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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.*

1. The meeting was called to order at 6:30 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag

Mrs. Murdoch motioned to add a presentation by Stephanie Kunze to the agenda. Mrs. Long seconded the motion. The motion passed 5-0.

4. The Board of Education adopted the agenda as amended.
5. Presentation from Stephanie Kunze, Ohio State Senator

Thank you very much. It's a pleasure to be here with you tonight. I appreciate you adding me to the agenda. It's a surprise. It's a good surprise, I hope, for you all.

I'm State Senator Stephanie Kunze. It's fitting that I would be here tonight, sitting next to Jill for a moment. When I worked for Hilliard City Schools, I started as a long-term sub at Alton Darby Elementary when she was principal. We shared some great memories as you started your meeting.

I'm here on behalf of the Ohio Senate to recognize that Hilliard City Schools was the number one district in value-added (*on the State report card*). As a former elementary school secretary and the mother of two children who graduated from Hilliard schools, I believe the value-added score is the most important score that you can get on the report card. It shows the amount of growth for a student from one year to the next. I also believe that the score reflects the commitment of the board, superintendent, and teachers. It reflects that the investments you've made are paying off for your students.

So, I'm here on behalf of the Ohio Senate with a proclamation recognizing that achievement and congratulating all of you. So, thank you for allowing me to interrupt for a few minutes, and thank you for all the work you're doing to serve children.

6. Davidson Student Caleb McElheny – Perfect score on AP Computer Science Principles Exam. He was one of only 459 students around the world to receive the maximum score on each portion of the exam.

Mr. Stewart introduced Tom Woodford, our college and career counselor. Hi there, everybody. I'm very excited to be here today to tell you about one of our students. First, I want to give you some background about how Advanced Placement works. So, we offer 17 Advanced Placement courses, and in the first two full weeks of May, students taking AP courses have the opportunity to take a national standardized AP exam. Students get scored from a 1 to a 5. In the state of Ohio, legislatively driven, students that score a 3, 4, or 5 on these tests can earn college credit from those state schools. Most of the private schools still will give some type of credit for 3s, 4s, and 5s as well.

In Hilliard City Schools, we have a lot of students that earn 3's and many more students that earn 4's. And we have a lot of students that earn 5's, which is the highest score. But we have one student, Caleb, who not only earned a 5 on the AP Computer Science exam, but he was one of 459 students in the world to score a perfect score.

Mr. Stewart asked Caleb to tell us a little bit about himself and introduce your parents.

My parents are back there in the corner. My name is Caleb McElheny. I'm from Hilliard Davidson High School. I've been looking into colleges, which is what I'm going to do after high school. I've gotten accepted into Akron recently and looked into a few others that I haven't applied to yet. I plan to go into computer science, which I don't think is a surprise.

Mr. Stewart then asked him to estimate the number of hours he put into preparing for this AP exam.

Caleb said it's hard to put a number on that because a lot of it was in class. My teacher, Mr. Deree, did a really good job of giving us some test prep materials, like publicly available previous test questions, just so we could see the format. So, that was really helpful. So, in class, we probably did one of those a week. Outside of school, I did a lot of coding on my own.

## 7. MFP Update – Lee Hwang and Tracy Richter

Good evening, everyone. Thanks for having us here. I'm Lee Hwang. It's great to be here. Tonight, we're going to give you a relatively quick update on the Master Facilities Plan that we've been embarking on since early last year.

This is a quick list of things we'll go over tonight:

- looking at master planning and what it is
- reviewing some results from last year's survey (October 2022)
- educational adequacy assessments
- option development and how it was done

We've accomplished a lot of work so far. We started the process with data. We had a community survey, as I mentioned, back in October to gather information from the community about the educational framework, including but not limited to things like school sizes and tolerances for renovations or replacements of schools. From there, we paused a little bit to complete the educational adequacy assessments, which were basically looking at the spaces themselves, not necessarily the physical condition of the building, but more spaces for the attributes of those spaces. We're moving into the second half of the process now. Then, from here, we'll put out a survey for the options themselves to gather feedback from the community.

So, what is a Master Facilities Plan? Basically, it's a facilities roadmap. But on that roadmap, there are multiple paths, and with those paths, we look at different aspects of the district, from utilization to how many students there

### Building a facilities roadmap that accounts for . . .

- **Utilization** – **Do we have enough seats for the future?**
  - Historic Enrollment
  - Projected Enrollment
  - Housing Development
  - Capacity
- **Condition (FCI)** – **What is the cost of repair or replacement for facilities?**
  - Physical condition of space
  - Remaining lifecycles
- **Educational Adequacy** – **Where are the gaps and what is the cost to bring them up to district standards?**
  - How well do current spaces fit the district standards?
- **Stakeholder Feedback** – **What are the community's educational values and tolerance for change?**
- **Funding** – **How do we prioritize projects when needs are greater than available funding?**

were, how many you have now, and how many we'll have in the future. So, looking at the utilization of those buildings.

We looked at the physical condition of the buildings and different systems, like HVAC and roofing. So, we have indices for each school that help us compare oranges to oranges or apples to apples from building to building. This gives us a relative sense of the physical condition and life cycles remaining on those systems.

In educational adequacy, we looked at the spaces themselves and how well they fit the standards of the school district. This included stakeholder feedback and gauging their tolerances on educational values and for change.

And, of course, we have funding, which is a huge factor, especially when some of the needs out there in the district exceed the actual funding that's available.

So, I mentioned earlier the educational framework. This is just a quick summary of some of the questions that we asked the community, looking at different factors. So, when you're evaluating a school for your child, what are some of those important factors? Facility conditions rose to the top. Special

programming within those schools and even the school's performance.

### MFP Questionnaire RESULTS

Important Factors

- Facility condition
- Special programming
- School performance

Type of Action

- Safety/security – 27 projects completed in Phase I
- Capacity
- Condition
- Educational Adequacy (NEW)

Design Principle Priorities

- Safety & Movement
- Learning Spaces
- Technology

Over-utilization

1. Add additions
2. Change boundaries
3. Construct new

Under-Utilization

1. Change boundaries
2. Create program offerings
3. Repurpose facility

Grade Configuration

- K-2, 3-5, 6-9, 9-12
- K only, 9th only
- K-5, 6-8, 9-12
- Have six 6-8 schools that feed 2 per hs
- Third 6th grade center


Educational Adequacy

1. Renovate for continued educational use

Condition

1. Renovate for continued educational use

Close 2<sup>nd</sup> is replacement of facility



Scan for survey results

In looking at different types of actions when you're considering things like renovations or replacements, what kinds of things are important to parents or community members? So, safety and security, of course, is one of the top answers there, along with capacity and the building condition.

What kinds of actions should be taken if buildings are over or underutilized? So, what rose to the top here? For buildings that are overutilized, well add additions. That came in first over changing boundaries, which no one really likes to go through (*redistricting*), as I'm sure you know. Although for under-utilization, changing boundaries would be the most appropriate action there.

We also asked some questions about grade configuration. Hilliard is unique in the grade configuration with K-5 and sixth grade. So, of course, we have to ask that question. We got a lot of different responses and a lot of different suggestions on different grade configurations that you'll see a little bit later in the presentation.

Lastly, we have the educational adequacy and condition of facilities. So, the top answers were to renovate or continue educational use versus rebuilding schools or building new schools.

