



## BOARD OF EDUCATION REGULAR MEETING

November 6, 2023 | Hilliard Weaver Middle School

# MEETING NOTES

*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

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

B1 Embrace, Empower, Inspire Award Winners – Nikole Abate, Betsy Long, Jackie Noland, Linda Sowers

Good evening. My name is Cori Kindl, the Executive Director of Curriculum and Instruction for the district. Herb Higginbotham and I'd like to invite Nikole Abate, Betsy Long, and Jackie Noland to receive and be honored for this month's Embrace, Empower, and Inspire Awards. On behalf of the entire Curriculum Department, we are so fortunate to have these ladies. They have been instrumental in leading our curriculum revision processes and the selection of new resources. We can't thank them enough for their attention to detail, strong work ethic, expertise, and the care and support they provide our teachers.

I have the privilege of presenting Nikole Abate with her award, and I'd like to share a few excerpts from her nomination.

"The students and staff in this district are so fortunate to have Nikole Abate as a teacher leader who supports teachers in their instruction of English language arts. Nikole was instrumental in leading the ELA course of study revision and the selection of a new ELA 6-12 curriculum resource. Her facilitation of that process, as well as the design support she provides teachers, has ensured a smooth transition and implementation. Nikole's commitment to district priorities that maximize student achievement while being support for staff and providing personalized professional learning based on their Individual needs is commendable."

So, it's my honor to work alongside these ladies and to recognize Nikole as this month's Embrace, Empower, and Inspire Award winner.

I want to recognize Betsy Long, who is our elementary math teacher leader for the district. Both Betsy and Jackie support well over 300 teachers across all 14 of our elementary buildings, and without their support, expertise, and professionalism, the implementation of our curriculum would not be as successful as it has been.

Betsy deserves this award for many reasons. She is a teacher leader who truly leads by example. She makes all teachers feel valuable when having important math discussions. Betsy also helps teachers

troubleshoot when things do not seem to be working out in the classrooms. She stretches our thinking during professional development. Betsy has also led lessons in the classroom to help us with our math instruction. I truly feel she empowers teachers to deliver high-quality math instruction. I love that she always says to teach with integrity. Betsy has created a safe environment for teachers to share their celebrations as well as voice their concerns. So, Betsy Long, congratulations.

And last but not least, Jackie Noland. Jackie is our elementary teacher leader for literacy. She is everything that an Embrace, Empower, Inspire Award nominee should be. She embraces teachers, working with them in productive struggle, where they are at in their own professional development, and implementation of their curriculum and understanding of the science of reading. Jackie empowers others with her practical guidance and modeling on how to support students through instruction. She inspires others around her with her knowledge, help, patience, and responsiveness. Thank you, Jackie, for your tireless efforts to support every teacher and student without exception.

Mr. Stewart added that the level of support our entire team of teacher leaders provide to their colleagues is really a hallmark of this district. We are very fortunate to have all of them. Thank you.

**B2 Innovation & Technology Update – Mark Pohlman, Mark Tremayne, and Rich Boettner**

Good evening, board. My name is Mark Tremayne, Director of Innovation and Extended Learning for the district. I'm excited to be here with Rich and Mark Pohlman to provide an update on technology and innovation. We've got a lot in store for you. At the heart of our mission, we want to have every student, without exception, ready for tomorrow. We have an unwavering commitment to embrace, empower, and inspire them like the folks who were recognized today.

As we look at what we do with innovation and technology, we have people from all over the state, all over the country, and all over the world who come to Hilliard City Schools to learn how we leverage technology and innovation to redefine the learning experience. So, we're proud of that. Innovation and creative strategies combined with cutting-edge technologies allow us to offer a world-class education for our community and ensure that our students are ready for tomorrow.

I'm going to turn it over to Mark, who's going to talk a little bit about what we've done with Innovation and Discovery Centers, and then we'll give an overview of technology and innovation with the district.

Thank you, Mark. Just to give you a quick reminder of how we have shaped our IDSs, our IDCs, and our media centers. A lot of acronyms tonight. So, we tried to spell that out for you up here. In our K-6 buildings, we have Innovation and Discovery Specialists (IDSs) who are spearheading and overseeing our new centers called IDCs, Innovation and Discovery Centers. We also have innovation and discovery assistants at all 14 elementary buildings and our 6th-grade buildings. In the 7th and 8th grade buildings, we have media specialists who run our spaces there. We have kept the term media centers in grades 7 through 12. And in the 7th through 12 buildings, we have media specialists, as well as media assistants. And then we also have our educational technology coaches in our classrooms to integrate technology.

Several years ago, the district came together to think about how we could re-envision and re-create what we've done in our elementary media centers for many years, which was primarily resources, books, and research, that type of thing. The team looked at how we could create more personalized student experiences through four lenses. The lenses of tech integration, coaching, literacy, and innovative student

experiences. We also adopted seven essential shared foundations from the Association of Libraries that we hold true to what we do in our spaces all the time as we create those student experiences.

One of the ways we get students involved is how we use our IDSs, our Innovation Discovery Specialists, to act as a catalyst. They work in conjunction with our classroom teachers. There's a lot of classroom planning that happens for lessons that not only would the IDS go into the classroom, but also how we can support the learning in the classroom back over into the IDC as well in that space.

Through that conversation with the committee, in our partnership with Amazon Web Services, we created six zones of innovation in our spaces. This created a lot of spaces for our kids to come in and be hands-on, minds-on learning. A lot of creation things...we're trying a lot of our science standards as well. Coding and robotics are another station that the district supported financially to get all our buildings up and running. And then, as buildings had more funds, maybe from the PTO or building principal, we have also incorporated the Wonder Zone, Imagination Zone, and Studio Zone for recording. We're working toward getting all six of those in every building as funding becomes available.

And as I said before, it's not just what's happening in our IDCs. It's also what's happening through our IDSs back through our classrooms as we push into the classroom space. We don't want kids to think they have to go to the IDC to get all these wonderful experiences. Several years ago, Rich and I took all of our coaches K-12, through the start of a coaching cycle and a lot of direct PD around what a coaching cycle looks like for their position in our buildings. Number one on the list, and we have two new coaches on our team this year, and I told them, your main job the entire year is a lot of things, but primarily build relationships and trust. Without having relationships and trust with our teachers, our buildings, and our admins, we aren't going to move the teaching and learning where we need it to be. So, that's our number one goal for the coaching cycle.

But a coach isn't just a warm body, someone you can just put into that position. It's got to be someone who has some very necessary skills and professional development to be an effective coach. Somebody who works on being the best listener possible and what that means as you interact with those people who are going through the coaching cycle with you. You need to be someone who can be a deep thinker with another person and allow that person through that relationship and trust to be a deep thinker with you. A coach needs to provide meaningful reflection. A lot of times in our world, it's go, go, go, 120 miles an hour, and we fail to take time to reflect upon the lesson that's already taken place and maybe where we can be better or what we can celebrate along the way.

