



BOARD OF EDUCATION REGULAR MEETING

February 12, 2024 | Darby Creek Elementary School

MEETING NOTES

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

NOTE: Due to technical difficulties with the microphones, the audio recording of the meeting was difficult to decipher. You may see many unfinished sentences or incorrect wording throughout this document.

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

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

B PUBLIC HEARINGS

Consistent with District Treasurer Swearingen's January 31, 2024, notice under Section 3307.353 of the Ohio Revised Code, the Board of Education will now hear the issue of whether or not to reemploy STRS retiree Kevin M Buchman, Principal of Ridgewood Elementary. This individual has given notice of intent to service retire under the State Teachers Retirement System of Ohio effective at the end of the day March 28, 2024, and has applied for reemployment in his previous position effective April 1, 2024. Any member of the audience who wishes to comment on this issue will be recognized.

We recognize and do have one, Lisa Chaffee.

Lisa Chaffee

Good evening. I think it would be prudent for the board to consider two things. One, long term, to adopt a policy that retirement and rehiring are not allowed at all. And two, in this specific instance, I think the fair thing to do would be to allow this principal to open the application process up to the public so that we may potentially explore some new people, some fresh ideas, and maybe even financially benefit the district on the possibility of someone who maybe doesn't have as much experience to allow them to have the same amount of salary, but can bring some fresh ideas to the district.

I just don't think it's fair for someone to retire and then be basically double-dipping. I just don't think it's an ethical thing to do. I know that money is tight and times are hard. I've been working two jobs for five years. I get it. But I think it's an opportunity for us to possibly even expand and bring somebody in from another district who can bring a whole different set of skills and experiences that would truly benefit the kids at Ridgewood or any school, in particular, going forward. Thank you.

Mr. Perry said that Mrs. Murdoch had a question about this same topic, and we discussed this a bit beforehand. Melissa, would you go over the financial impact of what a retire/rehire is and how that works? I know people have a lot of questions.

Mrs. Swearingen explained that for any administrator who retires and rehires, we do have a separate insurance scale where the board contributions to their medical insurance are less than if they were just a regular employee with the district. That contribution rate drops to 50 percent of the coverage of their health care.

Mr. Vorst asked what we are paying and what is the SERS paying. Do we typically save money on this kind of agreement, or is it a wash? Mrs. Swearingen replied in terms of what's being paid to the retirement

system, that amount remains the same. The way that works is the retirement system just places that in an annuity for the individual because they have already retired and are already receiving that benefit. Where we do save money is on the health insurance piece and the cost of doing a search or the recruiting efforts for that particular position.

C PROGRAMS / PRESENTATIONS

- C1 The ADCC students are excited to share their learning experiences through the new literacy curriculum, Wit and Wisdom. They will provide connections between their rigorous learning and how this has positively impacted their growth within each Portrait of a Learner competency.

Hi everybody. I really don't need a microphone, so I'll just go ahead and kick it off here. I'm Livi Constantinovich. I'm the principal at Darby Creek Elementary on the Alton Darby Creek Campus. And this is Paige Canale. She's the principal of Alton Darby. So, we're super excited to be here tonight with a few of our fabulous students who will be speaking about the amazing learning experiences that they have been having around Wit and Wisdom. So, thank you to our board for giving us this opportunity and all of your support so we can have these amazing learning experiences with our students. So we are very proud of all of the time and energy that our staff and students have poured in to learn this new curriculum, the connections that it builds to Scarborough's literacy role, reinforcing those skills for background knowledge, rich vocabulary, and the amazing improvements that we've seen in the intentionality of our writers have also just been absolutely incredible to see. So, we're very excited to share about all of our experiences thus far.

In addition, our teachers have been making connections with our vision portion of learner competencies within Wit and Wisdom to ensure our students are ready for tomorrow. And these competencies have provided our students with the skills and mindset to endure the rigorous content of creating deeper learning experiences. And all of that combined has led to higher academic achievement and wellbeing of every student without exception. And so we have, again, an amazing group of students here who are just gonna give you a glimpse into all the wonderful learning they've been doing in the classroom.