I have a summary of comments that we saw throughout the questionnaire. There was an open-ended question that let folks write their thoughts down. We saw a lot of comments about multiple grade configurations and varied opinions on the 6th grade (*some liked it, some not so much*). Of course, use existing facilities if possible. Try to spend less money on creating new facilities or building additions and use what we have. Balancing utilization - some of the schools with enrollments versus their capacities may not necessarily be balanced. So, we want to try to equitably balance those. And then also emphasis on CTE and career readiness. So, some of the spaces here really provide for that programming. Others don't. So, the options will speak to some of that. And, of course, concern with residential developments out there. We know there is a lot of development going on. We have some data about housing and its impacts on enrollment over the last 10 years and even the comprehensive plan that Hilliard City has put out.

In terms of representation and survey, there were 845 respondents. Of those 845 respondents, every single school in the district was represented in those responses.

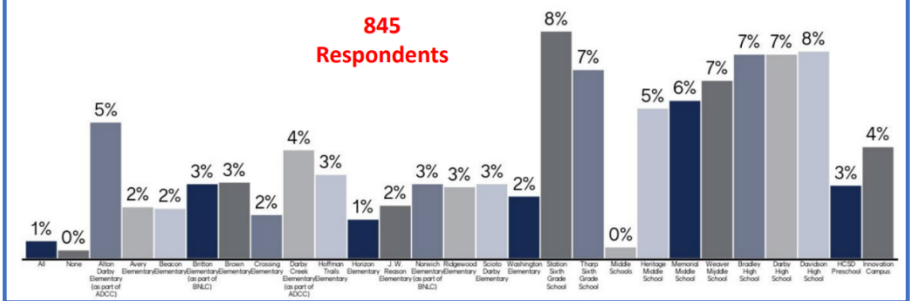
#### MFP Questionnaire RESULTS

##### Comments Summary

- Multiple grade configuration suggestions
- Varied opinions on 6<sup>th</sup> grade
- Use existing facilities, if possible, otherwise construct
- Build equity, flexibility, adequacy
- Balance utilization
- Emphasis on CTE and career readiness
- Concern with residential development impacts

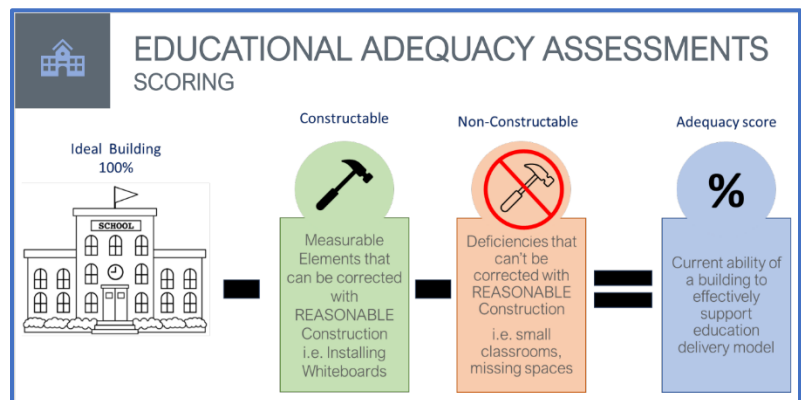
#### MFP Questionnaire RESULTS

Q17. Indicate the Hilliard City School(s) with which you are affiliated? (Please mark all that apply)



#### Educational Advocacy

I know that you've been briefed on educational advocacy, but I want to go into a little detail about it, because I think it's important to talk about. Beyond just the condition of your facilities, a big response was how to improve the educational spaces in our buildings to move forward, especially when you're not going through replacement of buildings. You know, looking at how do our buildings meet current and future standards for educational delivery models. It's important making sure that we have the right spaces, the right types of spaces, size of spaces, adjacencies, and the right equipment in those spaces to make sure that our kids are advancing with the trends of education as they move forward.



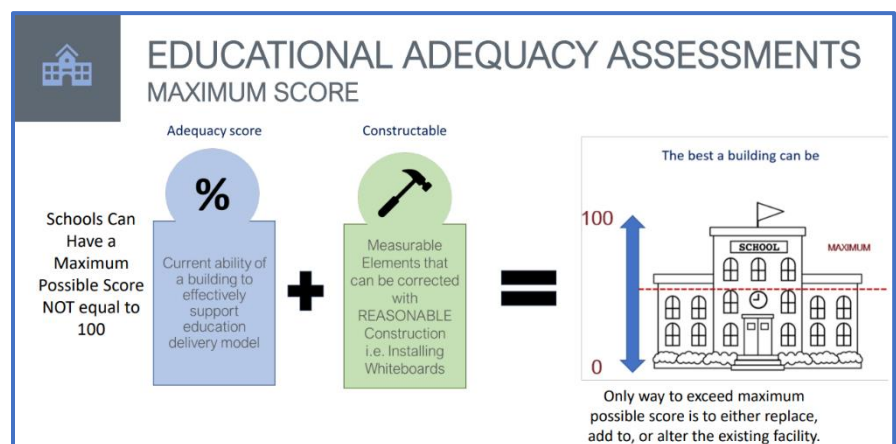
So, one of the first things that we have to do is establish some standards. You know, how do you develop standards around the types of spaces that you want to do? We use the OSDM, the Ohio School Design Manual, as a baseline standard, and I compared it against some of your standards. Ohio has done \$30 billion worth of work in schools in the last 30 years, so they've done a lot of work and research and I think it's a really good standard. All of you know I work nationally. I think it's one of the top standards in the entire country. But with that good baseline measurement, and then adapting it to tailor your standards, programs, delivery models, those kind of things, you're able to get a good baseline to how you measure schools across the board.

And so, what we need to know is that when you're looking at buildings from an educational advocacy standpoint, from this idea, there are constructible ways to fix schools and non-constructible ways. And this is where it gets a little bit confusing, but it shouldn't be. The reason for that is the idea that there's only so much improvement that a school can take within its current parameters. What I mean is a like-to-like study without jeopardizing its program delivery, its capacity, and its grade configuration. All those things before we can move it into a non-constructible standard. And that means that it is possible that a school can never ever measure up to the standard regardless of what you do to it. And that's an important thing for you to know. So, when you're making decisions on facilities for the future, and you're saying, well, we can fix the building for 10 million, but its educational adequacy will only ever be 70% out of 100%, what do you want to do with that building then?

It gives you another point of decision-making. So, when we go into this, we can see that a lot of schools can't reach 100%; actually, no school reaches 100%. Educational program development happens so quickly, but buildings don't adapt to that very quickly. So, we do what teachers do: we adapt and overcome, and we make those spaces work how we want to make them work. And that's okay. But we want to make sure that we try to get our buildings to the maximum adequacy score they can be.

Now, sometimes that's going to take further investment for you, and that's okay. And it could mean that you're going to do something different now, which could mean an addition to a building. I mean, that could be a good adequacy score. Now, at first, we might call that a non-constructible standard. Again, the reason we call it a non-constructible standard is because you're going to impact the like-to-like comparison. So, if you add to a building, you might add to capacity. So, that changes its educational adequacy. And so, because we might add the right program spaces. But there are things that we might not be able to do. For

instance, if we look at a space and say that, hypothetically, one of your schools didn't have an art room, we wouldn't just tag an art room on the side of a building. That doesn't make any sense for you to do. What you would likely do is renovate probably two classroom spaces to get enough adequate space and put a kiln in there, but what that does is reduce your capacity and change your program delivery model. So that's what non-constructible standard does, but we can give you a cost for that.



So, I think one of the big differences that you're going to see now in educational adequacy from a good, fair, poor, whatever those ratings are going to be is cost. We're going to give you not just the baseline score on a building but also the constructible and non-constructive costs in order to fix the educational adequacy to get it to a maximum score.