Then my team also knows a huge part of that is the follow-through. If you're going to tell a teacher, I'm going to work with you through this process, and you promise that you're going to come back and give them effective feedback, make sure that they do that. The audience can be any number. There's no right or wrong way to do a coaching cycle. An audience could be one person you're doing a coaching cycle with for five weeks. It could be a team of third-grade teachers for nine weeks. It could be a department at a high school for an entire year. It could look all different ways. The outcomes are pretty much set by the coach and the audience (people they are working with). What's the direct end goal that we want to get to, and how do we get there?

And then another area of focus in the IDCs that we have not gotten rid of is our literacy focus. How can we support all grade levels in curricular areas of focus through the resources that we curate? How can we make sure it's not a one-size-fits-all? There are different kinds of learners in every single building in our

district. How do we find resources that help every learner grow as an individual? And then how do we support our district's new curriculums? There's been a direct connection with our IDSs and our curriculum department to make sure the additional resources that we're getting for our IDCs also support those curriculum resources.

Just really quick, a short little video clip. This gives you an inside look at some of the workings that happen inside our Innovation and Discovery Centers. I encourage you to visit any of our K-6 buildings to see what those kids are doing and how they're being hands-on and minds-on learning in the different zones. You can see we have teachers there to help support what's going on. But we want the kids to get in and be hands-on when they're learning and be able to share those experiences with one another and with their school community. What she's saying here is that she loves being in that space because it helps her be creative every single day. And then we also make sure we provide tons of access to all different kinds of technologies and nontechnology items as well.

In addition to the coaching professional development that Mark talked about, we had all our teachers go through Project Zero training with the Harvard School of Education and the design thinking framework with the Hasso Institute of Design at Stanford University. The innovation discovery specialists went through all of that, and then the Project Zero professional development was offered throughout the district as part of our summer academy. Those programs allow for deep thinking and deep learning. Those thinking routines, the ability to make thinking visible, allows us to help leverage that thinking in the classroom and that community.

As you know, we have access to opportunities by design in our commitment plan. The emphasis on design in our commitment plan is foundational in everything we do. We're designing experiences. We're designing lessons and environments, so students see value in all the spaces throughout the district. You can see some of these images here. We really emphasize hands-on, minds-on learning where students are actively engaged in that learning.

Additionally, we are planning through graduation. Part of being ready for tomorrow is through graduation. So, by the time they graduate from Hilliard City Schools, they're prepared for the next step. And with that, the graduation requirements for the senior class of 2023 and beyond shifted a little bit. There are three buckets: course completion, the demonstration of competencies, and some alternative measures. The graduation seals have been a fundamental shift in how we offer education.

College and career readiness is something that we pride ourselves on. About 70 percent of our students go on to higher education. They can access that as early as 7th grade. College Jumpstart at our Innovation Campus with programming both at the Hub and the ILC allows our students to earn dual credit, both high school credit and college credit simultaneously. Some of our students are going directly to a college and university. I was talking to Tom Woodford right before this. We currently have a student who is full-time at Mount Vernon Nazarene right now as a high school senior. We embed college credit into some of our programming. We have multiple programs throughout the district with our partnership with Kenyon College and Columbus State Community College that have credit embedded into those courses.

We have articulated credit as well, and if students take a class or a series of classes and they go to a university where we have an articulation agreement, they get credit for those classes. An example of that would be students who go through our engineering pathway and go on to a university. With the articulation agreement, students would not have to take certain classes in that pathway in college, and they would get credit.

As we continue to evolve with different innovative ways to provide experiences for our kids, we want to embed industry-recognized credentials. I think you're all aware that we partnered through the HEF grant with the Norwich Township Fire Department to provide students with CPR/first aid training. Davidson High School had about 500 students go through this training last week. It was awesome. So, coming up next is the opportunity to embed additional credentials. One is going to be a future-ready/leadership excellence three-point credential. And so now we're going to have lifesavers and leaders, and I think that's phenomenal as we have our students ready for their next steps.

Part of the goal is to give students the opportunity to earn 12 points throughout their high school journey. And that's one of the pathways toward graduation. We're looking at embedding Fusion 360, which is CAD software, into our pre-engineering courses. We're looking at a different creative suite with Adobe to embed some visual arts. We think we're going to be able to embed PowerPoint next year in that future-ready course. So, they'll come out of that course with six credential points, which is quite phenomenal.

We continue to leverage our partnership with Tolles. We have nearly a thousand students attending their main campus. And then we have three satellite programs. Next year, we're going to offer a career awareness class at the middle school level in partnership with Tolles. Those pre-apprenticeships, co-ops, internships, and career mentorship opportunities allow our students to go through some experiences to make more informed decisions about their next steps.

Partnerships matter. A lot of times, you (the board) ask us what we can do. What can you do for us? Just keep telling different people that you engage with that we want and need experts in the field. This summer, we partnered with a high school tech internship opportunity, which was phenomenal. We did that in partnership with Converge Technologies. If you've been there, they have several startups. It's in the old Bobby Rahal building. They have six companies under that roof. They all took a couple of our students, and we piloted that high school tech internship program. They were working on a first responder drone, doing artificial intelligence tracking, and all kinds of different things. IC3D is a 3D printing farm. Our students were doing some CAD design work and operating the 3D printers in that space. Huge resume builder that helps our students in their future.

Today, we have students connecting with NASA at the elementary schools as part of our partnership with the Ohio STEM Learning Network. And then, in two weeks, we're going to have a hackathon with Ohio State. A couple of weeks ago, we had Girls Tech Day. We, as a school district, were instrumental in the City of Hilliard's application to be one of the most intelligent communities in the world. They were recently announced as the top seven most intelligent communities. So that was amazing.

We've done the Skilled Training Expo for three years now, and that is access to a formal apprenticeship upon graduation. This program offers articulating credit. Students who complete an apprenticeship program and want to go on to get an advanced degree or master's degree would get college credit for that apprenticeship opportunity.

Right now, we are engaging in the high school redesign with the Ohio Department of Education and Workforce and Johns Hopkins University to rethink how we can do high school. We're partnering with them as well as a couple of different school districts throughout the state to look at how we can redesign high school and what we can do to ensure that students have that graduation and beyond opportunity.

A quick overview of the Innovation Campus – the ILC and the Hub. Again, people come from all over the world to check out what we're doing on that campus. We serve over 1,500 students a day and 3,000 online courses that are taken. We have a wonderful newcomer center, a young professional academy, and healthcare, business, and teaching professions. That college jumpstart program. Some creative STEM programming and the one-of-a-kind Think Big space in partnership with AWS, integrated disciplines, and then experiential learning with an emphasis on design thinking and hands-on, minds-on learning.

With the number of things going on in technology and innovation in the world and in this district, we decided it was very important that we meet regularly to talk through these and collaborate. And so, Mark, and Mark and I, several years ago, started a group called TransformEd, and we meet a couple times a month all year long to talk about the different kinds of opportunities that exist, where we should be putting our time, effort, and support to help grow those innovations and technologies.

