I understand that's quite problematic, so I'm not necessarily recommending the whole day be given off. But I just, I don't even know when the school day ends for most students. I just feel are they in buses when this is happening? Is that going to be strange?

So I'm wondering. Have any thoughts about maybe either ending the school day early, or even possibly, I don't know, if the kids wouldn't like it, but extending it so that it could be a learning opportunity for them. So I'm just curious what your thoughts were on this.

Mrs. Crowley said we have a plan, right?

Mr. Stewart said I can answer this briefly and then follow up. We have purchased protective eyewear for every student. There are FEMA-type agencies around the state that have made recommendations about what schools should do. Franklin County has not made any recommendations, so the districts in Franklin County are all over the place. So, pending that guidance, we are taking steps to educate and make sure every kid has protective eyewear for that moment. And if there are other steps that we need to take, we will. As for extending the school day, I'm going to weigh in there and say that since I value my life, I'm probably not going to consider that option. But if there are other options that we need to consider as we get closer, we can do that.

Carol Slavka

Good evening, my name is Carol Slavka. I come to the board concerning the approval process for district policies. My remarks were prepared before the motion to add policy IIAC to the agenda so I'm going give a....of those, but thank you for adding that to the agenda.



To recap, Policy IIAC was discussed at the February Policy Committee meeting that was through a first reading of the board before being sent back to the Policy Committee during the second meeting on March 27th. The Policy Committee again reviewed and provided feedback at their main meeting. Fast forward to the September Policy Committee meeting and the policy is reviewed for a third time. At the end of the meeting, the Policy Committee came to agreement on the process to review challenge books and agreed to forward the policy to the board for a first reading.

Board members have had over six months to review and ask questions on this policy since there were concerns at the March meeting. Currently, there are 49 books that have had forms submitted to challenge their use in the district. The need for an approved policy to review these challenges is long overdue. Policy IIAC included how to address challenges submitted on the wrong form or with incomplete information, who would review the books, and all other details.

I ask the board to take action today, not two weeks or three months from now. You've all had time to prepare for this discussion. The policy committee deserves your respect and appreciation for reviewing this policy three times and forwarding it to you. Now you, board members, need to step up and do your job. Our community, our teachers and staff, and most importantly, our students deserve better. Thank you.

Kelley Arnold

Good evening, I'm Kelly Arnold. Unfortunately, it seems some school and council candidates and their supporters need a reminder to review policy KJA regarding their behavior at the Bradley homecoming game on September 29th. Per the policy, the district is not a public forum, and individuals or entities are not granted access to the district property for the purpose of indiscriminate dissemination of information.

Specifically in item number 7, literature that promotes or opposes any political figure, candidate, or issue, including valid issues of any kind, shall not be approved for distribution, advertisement, or promotion, exceptions may be granted by the board for issues that directly affect Hilliard City Schools. The exceptions must have a board resolution. That resolution, as passed in January, clarifies. One, the wearing of campaign attire, such as shirts, buttons, name tags, and light on district property. Two, light discussion with the general public promoting or opposing a certified candidate for the Hilliard Board of Education.

Be it further resolved, this resolution does not allow for the distribution of any literature of any kind, nor does it allow for yard signs to be placed on or in district property. Council candidates should be reminded that their campaign attire is not within the boundaries of this policy nor resolution. Again, yard signs are not permissible as well, and that includes school board candidates.

Additionally, banners for outside propaganda on city planning from all these same candidates is inappropriate, and quite frankly, those involved should certainly know better. What is most disappointing, however, is the disrespect these individuals displayed to the tailgate food vendor that was invited as part of the homecoming festivities.

Seriously, do better.

Rebecca Spellman

...take time to look at transportation and look at creating policies that when possible does not allow a child to be alone on a bus with a driver. Our bus, I'm sorry. Our bus route drops off all other students in a single neighborhood and then comes to our rural home one and a half miles from that neighborhood. Our route

can easily be turned around and not harm another student. The reason I'm requesting this is last year...my second-grade daughter came home from the school scared. She told me her driver, not her typical driver, had told her he was going to take her to his house.

I called Hilliard transportation immediately and was directed to the driver's supervisor. She was dismissive, defended the driver, and tried to talk me out of calling the police to report the incident. She eventually said she personally would pull the video and review it herself. At that point, if she saw a problem, she would let me know. I asked if we would be able to see the video. She said no.