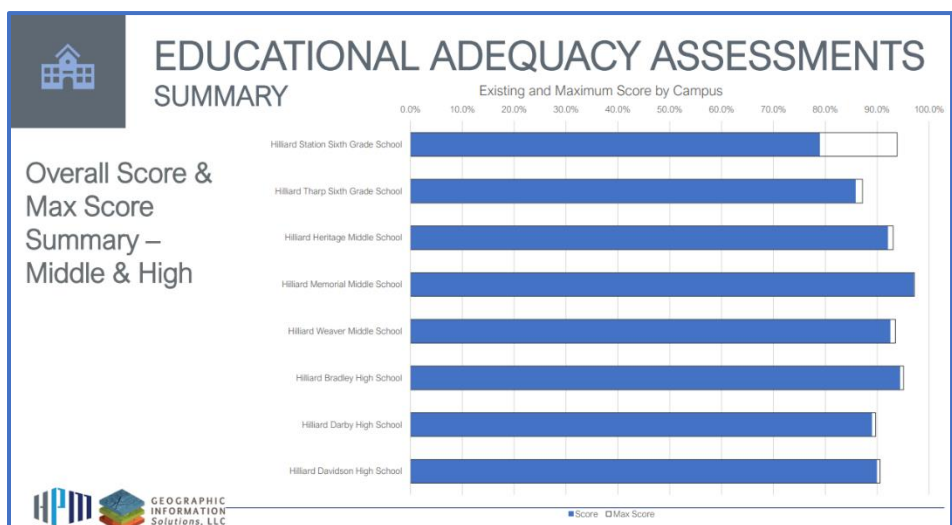
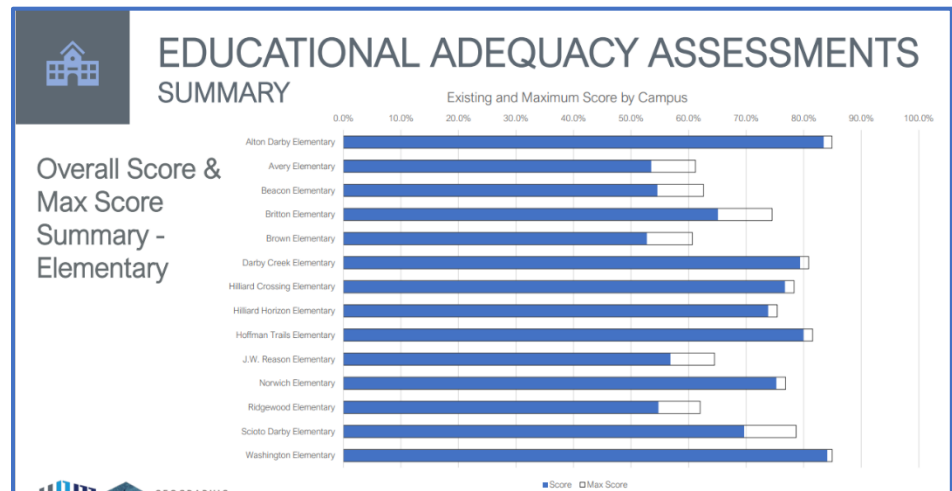
Now, the other nice part about this is a ranking across the board. Even though these can measure against each other, and that might be alright, what you want to do is take the information within these scores to make your decisions.

And so, for instance, you're just seeing this one chart, but we also have this deficiency by program areas. So, if you want to see your deficiencies in fine arts, we can show you deficiencies in fine arts. We can show you

in special education, we can show you, just go down the list. We can break it down, so when we get into master planning...so far, we've just been playing...when we go into the master plan decision-making, we can actually go back to adequacy and say, okay, those buildings we renovate, programmatically, where do we need to make the most fixes? And so we can actually give you more detailed information about where those programmatic fixes can happen in your capital plan.

And so, I think this, for us, is a differentiator. This is going to allow you to address programmatically, not just conditionally but programmatically, what you need to fix in buildings over time. And it's going to give you justifiable verification as to how much you need to spend and where you need to spend it. So, even though the district took a pause to get this thing done, it was well worth the pause. Because what you're going to find is that adequacy can be 20 to 30 percent of costs that you want to invest in your buildings in the future. And that's a significant cost when you're talking tens of millions of dollars.

And so, we wanted to take you through and show you some of these things to show you that even your newest middle school can't even have a maximum score. It is crazy to think that, but even in that, pedagogy's change and how you want to deliver things will change. And so, we're always going to make





adjustments, even to your new schools, but the investment might happen in schools that have more need.

And so, we wanted to take you back into educational advocacy for a second because we knew we took a pause, and we had to. It's a really important piece of the Master Facilities Plan that allows community members to have verifiable results of why you're making investments in the program areas, not just the condition of the facilities.

The options that we'll discuss tonight are not the master facilities plan. These options are more of an operational structure for the remainder of the master facilities planning process.

After tonight, we have a few more meetings where we'll get community feedback. We have steering committee meetings where we'll begin to develop recommendations for facilities.

So, as we made it to the options development, we had a whole chest full of tools. Just listing some of them here:

- looking at facility floor plans
- looking at where students live versus where they attend school, their transfer rates
- stakeholder feedback that we received
- enrollment projections
- condition of the facilities and adequacy

But most importantly, it was the institutional knowledge and expertise in the room as we discussed buildings in the district and what kind of direction we felt.

### Options Resources

#### Tools and Data

- Facility Floorplans
- Student Transfers
- Stakeholder Feedback
- GIS Mapping Data
  - Student location data (multi-year)
  - Parcel data
- Enrollment Projections
- Housing Student Potential
- Facility Condition
- Educational Adequacy
- Capacity and Utilization
- Institutional Knowledge and Expertise

So, there are a lot of known issues that arose. To illustrate one of them is diagram of the current feeder pattern. So, you can see all the lines going from the orange elementary schools up to the red 6th grade, to the green middle and the blue high schools. Seven of the 14 elementary schools (if you count the campuses) split to both 6th grade centers. And then, from there, one of the sixth-grade schools splits into the middle schools. That was one thing that we looked at.

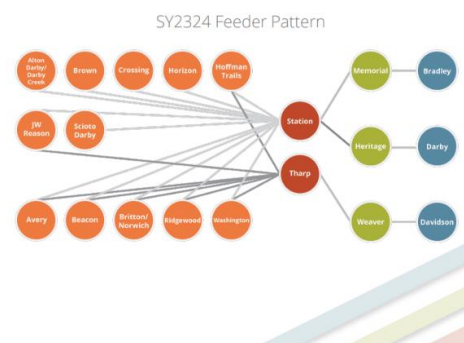
In addition to the splits, we have, again, the over and under-utilization of schools. Looking at feeder imbalances between the middle and high schools as well. But then the educational adequacy and facility needs of each of the

buildings themselves. So, through the options that were developed, we were able to accomplish cohesive and single-path data patterns. All the options would require boundary and feeder pattern processes. That's where you get those balanced utilizations at each of the schools. All the options

### Options Development Goals

#### Known Issues

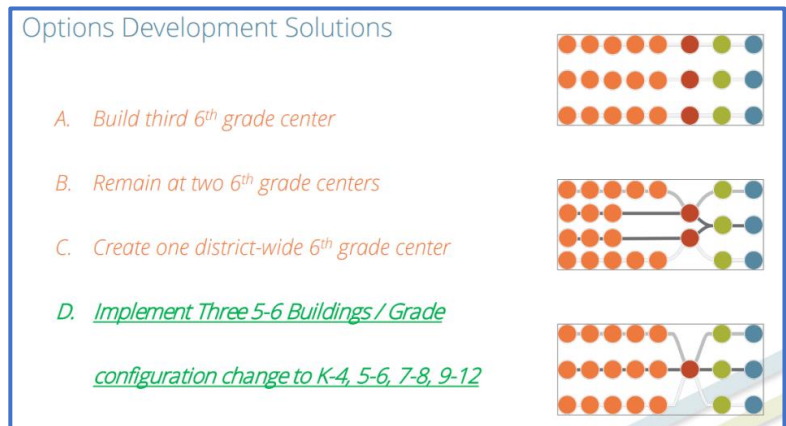
- 6<sup>th</sup> Grade Enrollment Imbalance
- Split Feeders from elementary and 6<sup>th</sup> grade
- Over/under utilization of schools
- Middle School Feeder Imbalance
- High School Feeder Imbalance
- Educational Adequacy Needs
- Facility Condition Needs



address condition and adequacy needs either through renovations or replacements of the school and because of that, these options will require multiple...