One of those areas is our newest and probably most emerging right now, is artificial intelligence. We've been taking a good hard look and partnering up with some organizations across the state of Ohio to look at how artificial intelligence is playing out in education and in the classroom. You can tell there are great opportunities with artificial intelligence, but there are also lots of risks or challenges that come with that. It's really important for us to make sure our staff is well prepared and understands both the opportunities and the risks that exist and how they can utilize those.

Tomorrow, Hilliard U Day, is an opportunity for us to do training with staff. We are bringing all our secondary teachers into Bradley High School's PAC for some professional development on artificial intelligence. We've been partnering for the last six or eight months with several organizations – Ohio State University, Denison University, and now Bowdoin College out of Maine, and TopCat, which is a company that designs A.I. developed courseware for organizations across the country. They are going to participate on a panel to provide opportunities for our staff to understand and learn how this works.

In addition to that, we've had so many school districts asking about this; because of the partnership that we've been doing, we put together a webinar. So, we're going to be live-streaming this tomorrow in addition to our own staff. Ninety school districts across the state of Ohio are participating tomorrow in the webinar along with our own staff.

So, the last thing I want to share with you is that in today's world, technology and innovation are key drivers in any organization looking to grow to be effective in their industry. We have been very deliberate over the time that we have taken to select tools, practices, and processes that help us to be more effective in our work, save our staff time, engage students in their learning, and place data in our staff's hands to make data decisions. In addition, with the effective implementation of emerging technologies and innovative practices, we can create learning conditions that give every single child the opportunity to build up the skills and competencies they need to be ready for tomorrow without exception.

Questions?

Mrs. Murdoch stated you guys were really thorough. Mr. Boettner replied we'd love to tell you everything that's going on, but that would take like an hour and a half.

Mr. Vorst asked if they would elaborate a little more on AI. Mr. Boettner said six to eight months ago, when artificial intelligence, ChatGPT in particular, came out, it created a whole new level of engagement and conversation around it because it was now available to the end user. It was very important for us to

get ahead of that and help our staff understand what that is. We started talking with Ohio State University. We've had a long relationship with the digital flagship at Ohio State, talking about if somebody is figuring out how to deal with artificial intelligence, it's colleges because those students have no guardrails whatsoever, and they have to make sure they understand.

That's how this conversation started, with bringing in Ohio State, Denison University connection through Bowdoin and then the connection to TopCat, an AI developer. This gives our staff an opportunity to talk with experts from across the country to understand what the opportunities are, but also understand the challenges and how we best make sure that our kids learn how to utilize it for good and avoid the challenges that come along with using AI.

Mr. Vorst said I've talked to Mark a couple of times. This is the future, in my opinion, is non-traditional educational options now. As the cost of education just continues to skyrocket, folks my age are still dealing with debt and everything. This is where the....is going. Who's here for government class? All the stuff that these guys are talking about, not every district has that. I invite you guys to look into it and take advantage of something. If you see it out there and you're interested in it. And by the way, the cost is a fraction of what you pay in the outside world after you graduate to get these same skills and set you up for success in the future. So, you have a great opportunity that these guys and the rest of the team have worked for. Take advantage of it. It's awesome.

**B3 EL Update – Erik Barbon and Molly Walker**

Good evening. One of my responsibilities as Director of Measurement, Intervention, and Enrichment is supporting the leaders who support our English learners. So, I'm very pleased tonight to share with you our new EL coordinator, Erik Barbon. This is Eric's first year with us, and he's doing a wonderful job. He's going to share with you an update on our EL students.

Good evening, board. I'd like to introduce myself, Erik Barbon. I've been in the Franklin County area for the last ten years. I was a former EL student, going from Argentina to Canada and a couple of other countries, and then finally landed in the US.

Our EL program is essentially ESL, which is English as a second language. I'm going to talk about three points: our students, our staff, and our commitment to those students.

First, I'd like to talk about all our students. Our students get screened using a language usage survey, which is called LUS. This is based on a family questionnaire during enrollment at the Welcome Center. They do an amazing job trying to get those kids enrolled in the right school and get connected with everything that they can interpreting-wise and things like that, so they feel very comfortable.

Thus far this year, we have either screened or addressed 794 new students. 502 of those students have qualified for EL services.... So currently, our biggest population that's come in has been Venezuelans, 254 of them, 116 from Iraq, 71 from Columbia, 70 from India, and...from Mexico.

Spanish is our biggest speaking population at almost 1,200 students. Our second is Arabic at 842 students. And then lastly is Somali students.

As you can see, since 2018, we have 1,100 students. Last year, at the beginning of the 22-23 school year, we had 1,573 EL students. We ended the school year with 1,712. Currently, as of this morning, we're at 1,761 students, with about 25 students still to screen...

So, the makeup of our students based on grade levels. Our biggest is kindergarten through fifth grade. Sixth grade is eighteen percent. And 9-12 is 27 percent. The 9-12 kids are a little bit trickier if they have transcripts or not. We try to graduate them as quickly as possible. And we translate their transcripts as well....

Now our staff. Our families are great and everything, but our staff supports them tremendously. Currently, we have 45 EL teachers and 10 tutors. On the leadership team, it's myself, and then I have two teacher leaders who are incredible, and then our support staff, which is...We currently have eight bilingual liaisons...

Our leadership team. Molly just introduced me, then it's myself, Lila, our new elementary teacher leader who was an amazing elementary teacher, and then Jessica...who has been with us for quite some time.

Some instructional strategies that we use. Our teachers need to be clear, start with simple vocabulary, and use appropriate reading levels. They need to figure out if the student is literate in their own language before moving on to learning English. It allows EL students to show learning differently. So, it could be pointing, yes, no, thumbs up, thumbs down. They go through a very long silent period. It's zero to three years before you get them to talk. EL staff have been trained in the new curriculum, Wit and Wisdom, to support our students.

Thank God for technology. We have a robust program with the iPads and Canvas. There's a whole bit of districts that are....before, and now the kids are actually learning. We surpassed state testing for our own kids.

The Newcomer Welcome Center at the Hub, Innovation Center, that's one of the best things that we have...small groups. Then, our kids go back to the buildings regularly. They're an intermediate, and then our advanced and monitored kids as well. Based on our staff, most of our kids land first at 13%, so this is after testing, which is OELPA, which is the English Proficiency Assessment. We've always had that in the state of Ohio and throughout the country. But we move kids so much that from 13%, we get them to 72. All right. And then, from 72, we go to 13%, and they become proficient. So, they're almost like their English-speaking peers. We've decreased a 2% from the previous year. It's just because we have had so many new kids come in. We were at 16% almost and 22, and the state average. Started off at 10%, 11, and then 12, so we're there. But based on progress monitoring right now, we're surpassing that.

Our commitment to our students. The school district's been great, like I said before. Our teachers have been great, families, and everything else. The Newcomer Center has been a diamond in Franklin County. We also have people who come in from different states. And they come in on Wednesday. So, Wednesday is our state conference for teaching English to speakers of other languages. So, TESOL is a state conference. That's going to be Wednesday. We have about 20 adults who will come and ask us a bunch of questions. How do you do it? What do you do? What does the program look like? And things like that. They have come in 2019, 2022, and now 2023. These are some local districts that try to come in. And I was one of those districts. All the coordinators, we all know each other. So, we're considered a big suburban network. It's us, Dublin, Southwestern City, Worthington, and Westerville. We all meet monthly to help each other out.