Hi, I'm Rowan. Welcome to Darby Creek. Thank you for being here. We've been learning about empathetic superheroes. And in Wit and Wisdom, I learned what makes a good superhero story. Chapter 1. Characters like the three pigs. Chapter 2. Problem. Big bad wolf trying to get the pigs. Chapter 2. Solution. To create a better life, you have to work hard like the pig who built the brick house.

(Unable to hear student's name) If I would have started Wit and Wisdom in kindergarten and used it through 5th grade, I would be an even stronger, I would be even better at understanding and reading. With only using Witt and Wisdom for one year, I have...*(inaudible)*...critical thinking. In 5th grade, we had to practice critical thinking. The first tribe had to be critical thinkers by thinking about their actions with their end goal to obtain more land while striving for throughout the world. We also practiced critical thinking when we wrote essays in our class; we had other students evaluate our writing and enrich our own writing. You can take people's ideas and make some of your own ideas. When we learned about the Lincoln speech, everyone in our class had ideas. Through Socratic Seminar, we use questioning, utilizing, and problem-solving to provide feedback and enrich our writing. Wordplay is important as a critical thinker. Wordplay can be confusing sometimes because it is mostly used to conjugate. Once you understand how the words work together, you can laugh and really enjoy what you are reading. In every class, we do have a teaching of how to build off other ideas...*(inaudible)*...

Hi, I'm Linus. Wit and Wisdom has made me a purposeful communicator. One way is by reflecting after Socratic seminars in the group. Socratic seminars have also helped me by allowing me to share my thinking in different ways, and other students can hear our ideas. Notice the Wandering has helped me look at art books and writing closer. As we read more and continue to notice more and add it to our Notice the Wandering chart.

Hi, I'm Piper. Another example is for a new vocabulary. This has helped me be a better communicator. I learned how to communicate by teaching me new words that I had no idea what they meant before. And now I can use new vocabulary. I really like the word speck. I had no clue what the word speck meant before learning this word. And now I use this word for smaller sentences. Another word I learned was immense, meaning big. We reread a lot and it helps us understand more details, allowing us to explain and talk in a purposeful way. After learning about the word...(inaudible)...to talk about space and about origin.

Hi, I'm Aureo. Today we're going to talk about these are words that are important to me. These words were spoken in these cultures that I will work in...(inaudible)... Everyone that was in this room did not always say what they wish. They were being fulfilled by standing up for their mission. I need evidence of proof of the meaning of...(inaudible)... It can't be hard...(inaudible)...

Hi, my name is Isaiah. As a 5th grader, I have grown as a self-advocate by setting goals and believing in myself. I can speak up when I do not understand or need help, and persevere when things get challenging. The main character sounded friendly to me through her book, Thunder Rolling in the Mountains, but she can't by herself to stand up to their enemies. Even at the end of the book, when she had an opportunity for revenge, she stood by her beliefs of peace and equality. This affects me every day when I face a challenge in myself.

(Unable to hear student's name) This is a video of my teacher. I will draw a circle with the ink and I will draw a line. I'm cooking, but I'm already ready to eat dinner. I'm drawing and howling while I'm eating my lunch. I don't get tired of that. I'm so proud of my students and my family.

Hi, my name is Cameron. During Wit and Wisdom, we learned about Johnny Appleseed and how he was an empathetic citizen. We did a writing project that also taught me how to organize my writing so I can share my ideas clearly with others. I'd love to share my project with you. Johnny Appleseed was a pioneer who traveled west...(inaudible)...apple trees. The story of Johnny Appleseed teaches us that you should be kind and generous. Johnny was also generous to the Indians because he gave them seeds and herbs. Johnny Appleseed was a real man named John Chapman. John Chapman gave his new clothes away to the people who needed them. We learned from the story of Johnny Appleseed that you should be kind and generous.

Hi, I'm Taylor. ...(inaudible)...and it was so much fun. Teachers and principals let us both see, and we got to see our friends outside of school. I did a scavenger hunt around the library, and there were different stations related to Wit and Wisdom. ...(inaudible)...