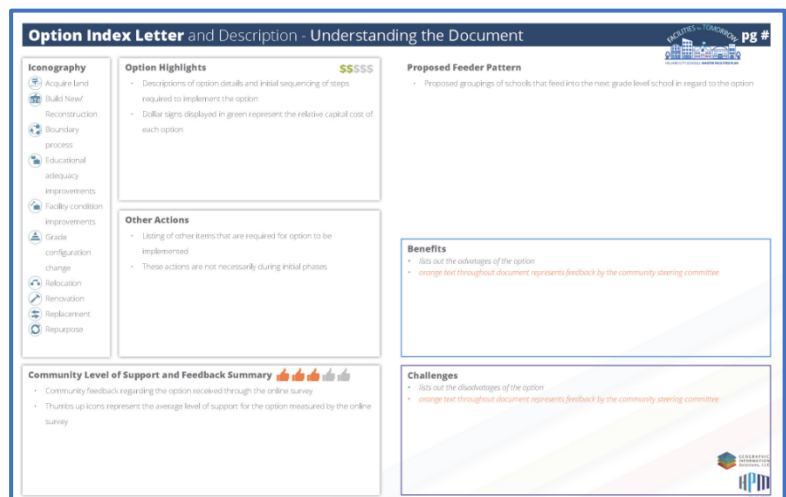
So, what we'll do tonight is go over the titles of the options. The first was, as you would probably expect, to build a third 6<sup>th</sup>-grade center. The second option was to remain at two 6<sup>th</sup>-grade centers, and the third was to create one district-wide 6<sup>th</sup>-grade center for the entire school district.

Now, Option D (in green) is very similar to Option A but was developed by the steering committee after going through the exercise of reviewing the options, knowing the data, and having those discussions. It's very similar to A with the addition of changing the grade configuration from K-5 and 6 to K-4 and 5-6.



Here is an example of the layout that you'll see once the options are publicized. We have some iconography for the different actions within these options. We list the option highlights, kind of the order in which things would happen. But also some of the other actions that need to happen along with the sequencing of the projects.

We'll have proposed feeder patterns to show you which schools feed to which up to sixth grade, middle school, and high school. We will also list the benefits and challenges of the options. A lot of the text that we add here (in orange) are suggestions from the steering committee. So, we'll have things added by the consultants along with suggestions and recommendations by the steering committee and the public.



Mrs. Long asked to go back to the previous slide. Did you say the green was the one that came out of the steering committee? Mr. Hwang said that's correct. Mrs. Long then asked if its configuration changed all the elementary schools to K-4. Mr. Hwang said that's correct. Mrs. Long then said I'm not following...to build a 6<sup>th</sup>-grade center; where would the 5<sup>th</sup> graders go? Mr. Hwang replied that the elementaries would be K-4, and three facilities would be modified to house 5<sup>th</sup> and 6<sup>th</sup> graders.

So, separate the options. I think that's where you're going. So, option 1 is you would have a third 6<sup>th</sup>-grade center. So, building could mean you're going to reutilize an existing building for another 6<sup>th</sup>-grade center. So, each of those is a different proof of concept. Does that make sense? So, in the first three options (A, B, and C), you would remain at K-5, 6, 7-8, and 9-12. Because of the community feedback...we had two of those seven groups come up with a K-4 and 5-6, with the idea that a one-year experience is difficult to acclimate. And if you were to have a two-year experience, it might be better to



acclimate to that environment and to transition out. Both of those groups and the steering committee agreed this should be an option to explore that proof of concept.

Mr. Stewart clarified that this doesn't mean this option "won" in the steering committee or was the steering committee's choice. That's just where the idea was generated. Mrs. Long said that the third sixth-grade center would actually be a 5<sup>th</sup>-6<sup>th</sup> grade center. Mr. Stewart said yes.

Mr. Richter said the slide should read 5<sup>th</sup>-6<sup>th</sup> grade instead of just 6<sup>th</sup>-grade center. We'll make sure that gets corrected.

#### Next Steps

We have a meeting later this week with the steering committee, where we will review the questionnaire and prepare it for publication. Then, that questionnaire will open on November 8th. And it'll stay open for two weekends until it closes on the 19th. From there, we'll take the feedback from the survey and bring it to the steering committee for review. We will meet with the executive committee in late January to develop recommendations.

#### MFP Next Steps

- SC #6: October 25, 2023, 6pm, Location TBD
  - Options Questionnaire Prep
- Community Questionnaire, November 8-19, 2023
  - Options Feedback
- SC #7: December 6, 2023, 6pm, Location TBD
  - Questionnaire Results Review
- Executive Team Work Session, January 30 & 31, 2024
  - Recommendations Development

So, this is a quick listing for the project website. We have all our information and data on the Hilliard City Schools website. It's [hilliardschools.org/mfp](https://www.hilliardschools.org/mfp/). You can find schedules, reports, and basically any kind of information that's associated with this project.

Any questions?

#### MFP Resources

Project website

<https://www.hilliardschools.org/mfp/>

- Data dashboard and facility data sheets
- Schedule
- Meeting dates, times, and locations
- Project materials, documents, presentations
- Survey links
- Reports
- FAQs



Mrs. Murdoch said I have a question for you about the slide where you were showing the gap. And, like, what we could do for adequacy, particularly with Station being a very new school and having a relatively substantial gap for being pretty darn new. And later, talking about maybe building more 6th-grade schools. Did something substantial change in the guidelines for 6th grade as opposed to the other grades that resulted in that gap? Or do you feel pretty confident that we can address if we give another 6th-grade school, or... Mr. Stewart said Station is 70 years old. I think what you're thinking is the building is relatively new as a 6th-grade school. Mrs. Murdoch, so it's primarily the age of the building and not that something changed in the standards from when we refurbished it? Mr. Richter said there's really not. I mean, I think that when you're looking at a building of that magnitude...it's a big building. It has auditoriums, it has gyms, it has multiple gyms and things like that. Station is a bit of an outlier because of those reasons. I mean, it's originally a middle school. Well, your middle school is a kind of a hybrid model of middle grades education, but it's kind of an elemental kind of delivery model. And so, when you have a building that has extensive science rooms that were made for middle school or high

school, and you put back into kind of an elemental, it's going to, Station's just a little bit different than the rest of them. And so, again, trying to put it apples to apples, Station is one that sticks out. Again, it's the background of Station that you've got to look at. Looking at kind of the metadata in it to see, OK, where are deficiencies, where do we not meet the needs that we need to meet? So, I think that's more part of it.