Questions or comments?

Mr. Perry said thank you for all the work that you're doing here. It's really astonishing how large a percentage of students that we have that come in here, not knowing English, and that we teach them that essential skill. How many distinct languages do we have with students speaking? Mr. Barbon said I forgot to mention that. So, last year, it was 62, and we're up to 65. We had 69 represented countries last year. We're up to 75 now. And that's pretty big. And every place in Franklin County has a populace. So right now, we have our Venezuelans. We have quite a bit of Ukrainian students. We get a lower percentage of Ukrainian students because then they go to Dublin. And it just goes around the circle. So, if you go to the east side of Franklin County, that's the Nepali population that's huge there. You wouldn't think that the Licking Heights, Reynoldsburg, would have a large Nepali population. It's a safe place to live. It's very open and nonjudgmental, which is why we have a lot of immigrants who come to Franklin County. And it's just going to continue to grow.

Mr. Perry said I think that is a testament to our local area to show that people do feel safe and welcome and included that they can come here and...right on in. You mentioned the technology. I think that's incredibly important because I don't imagine we have 60-plus translators that can speak all the different languages. Utilizing the technology that we have goes hand in hand with the presentation we just had right beforehand. It shows how these things sync up and mesh and work together in all ways. So, I really do appreciate that. Thanks. Mr. Barbon said yeah, we have live demand, like, interpreting and stuff like that. And we just got these little, they're almost like cell phones with cellular data. It's tied into any tower, where you can take a picture of something, and it translates it pretty much 90%. You can speak into it, you can communicate with students and families...you can see a lot of things that the district has been doing the last couple of years to bridge that gap.

Mrs. Murdoch said you talked a lot about the resources we have for many of these kids. And I assume that we expand on that for families because chances are parents need a lot of support as well, especially to become engaged. What are some of the things that we do, and do you think we're doing enough there? Mr. Barbon said we could never ever do enough. It doesn't matter if it's an EL learner or a regular family. They're all families and kids. So, just getting those families into the building is a challenge sometimes because of work schedules and things like that. But we do a very good job when it comes to open houses. We have...liaisons. I'm in the welcome center quite a bit, where I help the ladies there. We all translate,,. It's, I can probably say, by the end of November.....Hilary's department does a wonderful job of working in conjunction to bridge the gap.

**B4** Special Education Update – Jamie Lennox

Hello. Thank you so much for allowing us to do an update regarding our special education services. I'm Jamie, the director of Special Education, and I'm with my team of special education coordinators. I'll let them introduce themselves.

So, to get started, about 16 percent of our students receive special education services. This is a nice chart that shows how our student population is very fluid. Those first three columns – withdraw, new student and net change show how we have students who continue to move out of the district as we know and students who continue to move in. So, we always monitor whether we have more students moving in than moving out? In our case, the answer is no. So, our net change overall last year was a negative 110 from more students withdrawing than moving in, which was nice to see.

But then the following three columns look at how our students change with regard to continuing to be in our district. However, we do have students who exit special education services due to meeting their goals and objectives. So overall, we have 110 students exit, but then at the same time, we have mutually eligible students that we're identifying for a total of 470 students. When everything was all said and done, we looked at who was moving out, who was moving out, kids exiting special education and making progress, and kids newly identified as needing services. Overall, we had a change of 253, which is typical to see year over year. So that was nothing unexpected.

And then, if we look to this year, we tend to see those same trends are happening. So again, right now, we have a net gain of 15 at this point in the year. A lot of this is coming from our preschool students, who, when they turn three, must be evaluated to see if they qualify for services. It also happens for incoming students that we need to provide some services for as well. So that's where you can see those numbers change.

But as it is pretty fluid, it gets a little bit complicated when determining staffing every year and where we need to have programs in our buildings. The great thing about this school year is we were able to have a specialized life skills program (SLSP) in every elementary. We appreciate being able to house as many special education students as possible in their homeschools.

Good evening, I'm Mindy Colburn, one of the special education coordinators, and I'm going to share information with you tonight about our special needs preschool. At the preschool, we currently serve approximately 500 students, and that program is in existence so that we can meet our obligation to serve students beginning at age three, who identify as having special needs.

Preschool students attend four days per week, either AM or PM, for approximately two and a half hours. Within the preschool, we have two types of classrooms. There are nine classrooms that are for three and four-year-olds, and then seven classrooms that are for students who will be transitioning to kindergarten. Both types of classrooms consist of an intervention specialist who is also dual licensed as a general educator, as well as two aides who are there to support the classroom. Within the classroom, there are up to eight students who have individualized education plans and special needs and up to eight peer students who are typically developing students.

The curriculum used at the preschool is called Get Set for School, which is their pre-academics. The preschool also uses Heggerty as a resource for pre-literacy skills and the Zones of Regulation as a social and emotional curriculum to teach about feelings and self-monitor....

Preschool students attend Tuesday through Friday. On Mondays, the preschool team are performing evaluations. Also, this is the second year that we have a Monday class focusing mostly on speech and language needs. Those students are working on the skills associated with language and then phonology to get them set. They attend on Mondays and then may or may not attend a day of preschool for the rest of their week.

In addition, we have a part-time itinerant teacher who is based out of the preschool but spends her time with our students who are identified as special needs and who attend community preschools or daycares, and she works alongside those organizations throughout the community to provide services.

Hi, I'm Shelli Miller, and I wanted to talk to you a little bit about the least restrictive environment. The law says that to the maximum extent possible, students with disabilities should be educated with students without disabilities in the least restrictive environment. That gets pretty wordy, and so, in essence, what that means is general education classrooms are the least restrictive environment.

So, when a student is identified with a learning disability, the team's first consideration is always the general education classroom. We are striving to make sure that our student's day is maximized with their general education peers or their same-age peers within the classroom. We know through research that when we have a mindset that is open to inclusive practices, student achievement flourishes in those environments. When students have access to more rigor and intentional design, they are more successful. This is also where our teams are seeing the entry point to our commitment plan to ensure that all students, without exception, are ready for tomorrow.

We are intentional and thoughtful about how we can make sure that rigor and access are happening for our students. So, one of our colleagues, Hilary Sloat, introduced some of us to a book, *Sitting Pretty*, that really is about looking at the lens and perspective of students and how we can make things more accessible for our students. That has dominoed into some of our staff diving into this book, and one of our teachers did a Summer Academy book study for our staff. People have really gravitated towards that. A takeaway that a lot of people thought about is if you think about accessibility or assistive technology in our environment right now, you think about speech-to-text, closed captioning, a ramp, a sidewalk, an automatic door, a graphic organizer, a light-to-dark feature on your phone. All those things were created for somebody with a disability in mind. It just happens that it blossomed to be beneficial to a lot of other people. And so, when we're mindful of students that have a disability, and we accommodate them, all learners can benefit from that. And we are adopting that philosophy within our classrooms.