Thank you everyone. Have a great evening.

C2 Embrace, Empower, Inspire Award Winners: Lane Vanderhule, Bryan Brewer, Daniel McDuffie, and Beth Petty

Mr. Stewart said we had to skip a month, so this month, we have four winners. Three of them are here this evening, and let's start with Bryan Brewer from our Transportation Department. Angelo (*Angelo Caputo, Transportation Services Coordinator*) came on up and introduced us to Bryan.

Good evening. Bryan was nominated for the Embrace, Empower, Inspire Award by a community member who has a non-school-age child. But Bryan drives by them every morning and makes sure he gives them a little toot and a wave. He just makes her whole day. I happened to see a video of it, and she's out there just waving at him, and he rolls up, does his little slow hand wave, and keeps going down the street. She waves at him the whole way down the street.

That's why we do what we do. It's not just that smiling face that you see in the morning or the last goodbye in the afternoon, but just the general public...(*inaudible*)...As Hilliard City Schools' employees, we know that we're always visible to everybody. So even though we're not picking up and dropping off that little girl, but that's a big part of her day.

Someone said, hopefully, she will not be scared now. Mr. Stewart added, and we said we'll need to make sure that we fix the route somehow to make sure you're the driver on that bus. Angelo said, "Bryan, I want to present you with this Embrace, Empower, Inspire Award.

Next up, Jake Grantier is going to introduce Daniel McDuffie.

Good evening, everybody. Daniel is in his first year with us here in Hilliard, not in his first year of teaching. But we're super blessed to have him as part of our team in the social studies department at Hilliard Darby. His nomination came from a student, and I'd like to read what they had to say.

"Mr. McDuffie has always helped me when I have been down, and he's inspired me to do so many things. This is my first year in the public school system, and he has been so accommodating and helpful. He is, in my opinion, the best teacher, person, and role model I may ever meet. I am truly glad we crossed paths. If I ever become a teacher, he will be who I try to mimic. He makes something that almost everybody hates learning...(*inaudible*)..."

Congratulations to you.

Mr. Stewart added that when we let the award winners know that they've won, we just show up in their classroom or their place of employment. On this particular day, I bet there were 15 administrators who just showed up and walked into his room. He just kept teaching. We finally had to interrupt him to say, hey, we're here for a reason.

Last but not least, I believe Mindy Mordarski is going to introduce Beth Petty.

Good evening, and thank you for having us. I would like to introduce you to Beth Petty. She is an intervention specialist at Memorial Middle School, and she is why I wanted to come back into the building this year. She is absolutely phenomenal. The patience that she has. She works with our most handicapped students in our SLSP units and does a fantastic job with all of our students. This prestigious honor is definitely warranted for that.

C3 Mid-Year Student Achievement Update – Molly Walker

Clearly, everyone missed the memo that data makes the heart happy. So, we'll be seeing that as we go through. So, we are going to talk a little bit about achievement. So, this is just a reminder that we have a variety of achievement data that we have at our fingertips - the state test, college readiness, SAT, advanced placement tests, and STAR, which we give more than one time per year. STAR is our most actionable, real-time data. We're going to talk a little bit about where we are achievement-wise, but I thought that we would dig in and show you some of the learning that we're doing with staff and how it truly impacts. So we give this test. What do we do with it? We're going to talk a little bit about that today as we introduce growth into the equation because achievement is only half the picture.

You've seen this graph a thousand times, so I'm gonna show it to you 1,001. This is a look at how our students, not anyone else's students, correlate to success on the state test based on their STAR score. This graph shows how our students who are at benchmark in STAR go on to be proficient on the state test. And that pink line is 80%. And just about everyone across the board is at 80% or higher. In some cases it's over 90% of the kids that were proficient in STAR in the spring are then also proficient on the state test. And that has persisted over the years that we've been giving STAR. So we feel like if we can get our kids to benchmark in STAR, then they'll be proficient on the state tests.