Mrs. Murdoch said okay. I was just sort of thinking about the idea of going to a 6-8 again or something like that. Does that change the picture substantially? Mr. Richter said it could. I mean, there's no doubt. I think the only issue that we have in this district is capacity when it comes to 6-8. It's just the size of your buildings, even with the new Memorial. It's hard to get the buildings to where you need to get them to capacity-wise without creating, probably, a fourth middle school in 6-8. And then you're creating feeder pattern issues and division issues. And so, it becomes a very complicated formula when you do that. I think what you're going to find, even in the K-4, 5-6, is that we're still going to run into those complications with the capacity of your buildings without making some unique choices when it comes to how you're going to feed those buildings through and keep them together in cohorts.

Mr. Perry said I really appreciate you giving us all these different options. And that's what I noticed too. I thought that was definitely an outlier. I think part of it is because, yes, it's cobbled together, ...the tours as well, and I walked through the buildings, and when you walk through, it's kind of this, you know, young COSI, you walk through that yesteryear thing, and you're like, hey, what's these decades? It's like the late 50s and the 60s together that way. Um... Yeah, that one's an outlier. When you walk around our buildings, you're like, that one feels distinctively different. Now, one thing I noticed as someone who went through this district and at a time when we had the sixth-grade buildings, it did feel odd. And it has always felt odd even then to have...we were one of those schools where we all got bundled in, and then we split back out. And it made it feel much more like a pass-through. At Tharp, I was in the, well, it's now the Arrow program, but it's not a FOCUS program. We do a pull-out program. I go to THARP a lot, but those kids were coming in from different places, but they were going to meet there, and then stay with their, well, elementary school folks, and then also stay with it through to middle school and high school. Whereas the Station folks are kind of coming in, meeting folks, and then immediately going back out. And that's kind of why I've always been kind of pushing for this. We could do a one-to-one, have those kids kind of meet there, and stay the remainder of their educational careers together. I think that that foundation of friendship and whatnot can't be, you know, overlooked.

But I did have a question about our 5-6 option as well. Speaking of this concept of this community cohort. What is the capacity of a building like that? What are we looking at for enrollment numbers for a building? Mr. Hwang said so for 5-6, um, depending on the building, there would either be some renovations or additions. We've looked at different areas of the district and spread them out geographically so that the feeders make sense. Brown would be one example where we may have to either build additions or maybe even replace it. Mr. Perry said we're talking about one 5-6, though, right? Mr. Richter said it would be three 5-6 buildings. I think the capacity would be about 900 student buildings. So, look around the district and see how many elementary and middle schools you have that have 900 seats in them.

So, again, it becomes complicated unless you want to make the investment to build schools or add on to schools of that capacity. Now, again, we think it's an option we're bringing forward, and the committee did too (a concept)...don't let that concept overwhelm you. The idea is that you put the sixth graders on one campus and the schools within schools. Three smaller models that offer different delivery models. You can do it either by feeder pattern, by program of interest, one operational center, leadership, a lot of efficiencies on one campus. But don't think of 1,200 or 1,500 kids in one building. One of the rules to

the committee was that when walked out, you had to be able to stand on the table and say, we don't want this option going forward. And this committee still wanted the option to go forward. Once they understood the concept of what we're talking about when it comes to one 6th-grade center, smaller schools within schools would offer both a vertical and a horizontal way to deliver education at the 6th-grade level. So, we're hoping people will open their minds to proofs of concepts from our presentation. Now schools are going to be listed, no question, but we just want to show the schools can work in there. But open the mind to different concepts. To your point, how do we get kids through clean cohorts if that's the choice they make? But also give them a choice programmatically if they want to go out to the Innovation Center or Career Center. Balanced in all those terms.

Mr. Perry said I really do appreciate that clarification. I'm just thinking back, and again, I'm the person who loves, I love brainstorming, I'm a big picture guy, I love talking about every option, there are no bad ideas at this stage, let's, let's talk about everything. But I do have this little bit of hesitance when, one of the first things that, you know, I was part of when I came on the board was the Britton-Norwich merger. And I'm just remembering the kind of, and I think it's going fine; I think it's working well, especially after most of those kids have aged out where they're not going back and forth. But when we do these combinations and change these grade levels, rather than building one additional sixth-grade building and keeping everyone kind of where they are, it would be changing every single elementary school in the district. And I do kind of worry that that may be a lot for folks in our district. But, again, no bad options. Just something that I've thought about and wanted to point out. Because maybe that's, you know, financially the right way to go. Maybe it's, you know, it's worth talking about. Just a point that I've been thinking.

Mr. Richter said we're hoping that's the kind of feedback we get, even when people see that it might not be building new, but it might take an existing elementary and turn it into a sixth-grade center and then building a new elementary school. And we're hoping that people within concepts help us develop ideas around that. That's the point of options development and community feedback on it. It's not to, and Lee's probably said this a thousand times; it's not to vote on one. Really look at the group concept and say what works within this, and does it work in your area? And so, I will be looking at this from where I live, and not that I have kids anymore, but I see what my neighbors say, and I hear that. I'll be explaining the same thing to them. Open your minds. Figure out if there are different ways we can do this within a concept. I think that the purpose of K-4, 5-6, was to open your mind to a concept that's just a little different.

Mr. Vorst said thank you guys for all your hard work and for the work of your committee. I know you put a lot of time and hours into this. So, I'll kind of reiterate at least what I'm feeling is that seeing some of those options took my breath away for a second. I was not expecting to see possible changes in feeder patterns that can be really drastic, as well as different ways that we can do our model. Can you go back to the slide you had just before there? So, these known issues are these known issues that you guys noticed, that the committee noticed, or did they come from the public? Where did you get that feedback? Mr. Hwang said they're kind of a combination of everything...all the data and the feedback that we get. Part of it is also just the experience throughout the country. Doing this kind of work in different school districts, when we start to see feeder imbalances and feeder pattern splits, things like that.

Mr. Vorst said alright, so does each possible change in feeder pattern and model address some or all of these issues? Mr. Richter said I would say most of them. I would say that now and again, it would be tougher at K-4, but I think you'd be done. I think what happens, and we've talked about this in the committee, is that over time, Hilliard has made small adjustments. Whether it's a campus model, a

boundary here, or an island boundary here to balance diversity, or whatever it is. And over time, those are good decisions to adjust to the time that we had and eventually, as every district does...Worthington's through it now...Dublin's been through it. Where you look and see where you are as a whole district. And I think it's about time that Hilliard's probably in that kind of mode. And so, when we talk about everyone is going to require and look at boundaries, everyone's going to look at boundaries. And they're not just going to be little adjustments. It should be looking at the district as a whole. And saying, do the boundaries and feeders work for where we are today and as we move forward? We've kind of dubbed it: everybody's going to come to the altar when it comes to boundaries. And at the end of the day, the fear is big, but the result is minimal. Typically, even when you do a district-wide boundary analysis, the impact on large amounts of students is rare. And so, you're just making those adjustments to make sure that, look, when a kid starts in kindergarten, and they go to Station, they don't know if they're going to meet somebody for a year and become best friends, and they have to split up again. But also, we think about Hilliard as we're all Hilliard, and it provides an opportunity to meet people from other schools. My daughter is best friends with Davidson girls and Darby girls because of basketball, you know, travel basketball, and then getting into the Station and doing that. So, they don't want to get rid of that also. So, how do you provide both? How do you provide good, clean cohorts for accountability, good feeder patterns, and anticipated utilization facilities that you can predict in the future? I think that's a big thing. And so, as you go through these, Yeah, it doesn't, like, I think our committee knows this, but this is obviously some expertise going into this, too. I know that's kind of a long answer to that, but I really do think this helps tremendously. And even when, and you don't see it a lot because we don't talk a lot about the high schools, right now, it can't help itself but imbalance your high school enrollment. The feeders don't allow you not to do that. And so, if we're going to deliver equitable program offerings across the high schools, which we should be doing, with offering specialized programs to those high schools, too, we should be able to have some predictable enrollments that help our counselors enroll into utilization a little better. This does that. And so, we want to be sure that the result isn't just you getting this, but at the high school level, that you're going to get the right result, too.