Good evening. My name is Sabra Qualls....I just want to give you a little information about the programming we offer our students. Once our students are identified as being eligible for special education services and specially designed instruction, then the team begins to look at a continuum of programs that....One of those programs is the Specialized Learning Program, the acronym for it is SLP. In that program, students receive direct individual and small group instruction in reading concepts, written communication, math calculation, and math problem-solving. And those students are in small group instruction to work on objectives that are on their individualized education.

We are very fortunate to have a specialized learning program in all our elementary schools, both of our 6th grade buildings, our three middle schools, and our three high schools. This is so unique because it allows our students to receive their special education services in their home building. In the elementary, we have 36 intervention specialists. Intervention specialists are certified special education teachers. And we have 5 intervention specialist tutors. At the secondary level, we have 59 intervention specialists and 3 intervention specialist tutors. Our elementary intervention specialists learned alongside their colleagues about the new Wit & Wisdom and....curriculum. We were super excited about that.

So, going on that continuum, we have the Specialized Life Skills Program. The acronym for that is SLSP. In that program, the students receive direct instruction, individual and small group. This program is really unique because we work with Some of the students are real-life reading concepts and written communication. We have some students who are nonverbal, so we use a variety of communication with our students, and we work on that and math applications. Part of their curriculum is going out into the community, and the skills that they're learning in the classroom, they use it on these community trips. So, it's the life skills that they're learning in the classroom, and we take it out to the community.

Like Jamie was saying earlier, we are super pleased and happy that we have the Specialized Life Skills Program in all our elementary schools, middle schools, and three high schools. Once again, it allows our students to attend their home school and be with the kids that they know from the neighborhood. So that's super important.

Another aspect of the Specialized Life Skills Program...Our peer buddies and that's at the middle school and the high school. And that's when we have students from the building that come and build relationships and friendships with our students who are in the specialized life skills program. They go on some of the community trips with them. They eat lunch with them. They sit around and do what typical teenagers do and chit chat and look at phones. So, they build good relationships, and that is so important for our students in that program. In the elementary, we have 15 intervention specialists, and in the secondary level, we have 12 intervention specialists. Every middle school and high school has two specialized life skills programs.

I'm Amy Case. I'm going to cap out our programming slides with a specialized behavior program. This program is for students who struggle with emotional regulation, mental health needs, and maybe some behavioral supports that are needed. We scaffold instruction. We have intervention plans and behavior plans that are driven by data to help those students be successful in the general education classroom.

We have specialized behavior programs in 10 of our elementary buildings. At secondary, we have 16 intervention specialists that help serve our students. We are super excited that we've onboarded a board-certified behavior analyst who helps our teams with functional behavior assessments to determine the function of behavior. So, we're able to use that data to implement behavior plans that are targeted right at the grade skill to help these students find success within their classroom.

We also have a more intensive behavior program called the LEAP program, which is for students at the secondary level who have not been successful and require more support than the general education setting at the three high schools or middle schools can provide. So, it is a bit more restrictive of an environment within the district, and we offer a lot of different kinds of alternative learning in that program.

Our teachers have some community partnerships through the Martha Holden Jennings grant. We have equine therapy and art therapy for those students. And then there's a partnership with Renovo Fitness where they're able to do some work study with job coaching, use their facilities for working out, as well as academics and mental health support within that program.

Hi, I'm Deana Adams. This slide gives an overview of how many students we're serving in all the areas you just heard about. K-5, 6-12. We've got a Specialized Life Skills Program, Behavior Program, and Learning Program. And then we also have several students who receive speech and language services for a speech delay or gross motor skills delay. Additionally, we serve kids outside of the district in an out-of-district placement.

We also provide extended school-year services per guidelines. We have offered these during June and July for the last couple of years. This program is staffed by a site coordinator, an intervention specialist, intervention assistants, and related service providers for kids who need services. We provide the extended school-year services to prevent regression of skills and help maintain knowledge of skills that would impede progress towards goals if students had a longer break. Instruction is given in a team-teaching

model with two teachers and assistants in the classrooms. They focus on reading, writing, math, social skills, behavior regulation, and adaptive skills, as well as related services for speech, OT, or any other services.

Now, I'm going to talk a little bit about transition services. For every individualized education plan for students who are 14 and older, there is a whole section of the IEP where we look at transitioning to what students are going to do after high school. We focus on post-secondary education, competitive and integrated employment, and independent living goals. We look at student's interests and passions and how we can help foster and build those skills so students are ready for tomorrow and able to do what they want to do after high school.

We have three transition specialists, primarily at our high schools. They do help at the middle schools too. They help students in a variety of ways, such as getting their interests, doing different assessments, and then being able to link them up with pathways that fit those interests. For post-secondary education, we host a college night. We don't always host, but we partner with several surrounding districts. This year, Worthington is hosting this event on November 30. There will be an interactive panel of staff from the office of disability services from multiple colleges having conversations about what services look like in college. Students can really dive in based on their needs and see what is the best fit for them based on their interests and needs.

As part of the transition specialist position at the high school, students go out into the community with job coaches, and they have different work experiences with those job coaches based on their needs. Hilliard's been great. Every year, we have more and more awesome partnerships, and those students get to go out and work on the goals identified in their individualized education. And they'll work on the skills so they are ready for tomorrow.

Finally, we also have a transition resource fair, which is similar to the college fair. We partner with surrounding districts. This event is for students with more significant needs whose families are trying to connect with what is happening after high school. We had 45 different vendors that included adult aid programming, Franklin County Board of Developmental Disabilities, Opportunities for Ohioans with Disabilities, different recreational programs like Special Olympics and other programs like that, different social skills programs, and some attorneys to answer questions of parents and families based on those needs following high school.

Just a little more information on the related services that we offer throughout the district. We have adaptive physical education, occupational therapy, nursing services, physical therapy, psychological services, speech and language therapy, and supplemental services that support our kids with vision and or hearing impairments. All these folks provide direct or indirect services to support students and teens.

Another unique team that we have in the district is the Hilliard Assistive Technology Team. It's a multidisciplinary team that is comprised of one special education coordinator, three intervention specialists, three speech pathologists, one supplemental service teacher, an occupational therapist, a school psychologist, and a technology technician. This unique combination of folks allows us to be creative and brainstorm thoughts on providing services for students around technology and helping students access their curriculum. In 1997, this team received a Martha Holden Jennings grant to build a lending library of devices. We've been able to maintain that library to help kids access the curriculum. Of course, with the partnership of technology and iPads, a lot of those hard-to-solve kids naturally have more access to the same items as their peers do.

Alright, so hopefully, that gave you a little bit more insight. Does anyone have any questions?

Mrs. Crowley said I have a quick question. The presentations tonight have been awesome. I've seen the technology, the EL, the special ed. Obviously, I deal with all these worlds in teaching. My husband just became an EL teacher in Columbus City Schools, so that was interesting to hear how you guys are doing things and all the different programs you're using. I'm just wondering. I know from my own experience that we've started giving the Dyslexia Screener sending out letters. I saw that you guys have been sending out letters to about a fourth of your K-2 students. How do you expect Dyslexia to impact your department? I know they're just screeners; they're not diagnoses. But how do you expect 300 letters going out to kindergarteners, first graders, and second graders to impact the work that you're doing?