Our achievement change over time is very similar this year to last year. In many cases, what we've noticed is that our students have come in a little lower so that summer slide seems to have hit pretty much everyone a little harder this year, which is a new phenomenon we've not seen. And I'm sure you're going to want me to explain that, but as I say, data just helps us ask more questions. It doesn't answer those questions. So we are taking a look at that again. It's not something we see all the time, so we're going to keep track of that and dig a little deeper. Could it have something to do with when the test is? I'm not sure, but we're going to take a look at that and keep track of that over time.

But the good news is that we are still seeing good growth from the fall test to the spring test as far as moving students to benchmark. So the first two blue ones in each of those grade levels there, this is early literacy, is the change in proficiency percentages from fall to winter last year. And then the pink to baby brown is looking at that for this year. And so this is where our biggest growth is essentially in this K-1. So, as we think about that, we're really moving through that. And we actually have higher growth this year than we had last year. So, we may have come in a little bit lower, but we are moving kids back to benchmark a lot quicker.

So, this is the big picture of STAR reading over time. Again, you'll notice that the pink bar is coming in lower pretty much at every grade level going through. But again, we are seeing good growth from fall to winter in the percentage of students being on benchmark. What's nice is if we dig deeper into this, we actually see some good growth in some of our student groups that we've really been looking at. So economically disadvantaged, some of our students of color are really showing some good growth this year behind that general look as we go through.

STAR math is very similar looking over time again, coming in a little lower this year than they have previously, but making good strides from fall to winter as far as how many students are proficient or on benchmark.

So that's like the quick cruise by. It's a very similar pattern to previous years taking a look at that. So, what I want to do is shift the conversation to growth. So if we only stick at achievement, that takes only into account where kids are by a stationary mark. Everyone wants to get over this bar. But growth takes into account where they started. So where did they start, as well as where are they now? So we really want to put those two things together.

So I've got a couple of graphs for you. It's a new one. So, the first one we're going to look at is the STAR Early Literacy at the district level. Each blue bubble represents a school in the district and its growth scores on early literacy, so we get the median score. The green box I've highlighted there in the middle is what STAR considers typical growth. So essentially, they're growing as much as their peers across the nation, and this is a nationwide comparison. So you can see that our buildings fit very nicely there and that median score is typical. This is star reading. Again, we're actually higher in typical for our median scores across all of the buildings in the district huddled together there, which we like to see.

And then this is star math. Again, very solidly in that typical, which is great news, but not very actionable at this level because there's so much variance within a school. So we're going to dig down a little deeper because I know that's where it really gets fun. So we've been talking with principals who are now talking with teachers. We've been having a lot of discussions about how growth fits into that conversation. I talked with principals last week, and the week before that, I worked with the reading and math intervention teachers across the district to look at how growth plays into that conversation.

So, I'm going to take you to a classroom level. We have similar bubbles, but this time, each bubble represents a student, and if you're in the system, you can literally hover over and see which student it is and their personal data. So, each data point, or each bubble there, represents a student. The horizontal graph or the horizontal axis is growth. So, the farther to the right student bubbles are, the higher their growth is. Achievement is the vertical one. So the higher up the bubble is, the higher their achievement.

So, there is our typical growth box right there, that green one in the middle. So, for students to maintain their place in line is how I say it compared to their peers. We want them to fall into that green typical growth spot. But we're gonna add that other layer of achievement. So, the green bar I just put up there is the benchmark for proficiency by STAR. It's the 40th percentile, which might seem a little bit low, but it's, remember, it's a comparative percentile, not a percentage or a score as far as how many they got right out of the total.

So, this is looking at essentially the 50th percentile will be dead average. And this is basically giving a little bit of margin of error is where that comes from. So the 40th percentile, and remember, that's the line that we've matched kids, kids get above that line, and they are 80% or more likely to pass that Ohio State test. So that's just to give you, you reference there.

So, we're gonna go through and think about the impact of that achievement and growth on each of the groups of students that you see there. Each of those bubbles. So, this first one here that I've marked in red is the sweet spot that we're all shooting for. These are students that are above proficiency, so they have met that mark, and they are growing typically. So they are where they should be, they're at grade level each year, they're learning new things, they're growing in their skills. This is exactly where we'd like all of our students to be.