Mr. Vorst said I want to reiterate what Brian said. During the brainstorming phase, there are no bad ideas. Throw everything up there that you can at us. I think once we get to the decision phase, obviously, we're going to have to understand what the public thinks about changes, however drastic they might be compared to what we're doing right now. Mr. Stewart said I can offer you two things to go along with everything Tracy said. The conversation about boundaries, whether we were going to do anything with facilities or not, is imminent, regardless. And the other thing you have to keep in the back of your head is where they started. For this master facilities plan, we're looking out 10, 15, 20 years. There's no way we would ever be able to address every need that we have in one bond cycle. So, we're going to have to think long-term. But starting with, ultimately, how do you want to look? Or how do you want to be organized? It's a good place to start.

Mrs. Crowley asked what kind of feedback we get on the community surveys in terms of numbers. Do we get a lot of community feedback? Mr. Hwang said there were 700 respondents to the survey done in Phase 1 and almost 850 respondents on the most recent survey. Mrs. Crowley said thank you for all of your hard work.

Mrs. Long said I really appreciate this. I want to make sure we're not losing sight of a couple of facilities like the preschool, the ILC, and the Hub. So, I would almost challenge you to somehow make sure that those are brought to the table, too. Because they are very important pieces of our district...not that I'm saying we're going to do anything with any of those buildings, but they are real estate for us...buildings that already exist. I remember the discussion of the Hub. It was kind of like, we're going to go here, and

we'll see kind of where, where we need it in 10 years. So, I don't want to lose sight of any of that. I know with the preschool expansion, we still have some room left there. So, it's really important that we bring all of that information forward. And maybe you guys are. The other piece that I've heard through colleagues on the board is that we are looking a little bit more at playgrounds. Looking at that being part of our facilities. And I think it's super important. And when we think of 10 years down the road, we look at the kind of things that also go along with our buildings, not just the actual building per se.

Mr. Stewart said that Mr. Dudgeon has commissioned a private firm to review and assess all our playgrounds. They will be assessed through five different lenses, including safety, conditions, and accessibility. So, that data will be part of this conversation. We're not there yet, but our current model of how we look at playgrounds and how we sustain playgrounds probably isn't sustainable for the long term. So, that is going to have to be a conversation. And the Hub and ILC are absolutely part of this conversation, too.

Mrs. Long added, and as we think about facilities, parking lots, they're very expensive. So, we want to make sure that we're giving our community the best picture of bringing everything together. I think that's where the best work happens. Thank you, guys, so much. This is a huge project. I can't imagine all the feedback that you're getting. So, thank you. Thank you.

8. The Board of Education approved the tentative agreement between the Board of Education and the Ohio Association of Public School Employees to extend the current contract an additional year to June 30, 2025.

Mr. Vorst asked for a synopsis. Mr. Stewart said I don't see anybody from OAPSE here, but I thank their leadership team for their participation in this process and getting us to this point. This is a win-win for the district and OAPSE. It mirrors the extension we did with HEA with a couple of minor differences; it's not a total apples-to-apples comparison. The bottom line is we have an agreement in place for another year. It was currently scheduled to end on June 30, 2024. This will get us to June 30, 2025, which will be a much better time to be having that conversation.

9. The Board of Education approved the following resolution:

The Superintendent and Treasurer request authority to purchase rooftop HVAC equipment ("Equipment") from Trane U.S.A. Inc. ("Trane") for future use at the Ridgewood Elementary School and request authority to negotiate and execute an agreement with Trane.

Rationale:

1. The District has identified a need to purchase the Equipment for the Ridgewood Elementary School.
2. The purchase of Equipment is not subject to the bidding statute, R.C. 3313.46, because it is not an improvement to a school building.
3. Trane U.S. Inc. is an experienced supplier of HVAC equipment and has provided a proposal for the purchase and delivery of the Equipment in the amount of \$260,014.00. Pricing for the Equipment is consistent with pricing provided by Trane to the Omnia National Purchasing Cooperative. The Superintendent, Treasurer, and Chief Operating Officer believe Trane's proposal to be reasonable and of an appropriately competitive nature.
4. The Superintendent requests authority for the Superintendent, Treasurer, and Chief Operating Officer to negotiate an agreement with Trane for the purchase of the Equipment in the amount of \$260,014.00 (the "Contract Sum").



The Board of Education resolves as follows:

The Board authorizes the Superintendent, Treasurer, and Chief Operations Officer to work with legal counsel to negotiate and execute an agreement with Trane to purchase the Equipment in the amount of the Contract Sum, and to execute any other documents consistent with the intent of this resolution.

Mr. Dudgeon explained that this resolution allows the district to pre-purchase equipment from Trane Manufacturing that will be used in the Ridgewood HVAC mechanical project. This equipment is being purchased through a national consortium, which allows us not to have to secure multiple bids. Mr. Stewart added it's really about lead times. Mrs. Murdoch said I was going to say, pre-purchasing, will this make sure that you get it there on time? Mr. Dudgeon said right. The lead time on equipment like this is about 30 weeks. So, while the project is still in the final design phases, this allows us to work in parallel with what will eventually be a public bid for the trades part of the project.

10. The Board of Education held the second reading of the following policies:

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

Mrs. Murdoch said I have some discussion about IIAC unless there are other policies anyone else wants to bring up first.

Mr. Perry began a discussion about policy JED. It's the second to last page under non-medically excused absence number three. The word truly held religious beliefs. I just wanted to change that to sincerely held religious beliefs because that's more in alignment with...

Mrs. Murdoch began a discussion about policy IIAC. One of the things that we talked about when we sent it back to the policy committee was the idea of memorializing in policy the ability of parents to opt-out. So, I think the question is, Brian just made a note here earlier: do we add language into this policy, or do we create an IIAC-R? Mr. Stewart said that shouldn't be difficult at all. Why don't I bounce that off of Julie? But I don't see any problem.

Mr. Perry said my theory was just to take the current form and say all parents (guardians) are entitled to use the following form, IIAC-R. There you go. Mr. Stewart said that should be good. As long as the board...I don't see any reason why that couldn't be ready by the time.

Mrs. Long asked what IIAC-R stands for. Mrs. Murdoch said it would be a reference to this thing that we do right here that allows parents to opt out of specific books. Mr. Perry said you just modify the thing that we want them to find....Mrs. Long said it's the operational, how you can limit your child to a certain library book. Mrs. Murdoch said yes. Mr. Stewart added they're just asking that that be reflected somewhere in policy, not just the practice that we're currently utilizing. I don't see a problem with that at all.

Mrs. Murdoch then says, speaking of forms. We mention under Section 3, B, Evaluation of Materials Framework. So, having been in the group that used this for the first book, it felt like there are several

things in here that are clearly applicable for selecting and buying new texts but not as applicable for evaluating a text. You know, usability is one of the ones that's stuck out. You know, determine maximum anticipated usage, reasonable number of uses, and things like that. So, I was wondering, do we have a different rubric, or do we just plain strike that and use something different...Mr. Stewart said my answer to that would be for consistency's sake; we continue to use that but certainly acknowledge in that moment that we use rubrics all the time and mark things as NA or whatever. Mr. Perry said something about cross reference...Mrs. Murdoch said that would need to be added if we use it. Mr. Stewart added I would be hesitant to create kind of yet another document rather than keep it consistent.