Ms. Lennox said I feel like our district is in a great position. We started our work around Dyslexia several years ago. We created our dyslexia commitment plan with a lot of our parent stakeholders, and it has grown from there. So, every year, we have been providing certification courses for our special education teachers, as well as our general education teachers. We have certified personnel with Orton Dillingham in our district. But then, on top of that, we have been really fortunate with the resource adoption...being able to use Core 95 and Wit and Wisdom. I think we're sitting in a really good spot as far as being able to identify students in need of that intervention support and then to provide the target intervention. I really don't think it's going to impact us too much.

Mrs. Long said very good presentation. My question is around the before and after. You said that you've moved the life skills to each of the elementaries. How many schools did we have it in before and now? What do you think that impact is going to be in those communities?

Ms. Lennox said I know we ended up moving about three classes and then adding two more. And so really, I think we had about ten elementaries that had programming there before. We really worked intentionally, and the coordinators did a fantastic job working alongside their principals to ensure adequate space. A lot of times, when families are moving into the district, they're picking a spot that they want their child to attend, right? They're looking and they're figuring, this is the school I want my student to go to. And really, those are tough conversations when we do not have students attend their home school. Now, once they have been out of that school, and we're like, we have this great opportunity, they're like, oh my gosh, we love the current school we're in. So, some of that has been a little bit difficult to navigate, but for the most part, our families are really excited to be able to have their children go to their home building. It provides a much quicker bus ride home typically. And so overall, we've received positive feedback for that.

Mrs. Crowley said I have another quick question to piggyback on that. What are the teachers' responses to that? I see how beneficial it could be for families and students to stay in their home school, but are the teachers feeling like they have a wide array of needs to meet all in the same classroom?

Ms. Lennox replied a little bit, but the feedback we have received from our principals and gen ed staff for buildings that did not have a life skills program before has really benefited and just gained that empathy, right? So, when we think about building empathetic citizens, they really have a wide variety of student abilities and needs that they are able to have students interact with and gain a different perspective and understanding. So, for the most part, it's been very well received by the old buildings.

B5 5-Year Forecast – Melissa Swearingen

So tonight, I will be presenting the five-year forecast. This presentation is going to provide an overview of the district's five-year forecast, which you'll be asked to approve a little bit later in tonight's meeting. As a reminder, the Ohio Revised Code requires a forecast to be completed each year by November 30th, with a revised forecast to be completed by May 31st.

Now, I don't expect you to be able to read the numbers on this slide, but I did want to demonstrate the trends of our revenue categories over time. This shows that our revenue sources have been consistent over the past several years, and this forecast assumes that consistency continues.

In fiscal year 2024, we will receive approximately \$148 million in property tax revenue. Of that amount, \$134.7 million is real estate taxes, and \$13.5 million is public utility personal property tax. The majority of the other local revenue is comprised of payments in lieu of taxes and interest income, athletic participation fees, building rentals, and other miscellaneous revenues. The payments in lieu of taxes have decreased dramatically from the prior year due to a legislative change that eliminates direct payments as a method of settlement.

Our state revenue consists of our school foundation funding, casino revenue, and homestead and rollback reimbursements. This is year one of the current state biennium budget in which the fair school funding plan is continued to be phased in, but the updates for base costs are updated.

This graph provides another view of our revenues by source. The local revenue in blue represents roughly 70 percent of our revenue, and the state in orange is just under 30%. This does not vary significantly throughout the forecast, and these percentages are the same as they were last fiscal year. Total general fund revenues for fiscal year 24 are projected to be \$230.8 million.

I'll look at our expenditures by object, and again, I don't expect you to be able to read the numbers, but did want to demonstrate the trends of our expenditure categories over time. Our expenditures have remained relatively consistent over the past several years with gradual increases, and this forecast assumes that continues. The total compounded annual rate of growth for all expenditures from fiscal year 24 to fiscal year 28 is 4.2%. Salary projections include the remainder of the online academy staff returning to the general fund in fiscal year 24, savings in certificated retirements, as well as annual 2% cost of living increases and step increases with an average cost of one and a half percent. It also includes three million dollars in salaries for positions that were funded with ESSER grant dollars moving back to the general fund in fiscal year 2025.

In terms of benefit projections for fiscal year 24, just under 22 million dollars of benefits are pension-related expenses, which are a direct percentage of our salaries. So, this cost grows at the same rate as the salaries. \$33 and a half million dollars represent medical benefits. Our medical premiums will increase by 5.4% for calendar year 2024, and the forecast includes increases of 6% in 2025 and 4% annually for 2026 through 2028.

Our purchase service expenses are estimated to be \$21.8 million and include utilities, substitute costs, private schools, educating special education students, college credit plus, and contracted transportation. Our supply and material expenses are projected to be just under ten and a half million dollars, which includes technology purchases, educational supplies, fuel for buses and maintenance vehicles, office supplies, and parts to repair and maintain vehicles and buildings. This line item is impacted directly by the

current rate of inflation, which is 3.7%. The forecast assumes that inflation will be brought under control to 2 percent within the next year.

Capital outlay expenses are estimated at two and a half million for fiscal year 24 and include bus and maintenance vehicle purchases. Debt service, other objects, and transfers out make up the balance of the expenditures. These categories will decline over the forecast as the energy conservation note that was issued in 2011 will be retired in fiscal year 26.

Here is another look at our projected expenditures for 2024. As you can see, salaries and wages in blue are just under 60% of total expenses, and benefits in orange are just over 24% for a combined 84% of expenses related to employees. This is not surprising as we are a labor-intensive organization. The other two significant portions of our expenditures are purchase services and supplies and materials, which we have already discussed. Total general fund expenditures for fiscal year 24 are projected to be \$240.3 million.

When I mentioned total revenue and expenditure projections for the year, you hopefully heard that revenue is projected to be nine and a half million dollars less than expenditures. Fiscal year 24 is the middle block in this graph, and you can see that the orange bar, which represents expenditures, surpasses the blue, which represents revenue. The green line is our cash balance, which I will talk more about in a couple of slides. Our total revenue is projected to grow at a compounded annual rate of just 0.7 percent, while our expenditures are estimated to grow at a compounded rate of 4.2%. This helps to further demonstrate that our expenditures are growing at a faster rate than our revenues. Fortunately, even prior to the pandemic, we were conservative with our spending and built a reserve that has certainly helped us get to this point. On July 1st, the start of our new fiscal year, we had a cash reserve of \$93.7 million, or 39 percent of our expenditures. This reserve will continue to decline over time as our expenses increase faster than our revenues.

As you look at this next slide, you can see that our revenues tend to track with our expenditures. In fiscal year 24 and beyond, the district is utilizing a portion of its cash balance to offset expenditures in excess of revenue. In fiscal years 2019 through 2022, we were operating in a surplus situation where our revenues exceeded our expenditures. The school year 24 is the first year of deficit spending. And again, I'll talk about the impact on cash balance here in just a couple more slides.