As we move to the left, these are students who are above benchmark, so they are at grade level or above, but their growth is not typical. So they are actually below the growth of those around them. So I would say

they're not maintaining their place in line. This is why growth is great for us to be able to look at now because we don't have to wait a whole year to find out that we aren't growing a group of students. Having conversations about what's going on in the classroom and what kind of activities are working for certain students versus others. And so because we have this and we can make it actionable, we can take a look at what's going on and ask more questions because that's what data allows us to do.

As we move around the graph here, the bottom left, these are students who are below benchmark and are not growing typically. So these are students that we're very concerned about. This is a group that we don't want to see in any classroom. Oftentimes, students in this one do have other mitigating factors, such as attendance issues, trauma in the home, or something that is impeding their progress. We find that students do better when they're actually here. But not always; sometimes, it could be a situation where a student whose English proficiency doesn't really allow them full access to the assessment yet, so we're probably not getting a true reading. So there are a lot of reasons. As I said, data doesn't answer why they're there. It just helps us recognize that we need to ask questions about those students and find out what's going on.

The next one here is the tricky one. This is the one I feel like we have a lot of good learning that we've been having. These are students who are typical growth, which is what we want to hear. They're maintaining that place in line, but the problem is they're below proficiency. So, if they're growing at the same rate as everyone else, they're going to remain below proficiency. And they're not going to reach that point. But we say life's better on benchmark. So, the goal is to get those kids to that benchmark. So, while we are pleased that they are growing, typically, we would want to have discussions about what we are doing specifically with these students because right now, their path is likely not going to get them to proficiency.

The next one at the bottom is a good spot to be in, too. These are students below proficiency, which, of course, is not what we want. Again, life is better on benchmark, but their growth is much higher than typical, which means they are growing more than others in their area. So essentially, they are passing people in line, so they're not maintaining; they're actually growing. So, they are growing at a rate that puts them on the path to proficiency. This was a great spot, especially for the intervention reading and math teachers, to take a look at the students and that they felt really good about the work they've been doing and see that they are. Their percentiles are jumping in large steps, and their growth supports that they are heading to proficiency. So maybe even by the end of this year or maybe early next year, they may actually be on benchmark. So that's an exciting spot for us to take a look at. And really, what we're shooting for every student that's not on benchmark.

And then, finally, this is the icing on the cake. These are students who are all above benchmark and are also growing at very high rates. And what's very satisfying is that as we go and look at these graphs, we have a lot of students in this. It is not uncommon to see a cluster of bubbles in the top right-hand corner. The things we are doing with students are accelerating their growth even though they are on proficiency. So, the myth that high-end kids can't grow is not true and we see this in our classrooms through the data.

So, this is how we're using data to help students. Any questions.

Ms. Arnold said she had one question. If you can go back to where you got the classroom chart – that lower growth, higher achievement. When we say lower growth, is that basically an extension of what we've seen previously? We'd expect them to be higher, growing higher. Mrs. Walker said it is essentially comparing students to other students they are around. For example, let's say I'm in the 90th percentile.

I'm well above benchmark. When I test, they're gonna look at me and other kids that are around that 90th percentile, and then in January, when I test again, it's gonna say, okay, where were all the kids that are at the 90th percentile, and if I'm in this spot, then that means they grew more than I did. So, my growth was not typical for those students who were like me.

Mr. Perry asked if that takes into account certain outliers where you're hitting up against that ceiling, the person who's in first and stayed first, and do they fall into that category? Mrs. Walker replied that's a good myth. When they calculate this, they don't use the bell curve. They use the NCE, National Curve Equivalency. And so essentially, that's like a smashed bell curve. So you can actually go over the 99th, and you can go lower than the 1st. So it accounts for, if you're in the 99th percentile, you think, we're in the world, how would we grow you or how would we measure your growth? The NCE allows you to measure that.