Mrs. Long asked what Beth was referring to. Mrs. Murdoch said the ones that we talked about most because it's really...There are seven items on this rubric, and there were four of them that we talked about as best we could but didn't feel they were as applicable to reviewing versus purchasing. Mrs. Long said this is on the rubric...on the policy. Mrs. Murdoch said yeah. Mrs. Long continued with and how that rubric is being referred in policy is that, um, the, let's see, is it number, um, Section, it's number three. Number three, after challenged materials. Yeah. Yeah. It's the evaluation of materials framework.

Mr. Stewart said the other option would be to say in that sentence, utilizing the evaluation tier framework items 1, 2, 4, and 5, or something like that. I would need to look at it before I had a recommendation.

Mrs. Long asked can we just take that whole part before the comma? So, utilizing the framework and just move it to exactly what we, because A is the committee will review, and then B would be the committee will recommend. So, just take that whole piece out. And as the superintendent, you would manage the committee and provide guidelines...Mr. Stewart said that's certainly an option that would be a consideration for the board, whether you want to codify again, that that's the framework that we're using, or you want to leave that to me, which that's the framework I would use. Mrs. Long said but it sounds like depending on the level of the book and the complaint or the challenge, you would want to be able to modify it for what that committee is charged with. Mr. Stewart added I think different books will have a different emphasis on different parts of that framework, but I think the framework will always count.

Mr. Vorst said so, just context-wise, the reason that we're reviewing this... So. everybody's on the same page. Part of it was that we had two separate appeal processes that we needed to marry together to have one standard appeal process, right? And part of it also is that we had a large number of these turned in, and our policy wasn't necessarily set up or ready to handle that kind of volume at one time. So, we're trying to find a way that we can better be prepared for that kind of scenario. Is that correct? Mr. Stewart said I would agree with that, yeah.

Mr. Vorst asked if there was anything else, historically, why this policy went back to the policy committee. What other problem are we trying to fix? Mr. Stewart said no, I think you hit the nail on the head. We had kind of a confusing policy. It's a policy that hadn't been utilized and hadn't been needed in years. And, even with dealing with one book challenge, it was really labor intensive. And certainly dealing with a high volume of them was unfeasible. So, I think you summed it up.

Mr. Perry added...(recording was difficult to hear)...Also, with the, uh, 3, that 3B12, that doesn't actually splits out the lowest, because when you actually have a 3 joint, it wasn't potential for a tie. 1, 2, 2, or something. Yeah, right. And then, yeah, that was always a... I think it's split right now. Do something, don't do something. If you do something, move it, get rid of it. And that's, that's, that way you can never

have to look for what it meant. But everything will be fixed. And I do like the way that's, that's broken down.

Mr. Vorst asked if we were changing this enough, as far as nuts and bolts, that we open ourselves up to liability, legal or otherwise; as far as we had a policy, somebody acted upon that policy, and now we're changing the policy before... Mr. Stewart said, no, I asked that specific question to Julie.

Mr. Vorst said in paragraph one, under the, in cases where materials...there's a reference to offensive to some, how would you define that? Can you expand on that? Mr. Stewart said I think that is inherent to the challenge here, trying to make something that's really subjective, objective. And I think there's just going to be places where it remains subjective, and we're going to rely on the collective decision-making of the group.

Mr. Vorst said in the following paragraph, number two, the superintendent will review and consider all complaints in a reasonable amount of time. What's a reasonable amount of time? Mr. Stewart said I think that came out of the policy committee. They added that language, and I don't remember why. Mr. McDonough explained that is the same language used in the policy regarding public records requests. Mrs. Long added the committee had reviewed that policy earlier in that same meeting. That's how we came to add that language. Mr. Perry said I thought the problem is to kind of manage the logic of our whole legal system based on what a legal person would do and finding what that means for... You have a right to a speedy trial. Well, a speedy trial is still nine months long, so, you know...(multiple board members speaking at the same time)...Mr. Perry continues with it's subjective. It's not always just... But I do like the fact that it has a couple and's and or's in there, which gives us something. So, for example, if you say, specifically, this is just based on my political views, that falls very clearly in there. But yeah, he said like it's offensive to some to find that. That's where it comes down to kind of, you know, the reasoning in lines, I suppose. Because I can't say it's offensive to nobody because it's offensive to some.

Mr. Vorst said there are two parts in here. It mentions the complainant's name will be included. And that is in paragraph two of that same section. In the very last sentence under section E, the very last sentence. So, I think whoever does this should absolutely put their name on it. I think there was an exclamation point in the notes after, I think it was Mike saying, own it, or put your name on it or something like that. So, I definitely agree with that sentiment. I do have to ask, though, it says this will be on the district's website. Is the intention here that the name associated with the complaint will be published on the district website? Mr. Stewart said I believe that's what the language currently says, yes. And again, that came out of the policy committee. I'll be honest: that's a part of this that I don't feel strongly about, one way or the other. So that's something that the board will need to address. But I believe, yes, the way the language is written currently, what would happen is if it's not moved to the committee, it does go to the website for the public to see that somebody did what, did what was appropriate, and why do that so many times.

Mr. Vorst asked if there is any complaint that someone watches with the district that we put their name on the website. Mr. Stewart said no, we don't have anything like this at all. Mr. Vorst said It feels kind of...shamey. Mr. Perry I would suggest, like, I actually read the act on this one, and it's not my act, but I did read it. That's right. Um, but I know I did. I did read it. Um, and... It, it may be a lot because here's the thing, um, if you make a complaint that is record requestable on its face, you can find any person in there, an employee's available by records request. And I think the intent, and I could be wrong misinterpreting, that's decision, but I think the intent is to give context to the complaint who this person is, and you can say, oh, that person has requested a book banning, well, I have a question. About why? Maybe you said, maybe we limited to not saying anything, but say something like, parent in, you know,

or something, you know what I'm saying? Say, like, a parent or student or guardian in the school that they are in or where the book is. So you judge, I think that's what the intent of it was, to say like, weigh this. Kind of like how, you know, people, I think people just say, whether they're in the district or out of the district, they speak to us, like, kind of get the idea of where you're from or where you're coming from. I think that's the intent. I could be misinterpreting it. Anyone on the policy committee have already talked about that.

Mrs. Long said this was probably what we talked the most about. It was a little unclear on what was the intent of putting the name. I think the idea was if 20 books were from the same person. That would be good for a community member to know, right? I don't know what having their name is that you're going to do. So, the other question is, is it a platform for people to put more information out? So, it is a struggle, and as the committee talked about it for probably about 10, 15 minutes. We kind of came to the realization that, let's move it forward and see kind of where we come out as a board. I'm not saying that this is the forever version. Maybe we do go back and change it. But I just think that the whole goal was to take all of the board's feedback, and then all of the committee's feedback, and then in a group session, work through this. And this is where we kind of knit out. So, I can see both ways. I think that was how most people were in the committee. But it is so new. We don't know what it's going to be like, you know? So, I think the most important thing is that we move something forward to answer these families' desires to know what books have been challenged and to move forward with the process.

Mr. Vorst asked if there was a consensus to change it to location or type of community member, whether it be a parent or community member or what have you? Mrs. Long said but I think the one thing, Zach, with that, is...If I was to put one in and I was a community member and then I had a child, I don't expect the district to manage the change that to a parent. You know what I mean? Mr. Perry said you would do it at the time. Mrs. Long said you challenge it because it's four years that it's going to live on. *(Multiple board members speaking at the same time...)*

Mr. Perry said I think that's part of it both ways too. If they want to know who challenged the book, they can record the request to the people who challenged it. They're going to find it. But it does feel a little weird having a little...Mrs. Murdoch said publishing on the website feels a little abstract.