The slope on this graph is typical for school districts that are considered to be high-wealth in Ohio. 2018 was the first full year of collections for the last operating levy, which was passed in 2016. The majority of our operating levies do not grow with inflation. We have seen some new property tax revenue from new growth in real estate and growth in public utility personal property values. Normally, we would have started to see a sharper decline in fiscal year 2020, but we were allocated federal ESSER dollars for educational costs that would have normally been in the general fund.

I mentioned earlier that we have teaching positions from the online academy returning to the general fund at a cost of \$885,000 this fiscal year. We also have \$3 million in ESSER positions moving to the general fund in fiscal year 25. These items compound the severity of our deficit spending over the next two years and beyond.

Normally, it would have been advised that we would need to be on the ballot in the first or second year of deficit spending. That would have meant being on the ballot as early as right now, in November of 2023. Our cash reserve has granted us the ability to wait until 2024, but we have had to make and will need to

continue to make some tough decisions to reduce the size of these deficits. The fair school funding plan, even when fully funded, does not significantly benefit....

Just wanted to provide a little bit more detail regarding our property tax rates. The tax year 2016 was the first full year of collection for our operating levy that was passed in 2016, as I mentioned. This was the last operating levy that was passed by the district. Our voted current expense operating levies do not grow with inflation. We continue to collect the same total as when those levies were originally passed, as House Bill 920 adjusts the effective millage for inflation. So even as local property values increase school district real estate property tax revenue can remain relatively flat.

This graph illustrates the full voted millage. That top line in blue remains consistent throughout the forecast from the time the last levy was passed, while the effective millage in green adjusts down with inflation over time. Our full loaded rate for operating is just under 85 mills, while the total effective rate for residential and agricultural properties is 40.26 mills for tax year 22, and that effective rate will decrease even further for 2023 with the county-wide reappraisal.

And just as a quick reminder, the property tax bills are calculated by first taking 35% of a home's assessed value as assigned by the county auditor. That amount is then multiplied by that effective tax rate, which we just discussed (40.26 mills). And then that resulting amount is even further reduced by any homestead or rollout adjustments for which the property owner would be eligible.

So, now we'll hop back to cash balance, where we talked about the 39 percent cash balance that we started the year with, helping to deal with our deficit spending. We continue to forecast a declining fund balance over the next five years, with a negative cash balance in fiscal year 27. The board has approved a cash balance reserve policy, indicating it believes that maintaining a fund balance of 20 percent of our operating expenses is necessary and in the interest of sound fiscal management.

In this forecast, our cash reserve drops below that 20 percent minimum in fiscal year 26 to 10.6%. And below zero in fiscal years 27 and 28. In order to avoid this, the district will either need to increase its revenues through an operating levy, decrease its expenditures, or some combination of the two.

While we have seen some favorable improvements in our actual results compared to projections in previous years, we are at the point where those small fluctuations will not prevent us from meeting additional operating dollars. At the end of fiscal year 25, we will still be in compliance with our cash reserve policy, but as you can see, our deficit spending is decreasing that cash balance.

Just to recap, it is important to keep in mind that there are multiple assumptions that are driving this forecast, and a change in any of these factors will impact the forecast. We have received preliminary valuation increase estimates as a result of the county-wide appraisal, and those have been incorporated into this forecast. These increases will impact the tax collections on our 4.5 inside mills only, and those are the ones that grow with inflation. We anticipate that the state will continue to phase in the fair school funding plan throughout this forecast, and we are projecting that the base cost will continue to adjust for fiscal years 26 and 28 when those new state budgets are passed.

The current negotiated agreements, which have both been extended through June 30th of 2025, are incorporated into the forecast, and we assume a 2 percent cost of living increase moving forward. Our staffing costs continue to return to the general fund over the next two years as a result of ESSER grants being exhausted. And we will gain some savings from eliminating positions and staff retirements. Medical

insurance premiums increase 5.4 percent for the next calendar year, and we are projecting increases of 6 percent for 2025 and 4 percent for 2026 through 2028. Given these assumptions, we need to understand that we still have uncertainties in these areas as we look out through the length of the forecast.

In terms of revenue, the continued funding model for the state budget, whether the guarantees that are currently in place will continue, and the impact of legislation impacting re-appraisal. There is currently House Bill 187 and there's no way that we can predict right now what that will do regarding averaging the property values.

On the expenditure side, our salaries are tied to enrollment, and we continue to make decisions based on our enrollment numbers and the needs of our students. We talked about medical insurance and that being a significant expenditure with the help of our health insurance committee. We've taken steps to mitigate that risk, but it's still one of our priorities.

And then, in terms of inflation, we have roughly 75 percent of our natural gas and electric rates locked in for next year. But if the inflation does not get back to the federal reserve target, that will impact our utilities and most other costs moving forward.

This forecast represents a prediction of future events based on our assumptions, which are based on what we know at this time. We will provide an update that is required in May.

What questions do you have for me?

Mr. Vorst said well done, just the right amount of detail. Can you comment on the consistency with which the state funds come to us? How much does that fluctuate year to year, and over your experience, have you seen big swings in that amount? Mrs. Swearingen said I don't expect it to have any significant swings. I know there were simulations that were released with the state budget for 24 and 25. The big driver for 25 will be reappraisal across most of the state and how those valuation increases affect the base cost of each individual district. So, my projections for 25 are actually less than the state's simulations because our reappraisal across all of Franklin and Delaware County, I think, is going to drive that state share down because it will make us appear even more wealthy than what we even currently do in terms of this. But that'll be something that'll be cyclical as that happens all across the state over the next several years, depending on how they're in the appraisal cycles.

Mrs. Murdoch said just one question here. As always, I really enjoy reading all the notes and assumptions. Nicely done. But under supplies and materials, you talk a little bit about the new curriculum, textbooks, and things. What are our assumptions on any additional new curriculum being added over the next year or two, in addition to what we've just passed this year? Mrs. Swearingen said those would all be in line with the rollouts and timelines of when that curriculum is on the books to be reviewed. I know we need to look at what was in the budget for the district for this year, and this was a more expensive year than what some of the ones moving forward.

## **C. ROUTINES**

C2 The Board of Education adopted the agenda as presented.

C3 The Board of Education approved the October 2023 Treasurer's report.

C4 The Board of Education approved the minutes from the following meetings:

- a. October 9, 2023 – Regular Meeting
- b. October 9, 2023 – Meeting Notes
- c. October 23, 2023 – Work Session Meeting
- d. October 23, 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.*

##### Megan Stephens

Good evening, how are you? Thank you for sharing the details of treasury information and our responsibility, and I know that there's been some discussion regarding some cuts, perhaps to transportation, particularly pertaining to Estates to Hoffman Farms. Because we fall within the boundary, that would not guarantee busing, but it does require children to cross Cosgray Road. And I see that as being a very significant safety concern. Granted, there are lots of places we ask students to cross throughout the district that I also think are safety concerns, but one at a time.