Mr. Vorst asked if there were any common threads amongst the kids who are in the top right that seem fairly obvious to you. Mrs. Walker said we're talking a lot about what is going on. That's what's great about these. I just talked to a principal today who's having conversations with his teachers. He wanted to make sure he was saying what he thought he was saying. And so to have a conversation with a teacher about what are you doing, we notice this section of children is really responding. Talk to me more about what's happening. It's the things that we know are true. When we have kids thinking and talking, and there are enriching, challenging tasks, then that's when we generally see that high growth along with being on benchmark.

Mrs. Murdoch said so, this is a classroom, right? Did you notice any outliers between the classrooms? Like are there certain classrooms that I love what you've done. You say we can learn from these groups. Are there certain classrooms you've identified where you say, hey, there's something we can learn from what's going on in this classroom? Mrs. Walker replied most certainly. It is interesting because most classrooms do have a disbursement of them. Everyone has some spots, some kids that really are responding, and others that we can learn from or do more from. It's very interesting. The biggest factor is the teacher. It's not about the makeup. You can have two honors classes that have very different graphs because the teacher's the one that really makes that experience come to life. What's great is that we're having these conversations. Teachers are very reflective and introspective about what they're doing and how they're doing it. What's great is they can do this mid-year while kids are still in front of them. They can talk to one another and adjust to help students. Mrs. Murdoch said sharing best practices is awesome. Mrs. Walker said adding the growth to the piece has been very invigorating to those who work on intervention. Because sometimes if we're only looking at achievement, the kid's in the first percentile, they're in the 25th, which is a humongous growth, still below benchmarks. So, the data is helping to show that we are on a path to getting to proficiency much sooner than we think.

D ROUTINES

- D1 The agenda is correct, as presented.
- D2 The Board of Education adopted the agenda as presented.
- D3 The Board of Education approved the January 2024 Treasurer's Report.
- D4 The Board of Education approved the minutes from the following meetings:
 - a. January 8, 2024 – Organizational Meeting

- b. January 8, 2024 – Meeting Notes
- c. January 8, 2024 – Regular Meeting
- d. January 8, 2024 – Meeting Notes
- e. January 22, 2024 – Work Session Meeting
- f. January 22, 2024 – Meeting Notes

E 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.

Owen Archer

I'm Owen Archer. I typically come here to tell adults how to use their critical thinking skills when they don't want their child to read the book. But tonight, I am here to talk about my teachers. Lately, what I've noticed about my teachers is how stressed out they are. Not my teachers in general, but just all teachers across the whole district and the state. So, I always overhear things about how stressed they are and how overworked they are. And unfortunately, it's even to the point where it's affecting student...(inaudible)...

I'd like to encourage those who work at the central office to find out why teachers are significantly more stressed out this year in relation to years prior and how they can make teachers' lives better. This is important not only for the purpose of student learning, but also if students see how teachers are distressed, then they don't want to become teachers. And while there might not be a teacher shortage in Ohio, there is nationwide.

And another thing, I feel like the district cares more about attendance than student discipline at this point. While attendance is very important, a lack of attendance only affects the student, whereas a student acting out affects lots of other students. I'd like to ask those at the central office and those at the Board to investigate how to make things better for students and teachers. Thank you.

Amy Bergman

(RIMP)

When intervention is delayed, it takes four times as long to intervene in a fourth grade as it does in kindergarten. My oldest child is dyslexic, which means that it takes seeing things four times a week. ...(inaudible)... The normal 14 to 40 times of a normal child, he needs 40 to 400 repetitions of seeing something in order to fully understand it.

We have talked about repeatedly outside of school interventions, from the dyslexia center intervention, to private tutoring, to reading monies at the library, to taking courses on dyslexia and learning ourselves how to best support him in his learning styles at home. Which brings me to this, the state mandated tutoring that he is supposed to be receiving for being on ...(inaudible)...and not passing the third grade reading guarantee.

According to the state website, tutoring starts in 2023-24 school year for all K-4 students on ...(inaudible)... I recently found out about this in late January, and that we've been missing out on this opportunity, and he's due these hours, yet every inquiry that I have had in the coming weeks has been met with, we're waiting on further guidance from the state. I've heard this every time I've asked for this opportunity from the team. I am continuing to ask for tutoring.