My next call was to Brown Elementary Principal Kate Miller, who helped escalate the issue and requested the video. After the video was reviewed by Deputy Superintendent Mike McDonough, my husband and I had a meeting at Brown with Principal Miller, Mr. McDonough, and the Hilliard Police.

We watched the video, and the entire series of events went like this. The bus driver asks our daughter if she is the last one on the bus. She says yes. He says we should go to my house instead. She says no. He asks, why not? And she says, she's not her family. I'm sorry. He's not her family. He continues telling her it would be fun. She could play with his daughters. They could have a sleepover. Repeating they're going to go to his house over and over again while our daughter continues to tell him no.

His daughters are adults. He has no young children. This has been very hard on our family. We have watched our child be afraid to ride the bus unless it's her normal bus driver who's amazing. We have watched her afraid to go to sleep because the man who threatened to kidnap her knows where she lives. I left work early every day last year to pick my kids up from school. This driver was forced to resign from his position as a sub bus driver and a noon aid here at Horizon. He was reported to the ODE, and we are thankful for the swift action that our district took in those moments.

We are thankful for the time that Superintendent Dave Stewart, Deputy Superintendent Mike McDonough, and Principal Miller have given to listen to our concerns. We were told that if there was anything we could do to make our daughter feel safe they would work to do it. We patiently waited for our new transportation director to take over and felt confident this incident would spur change, not only for us, but in all bus routes. Our route could be flipped and the children would children, the last children off would be in large groups in the West Point neighborhood. We reached out to Mr. McDonough this summer and requested that this be done and asked if it was already being done. His response was ultimately no, that it would create increased rider time.

I'm afraid this could happen to another student in the future. We don't feel safety is being taken and treated as a top priority. We were offered different busing options, but none of them will protect our students now, nor in the future, from this or something worse happening. I'm asking our district to place safety above efficiency. Hilliard website states, the entire Transportation Services team is committed to creating, fostering, and maintaining safe and efficient proper school bus environments for all students. Based on our family's experience, this was not and is not fully being upheld. A policy that takes this in to account, but also mitigating the liability the district has so that no student is ever in a position like our child was or worse.

It is my goal that no family ever has to experience what we have and continue to work through. Please consider taking the time to look into transportation...

Catina Taylor

Hello, I'm Catina Taylor and I have two children in the district, one in 7<sup>th</sup> grade and one in 4<sup>th</sup> grade. My 4<sup>th</sup> grader came home last week and had a note in his backpack. It said that the boys were going to the Hub and the Tolles for a field trip, and the girls were going to COSI. That seems a little unfair, in my opinion. Also, this district who's supposed to be all about inclusivity, togetherness, boy and girl together. You're separating the boys and girls. Who approved that? And what am I supposed to say to my son when he says, mom, why aren't the boys getting to do a fun thing like going to COSI? Why aren't they? Do the boys have a special boy trip for them? Because if that happened for the boys, then the girl moms would be like, what's going on there?

This seems very one sided for a district that's supposed to be all about inclusivity. So, you guys need to look into that, and deal with that. Thank you.

Mrs. Crowley said Superintendent Stewart, would you like to comment on that? Mr. Stewart said thank you for sharing that with us, and clearly it sounds like we need to be a little bit more clear in some communication. What the girls will be participating in that day is something that we've been a part of for several years, along with a number of districts. It's called AWS Girls in Tech Day. It is a very powerful experience that encourages young women to consider careers in technology, robotics, coding, et cetera. And again, it's the AWS Girls Technology Day. In the past several years, that day has been on a weekend, which has really limited access to the experience. So, it's been moved to a school day this year. And when we moved it to a school day, we wanted to provide the boys with a similar experience, so they are going to the Hub and to Tolles to get a very similar experience in STEM and STEAM careers. The girls will be doing coding and robotics; they'll be meeting with female leaders in those industries. And the boys will be getting a similar experience. It just happens to be at Tolles and the Hub. But this is a partnership that we've had with AWS, and it's a program that they offer in many places, and a number of districts will be participating.

Mr. Perry added one quick comment here. So, as we discussed earlier, our policy BF allows any two board members on the record to propose something that would automatically go on the policy committee agenda. I'm so unbelievably sorry that happened to you. I can't believe that happened to you. I'm thrilled that the person is no longer driving. They should never drive a school bus or be around children. I am formally requesting that go on our policy agenda for the next time. Is there a second board member that'd like to join me in that? Several board members seconded.