In 2019, we actually had an incident where there was a collision with a district school bus. So, if somebody can't manage to avoid a giant yellow bus, I'm not sure how they're going to be able to be attentive to the safety and concerns of every individual child that would have been on that bus needing to cross that street. We would need to discuss at some point the points of access where we would be expecting children to cross. I think there would be three. I would presume there would be a bike path, Homestead, Bo Jackson, and Woodsvew with the new roundabout. I have concerns there. That hasn't even been fully operational for 30 days. So, I don't think we can actually gauge the safety of that. But I did take the liberty of going back through the Department of Public Safety's crash records. They haven't published October yet, so I can't tell you why there was an incident involving a collision that had the entire Cosgray Road shut down in both directions. We see, and I would be happy to provide these copies to you; almost all of them happened during school hours, on clear days, during ostensibly times when children could be moving to and from school.

And again, I understand that we have an obligation to the taxpayers. I appreciate the seriousness that you give to balancing our budget and taking care of those financial concerns. But I just can't come to a place where I think that we can trade safety with finances. We have to find a way to prioritize the two and make them come to a level. And the reality, too, is there is a difference between themselves and jeopardy in terms of life... So, thank you very much.

Rachael Grim

I'm Rachael Grim. I am a parent of a first grader at one of our schools who is in the Lifewise trial programming and just wanted to share my surprise when I opened my mailbox a few weeks ago to find a marketing flyer from them addressed to my six-year-old first-middle, and last name. I know that the school didn't do anything incorrectly as I called and spoke about it, and it was gained through a public records request, which is allowed via our policies because they are a nonprofit organization.

So, I was just wondering if it could be a potential for us to look at a way that parents can opt their student directory information out of receiving mailers from outside organizations. Because as it stands now if I want to opt my child's information in the directory out, it opts them out of everything. They can't be in the yearbook or any of that other interschool activity.

Roxy Barnett

Good evening. My name is Roxy Barnett, and like our first speaker, I live in the Estates at Hoffman Farms. I agree with everything she said. The safety issues that come with trying to get our children to walk across Cosgray. I have a five-year-old...And trying to imagine my five-year-old crossing Cosgray Road by himself is scary to me as a mother, and I would hope that you guys would take that into consideration.

I was told on the first day of school when I called the Hilliard Transportation Department that our kids were slated to be walkers next year. And there's been several bus drivers in our neighborhood that have told these kids that they won't be their bus drivers next year. So, I don't know if there's miscommunication, but as parents, we're scared to death.

Safety. It's a 35-mile-per-hour zone on Cosgrave. If you've never been there, it is like the Indy 500. People speed down through there. You can hear the cars from Cosgray Road when you're sleeping. In the morning, at night, it's not a school zone. There's tons of traffic. It is not minimal traffic. There's no crossing, no flashing lights there. It's not a well-lit area whatsoever. And back in 2008, there was a crossing guard killed walking an 8-year-old across the road. So, we know having a crossing guard there doesn't constitute safety. It just doesn't.

And one other thing, the kids go to Hoffman Trails, and the teachers won't even allow them to cross the parking lot by themselves. But we're asking these kids to cross Cosgray Road by themselves. If it's a safety issue in the parking lot, it should be a safety issue crossing a major road like Cosgray Road.

And then, of course, last year, the incident with the pedophile that exposed himself to a 10-year-old little girl that was walking to school. If it wasn't for the police department and that little girl being so smart and immediately telling someone, they weren't able to track him down. But I think we can all agree that the world that we live in isn't the same world that we And there's a lot of sick individuals in this world that will prey on our children.

Amira Ionno

I'm Amira, and I prepared a speech to something I've noticed in my school. No one should ever make anyone feel ashamed or embarrassed. I feel the same way, but others don't which makes them feel uncomfortable to ask their teachers to go to the office to get a pad. Since there's no machine in the bathroom, people usually ask their peers for the pads, and most kids don't just keep pads in their backpacks.

I always have five pads in my backpack, and in just two weeks of school, they were all gone because I people who needed them..... And thank goodness I did. Because the next day, my friend got up and went to the next facility and asked me and the two other people in the bathroom for a pad.

I'm not just speaking for my school, but I'm speaking for every other person in this district. Not only do all of our schools need...., lots of our elementary schools....need to be necessary in every bathroom. This is why our club is the perfect company for this cause. Their mission is to make sure every school, shelter, and library has available and easy access period products in the bathrooms. I hope I have the potential to help peer advice in their elementary school bathrooms.

#### **E. CONSENT AGENDA**

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

E1 Approved the following Certified Personnel actions:

E2 Approved the following Classified Personnel actions:

E3 Approved the following student trip requests:

- a. Darby Girls Basketball, Orlando, FL – December 26, 2023
- b. Darby Wrestling, Medina HS – December 27, 2023
- c. Bradley Leadership, Bellefontaine, OH – November 18, 2023
- d. Bradley Wrestling, Buckeye Local HS – January 24, 2024
- e. Bradley Competition Cheer, Orlando, FL – February 8, 2024
- f. Darby Baseball, Murfreesboro, TN – March 28, 2024
- g. Darby Boys Lacrosse, Nashville, TN – April 4, 2024

Mr. Perry congratulated the following retirees:

- Laura Gage, who has been with the district since 2001
- Laura Kaufman, who has been with the district since 1997
- Roberta Martin, who has been with the district since 2012
- John Speaks, who has been with the district since 1996

Thank you all for your many years of service.

#### **F. ACTION ITEMS**

F1 The Board of Education approved the 5-year forecast as presented.

F2 The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for the current expenses and other expenditures of said Board of Education, during the fiscal year,

ending June 30, 2024 the following sums be and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year, as follows

001 – GENERAL FUND	\$239,498,665
018 – PUBLIC SCHOOL SUPPORT	\$524,453
200 – STUDENT MANAGED ACTIVITY	\$858,000
507 – ESSER FUND	\$4,408,512
516 – TITLE VI- IDEA	\$4,077,305
536 – TITLE I SCH IMPROVEMENT	\$156,610
551 – TITLE III LEP	\$279,855
584 – TITLE IV-A	\$324,292

Mrs. Murdoch asked for a quick overview. Mrs. Swearingen said the amendment from the general fund brings that more into line with the forecast.....purchase orders not paid until this year..., which is why that number is a little bit different from the number that you saw in the forecast there. And then for the public school support and the student advantage activity funds, those are our principals' funds, and our other student groups have just had some additional expenses that they would like to make during the course of the school year. When they make those initial plans in May or June, they are estimates at that point. So, this gets us in line with what they're actually planning to do for the school year. And then we've had our carryover approved for our federal grants. So, this just puts those in line with the that...has awarded us for the year.

- F3 The Board of Education adopted 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 (revised after second reading)
  - e. IKF – Graduation Requirements
  - f. JED – Student Absences and Excuses

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

##### **G1 Committee Reports**

Mr. Vorst said the superintendent's advisory committee met by e-mail. There were only a few questions.

#### **H. EXECUTIVE SESSION / ADJOURNMENT**

##### **H1 The board adjourned at 8:10 p.m.**