I reached out to the state because it seems that the team was at a standstill from lack of feedback from the state. I explained that my child has an IEP predating his RIMP, What it covered, and asked the state contact if he was eligible for tutoring given our circumstances.

The first line of the email that I received back was high-dosage tutoring is required for all students with reading improvement and monitoring plans, RIMPs. High-dosage tutoring must occur at least three days a week or at least 50 hours over 36 weeks. High-dosage tutoring does not replace existing intervention services provided by school districts. High-dosage tutoring should be in addition to the intervention provided to a student.

I requested a meeting with the principal of my kid's school for resolution of this issue, but I've waited over a week and yet to have a meeting scheduled. At this point, I'm getting a bit more desperate for him. My child needs this tutoring, and he needs this opportunity to continue to advance his proficiency in reading. The guidance from the state is clear. I thank you for the opportunity to talk about it and I look forward to a resolution for my son to get appropriate support he needs.

F 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.

- F1 Approved the following Certified Personnel actions – See attachment to the Minutes.
- F2 Approved the following Classified Personnel actions – See attachment to the Minutes.
- F3 Employment – Stipends-Non-Contractual – effective for the 2023/2024 school year: Approved an hourly rate of \$55 for all staff participating in Title I Power Hour activities at Beacon Elementary.

G ACTION AGENDA

- G1 The Board of Education adopted the K-12 Math Course of Study.

Mrs. Murdoch thanked the parents and community members who provided feedback on this.

- G2 The Board of Education adopted the following policies:

- a. BBFA – Board Member Conflict of Interest
- b. DJB – Petty Cash Accounts
- c. DM – Deposit of Public Funds (Cash Collection Points)

- d. EBCD – Emergency Closings
- e. EEAC – School Bus Safety Program
- f. EF/EFB – Food Services Management/Free and Reduced-Price Food Services
- g. GBG – Staff Participation in Political Activities
- h. GBI – Staff Gifts and Solicitations
- i. GCB-1 – Professional and Certificated Staff Contracts and Compensation Plans (Teachers)
- j. GCE – Part-Time and Substitute Professional and Certificated Staff Employment
- k. GCPD – Suspension and Termination of Professional and Certificated Staff Members
- l. IGBEA – Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
- m. IGBEA-R – Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
- n. IGCF – Home Education
- o. IGCF-R – Home Education
- p. IGD – Cocurricular and Extracurricular Activities
- q. IGDJ – Interscholastic Athletics
- r. IGDK – Interscholastic Extracurricular Eligibility (Grades 7-12)
- s. IIA – Instructional Materials
- t. IKE – Promotion and Retention of Students
- u. IL – Student Assessment
- v. JEA – Compulsory Attendance Ages
- w. JEC – School Admission
- x. JECBC – Admission of Students from State-Chartered, Non-Chartered or Home Education
- y. JECBD – Intradistrict Open Enrollment
- z. JECE – Student Withdrawal from School (Loss of Driving Privileges)
- aa. JEDA – Truancy
- bb. JEG – Exclusions and Exemptions from School Attendance
- cc. JHCCB – Tuberculosis Control Policy
- dd. JHCD – Administering Medicines to Students
- ee. JN – Student Fees, Fines and Charges
- ff. KI – Public Solicitations in the Schools
- gg. KJA – Distribution/Advertisement/Promotions of Any Kind of Non-School-Sponsored Literature

Mr. Perry said for those of you in attendance, we cover this kind of thing in our second reading. Almost every one of these policies is just...*(inaudible)*...