Mr. Stewart said, I'm not trying to be problematic, but I believe somebody would need to propose a policy, not just a topic. Mr. Vorst added this is something we should address as a board, one way or another, and really deeply understand what happened here and get all the facts.

Ms. Taylor gave written information to the board members.

**E      CONSENT AGENDA**

The Board of Education approved the consent agenda, items E1 through E4. 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:

E2 Approved the following Classified Personnel actions:

E3 Employment – Stipends-Non-Contractual – effective for the 2023/2024 school year: Approved an hourly rate of \$55 for all staff participating in 21<sup>st</sup> Century grant activities at JW Reason Elementary.

E4 Approved the following student trip requests:

- a. Bradley Baseball, Ft. Walton Beach, FL – March 27, 2024
- b. Bradley Orchestra, Toronto, Canada – June 6, 2024

Mr. Perry congratulated the following retirees:

- J A Barton has been with Hilliard City Schools since 1994
- Carole Carpenter has been with Hilliard City schools 1997

**F REPORTS / INFORMATION / EXHIBIT ITEM**

F1 Policies submitted for a first reading

- a. BDDG – Minutes
- b. EHA – Data and Records Retention
- c. EHA-R – Data and Records Retention (Electronic Mail and Social Media Content) (Rescind)
- d. IKF – Graduation Requirements
- e. JED – Student Absences and Excuses

Mr. Stewart said item F 1 now includes the revised policy IIAC. This is a first reading of those policies.

F2 Committee Reports

Mrs. Crowley said I attended ISPTO this past month. The treasurer's seminar has been moved to January because of our new treasurer. So go ahead and prepare yourself for that. The master's facility plan is looking at adding playgrounds into the budget, which everyone was excited about. The ISPTO hosted a meet the candidates' night on September 26th that was very successful. All four candidates attended. And then, if your school is having a spirit night, ISPTO will share that on their Facebook page as well.

Mrs. Murdoch gave a quick HEF update. We have a date for the 2024 Denim and Diamonds event. Mark your calendar for Friday, March 8th, and be on the lookout for some special VIP-type experiences this year. We're going to have more tickets, but remember, they sell out fast. So, be ready and be on the lookout for that information.

Mr. Perry said I'll give you a little update on the riveting insurance committee. So, the big takeaway here is that our national trends for prescription drugs are going at an increase of nine percent and about 7 percent for medical. So overall, you're looking at about a 7.5 percent increase. But the 2024 forecast for our district for insurance is looking at about a 5.4 percent (increase) in premium. So, overall, below are national trends for our teachers and staff members.

Mr. Vorst said the Superintendents Advisory Committee met on September 26th, I believe. For those who don't know, this is the committee where Mr. Stewart answers questions from teachers and staff. There's

usually about 25 or 30 people or so that attend, and I'm the board representative for that. We talked about how some COVID funds are ending and what we're going to do with the positions that are supported by those funds. We're having some issues with some late buses getting out of school, and teachers are having to stay. Mr. Stewart reiterated that it is an administrative problem, not a teacher problem. We talked about building the portrait of a learner competencies in our everyday activities. We talked about PTOs and making sure that we don't drain all the money from our PTOs with playground equipment, given the cost of playground equipment these days. Feedback from classrooms that did not have SPPs. Ensuring that teachers have more than one week's notice for professional development. More discussions about bus changes. And the EL newcomers that come to the ILC and Hub to make sure that we have enough support for those folks. As it's a very busy time at the beginning of the year for that, we need to make sure we have support in place for it.

Mrs. Long said we had a policy committee on September 21st, and I just want to thank everyone for all their hard work on moving these policies forward. I believe that we really have listened to our community on this IIAC, and hopefully, as we look at the second reading and digest the information a little bit closer, you'll see a very committed policy committee and we will continue that. Our next meeting will not be until December 7th. If we need to do a policy committee prior, we will make that happen. Also, October 11th is the big table with the Columbus Foundation. I am hosting a big table in the community at the Hub and have invited band boosters, athletic boosters, and PTOs. So, we have invited the leaders of those organizations to come together and have a great conversation. We did a similar thing last year.

#### **G EXECUTIVE SESSION / ADJOURNMENT**

G1 The board adjourned at 8:05 p.m.