Mr. Perry said you can figure it out, but I do think there should be something that indicates that this is the same person somehow or that this is who this is. A parent with a child in this school. The book was in not that school, that may give you context. Or, the book wasn't that school, that may...Mr. Stewart said I'm sure there's a way that we put it on the website. They can be grouped by complaint.

Mr. Perry asked if you could assign a complaint number per person, 10 books that they can be grouped, *(multiple speakers...)*...Mr. Stewart said the 10 can be grouped together so that it's, it's clear that these 10 were challenged by the same person. Mr. Perry said I don't know if this is too much work. I don't want to put more work on people. But you know, when I was in law school, we had an exam. And you get assigned a number for your entire thing, whatever, and you can say, like, well, number 465 challenged 85 books. You know what I mean? Now it's not a name, but it's identifying you're not the same person. You get the idea it's the same person over and over again. But it's not so, you know, specific challenge. Complainant number one. Mr. Stewart said if there is consensus on that issue, then I can work on that and have it ready for review.

Mrs. Murdoch said I don't love the idea of publishing people's names on our website. So, if there's a way around it, I'd be interested in hearing... Mr. Perry said I think you should identify them in some form or

fashion to know the context of who that person is. But I also think that we shouldn't necessarily put their name on it. They're going to find it anyway.

Mrs. Long said so we cannot say every complainant is a community member. Mr. Perry said no, because our policy allows any human being to make a complaint. I mean, Ben Shapiro and Louis Farrakhan can come in here and make complaints all they want. Mrs. Long said this list could be really long, guys. We could be creating...*(multiple speakers)*

Mrs. Crowley said I said at the policy committee that I thought that they should, if they're willing to submit the complaint and they're willing to stand by it, I think that their name should be out there with that complaint. But if the consensus is other than that, then that's fine. But I still think that the name should go with the complaint. Mr. McDonough said I think the conversation centered more around what role this individual plays. Are they a parent? Are they a community member? Are they somebody that's not even in the community?

Mrs. Murdoch said that's why I'm wondering, do we amend the policy just to be, got to be with, live within the boundaries of Hilliard City School District? Yes, of course. Employees or live within the boundaries. Where is it that's, I can't remember what it said. It could be anyone. Mrs. Abraham said I think probably clarity, too, because if someone submits the form and doesn't give all of the pieces that are required, is that title still going to end up on that list? You know, that's one thing to have gone through and been reviewed. But if it's an incomplete form, are we still going to put that title? Mr. Stewart said no, the policy addresses that. It says if it's not complete, the form will go back to them.

Mr. Stewart said okay, so what I'm hearing is you'd like to see two changes. One being a reference to that you must live within the boundaries of the Hilliard City Schools or be a staff member in order to engage in this process. And two, to find a different way to identify the complainant outside of their name.

Mr. McDonough said there's the other point as well. Mr. Stewart said oh, the opt out, and the evaluation.

Mrs. Murdoch said one other question here. This is something that probably wasn't talked about in the policy committee because it's not in any of the green, but under challenge materials number three, it says, sex and profanity related materials are subject to a comprehensive test of literary merit, and my first thought went to the Larry Flint trial, to say, well, everything is art, so, what does that mean? Mr. Perry said there's a legal standard for literary merit attainment. It's pretty much, it's in Ohio Revised Code by the way too, but it's pretty much morals. Is the purpose and intent of the book for profanity? Or is the purpose of the intent of the book for something else and it involves profanity? Mr. Stewart said that's where we would fall back on that framework.

Is that one of these three (references) I have on my screen? Because I thought I'd checked those and I don't see... Mr. Perry said there is a legal definition of profanity in literature. Mrs. Murdoch said we should add that as a reference then.

Mr. Vorst asked what would be the make-up of the committee. Mr. Stewart said it's been left intentionally vague because, for example, the old policy required a media specialist and we're down to only one or two licensed media specialists given the changes. So, it's been left open for that reason. Mr. Vorst said but in your mind...Mrs. Long said but it has to be an odd number of committee members. Mr. Stewart said in my mind, it would be a teacher in the content area, somebody that works in the media



centers, someone with knowledge of the age group, and a board member. I think that each situation may call for a different committee. Mr. Vorst said you're envisioning three or five people. Mr. Stewart said I think probably about five is more than enough. Mr. Vorst asked if you had to deal with multiple books at the same time, you would have multiple committees. Mr. Stewart said yes.

Mr. Vorst said it seems like a lot of this process is done via paperwork and email. Is there any will among everyone to put something in here that allows someone to, metaphorically, have their day in court where they have an actual conversation with you or your designee? We just live in this world where so much is done on this thing (phone) and on computers and if we can do some things that have more real life face to face conversations, I think that's a better direction to go. Mrs. Murdoch said it's easier to come to an understanding. Mr. Vorst added in some ways, if somebody wants to get frivolous with firing off 30 books that they haven't read, and if they know they have to show up and defend that someday, I think that might make them think twice about something they're not sure that they want to go after. They're just trying to make noise. Mr. Stewart said to me, the easiest way to address that would be if a book goes to the committee, a simple statement that the complainant would be invited to address the committee.

Mr. Vorst asked if there was a will to add that kind of verbiage in here? Mrs. Long said I think the way that we've written the committee, I believe that could occur with how the Superintendent would interpret this policy. Right? You talked about that, right? Someone replied yeah. Mr. Vorst asked if there was any reason not to memorialize that? Mrs. Long said I would hate for the committee to be stopped because no one will show up to do that. Mr. Stewart replied I just said invite not...Mrs. Long said but I wouldn't want the committee to stop until that person comes. Because what if they never came? Someone said they'll work with the committee. It's all good. Mr. Vorst said if you get your invite and you say, yeah, I'll be there and you don't show up, then you sort of...

Mr. Vorst said one last question and then I'll shut up. At the end, it mentions that if the superintendent does not remove the material, that decision is final. But if it is to remove the material, that decision goes to the board. Can you guys speak to...um, so one result goes to the board, and one result is final. Mr. Stewart replied I think that goes back to the conversation that Julie just had with us around books having their own rights once they go into the collection. And that, if it's going to come out of a collection that requires board action. If it's not being removed from the collection, it doesn't require board action.

Mr. Vorst said it just seems...I don't think I'm comfortable with the fact that one way you can appeal it and the other way you can't. Mr. Stewart replied that this is also about making this process manageable. We've got a sizable number of these and if we tie our own hands to the point that we can't see our way to the end of the process, I think that is part of this as well. Mr. Vorst said I have enough stuff to read. So, I don't necessarily feel a burning desire to dive into all these things either. I just want to make sure we're being fair to the public. Mrs. Long said so you're talking about 3, D, and E? Mr. Vorst said yes. Mrs. Long said I think that the removal does need board action and that was why we went that way. And if it's not removed, it doesn't need board action. So, it's not really an appeal, it's more following...what we need...board, right?

Mr. Vorst said, Dave, it says that you're responsible for that decision. Is it genuinely what the committee says? How do you kind of vary what the committee says? Mr. Stewart said I would weigh very heavily on what the committee says.

Any other discussions?

Mrs. Long said I just want to thank you guys. This has been quite a bit of a project for a lot of people at this table and my colleagues here too. I appreciate this was something that didn't usually happen in our community. And we went through the process and we're continuously improving. And I think that that is what this Board of Education should do on the policy committee. So, thank you to everyone who kind of thought outside the box, and we'll see if this will make it through to approval. So, thank you.

11. The meeting adjourned at 7:47 p.m.