G3 The Board of Education approved the following resolution:

AMENDED

RESOLUTION ACCEPTING THE AMOUNTS AND RATES AS DETERMINED BY THE BUDGET COMMISSION AND AUTHORIZING THE NECESSARY TAX LEVIES AND CERTIFYING THEM TO THE COUNTY AUDITOR (CITY, VILLAGE OF LOCAL BOARD OF EDUCATION) OHIO REVISED CODE, SECTIONS 5705.34, 5705.35

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

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

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

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

SCHEDULE A

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

FUND	Amount to be Derived from Levies Outside 10 Mill Limitation	Amount Approved By Budget Commission Inside 10 Mill Limitation	County Auditor's Estimate of Full Tax Rate to Be Levied	
			Inside 10 Mill Limit	Outside 10 Mill Limit
General Fund	\$142,122,552.50	\$20,385,187.76	4.45	80.50
Bond Retirement	\$18,272,400.85			4.00
Permanent Improvement Classroom Facilities	\$5,415,967.58			2.00
TOTAL	\$165,810,920.93	\$20,385,187.76	4.45	86.50

and be it further

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

Mrs. Swearingen explained that this is a requirement from the county auditor's office, with whom we work very closely during the course of the year, but particularly at the very end and beginning of the new calendar year, to prepare our tax budget for the year and to provide them information on what our debt service requirements are for the year so that it can set the proper millage for that.

So, what you have here before you are the full tax rates for the year for the general operating and PI funds. Our effective rates are significantly less than that. You'll see a total of 84.95 mills listed for general operating. Our actual effective rate for residential/agricultural properties is 31.11 mills, which is a decrease of 9.1 from the 2022 tax year/2023 collection year due to the reappraisal that took place throughout the county. And then for the PI, the actual effective rate for residential/agricultural is just over 1 mill, which is a decrease of about 0.3 mills from the prior year. The bond millage is also down 0.6 from what we had collected in the prior tax year.

Mrs. Murdoch said you can't emphasize that enough. Those are decreased millages. Mrs. Swearingen said that is correct. And the amount that we're collecting overall for the PI and general operating on that outside millage stays the same from year to year. Those effective rates adjust to make sure of that.

Mr. Perry asked, if you wouldn't mind for those in attendance here today, could you just go over quickly what is an effective rate? Mrs. Swearingen replied that when a levy is first approved, there is a millage

rate that will appear on the ballot that represents the millage that it takes at that time to generate the total tax dollars. We continue to collect those same tax dollars through the life of that levy, so the millage rate that it's collected at will go down over time to ensure that we're still collecting that same dollar amount. Mr. Perry said so essentially, we collect a certain millage amount that equals a certain dollar amount. That dollar amount never changes, so even when inflation goes up, a dollar today is not worth what it was eight years ago when we passed our last levy. So, that effective rate...(inaudible)...I just want to make that crystal clear because that's what I learned recently, and I think it's important.

H REPORTS / INFORMATION / EXHIBIT ITEM

H1 Committee Reports

Mrs. Murdoch started with HEF and reminded everyone that the Denim and Diamonds tickets were on sale. This year, they have a new Bourbon and Bubbles ticket, so there are a limited number, and they will probably go fast, just like the regular Denim and Diamonds tickets; they expect to sell out. The event is Friday, March 8th, and we hope to see many of you there.

Mrs. Crowley said she had three committee reports. I'll try to make it brief, but all of them were very interesting this month. I met for the very first time with the Curriculum Committee, which is a new committee for this 2024 school year. I'm super excited that I get to be the board member who gets to meet with the Academic and Curriculum Committee. That is a real honor. When I sat down with them, we had a number of things we talked about. The first thing was that the STAR contract was up, and they were in the exploration phase of trying to decide if they were going to renew it or not. They have done a staff survey with over 200 responses. They have three vendors they're looking at and you guys said about 50 staff members involved in this process, right Jill? Okay. So, some of the questions that they're asking is why do we use what we use? What do we get out of it? And making considerations for time, progress monitoring, interventions, and gifted. So, it's not to say they're going to choose a different program. It's just the beginning process of figuring out if that's something they want to keep. They're also doing the mid-year data review, which Molly shared a lot about, for the commitment plan for reading and math. The buildings are working with their data teams on that. The health letters went out for parents to have the option to opt-out if they wanted to. The curriculum that we're using is required by the state, and the resources we use were given to us by the Ohio Department of Education and Workforce. We're also in the midst of staffing and course request windows that are open, and then we talked quite a bit about the commitment plan and the focus, which is lesson design. We probably talked maybe too long about that, but it was really interesting to me. So some of the questions that they're using to guide their thinking are: what is the thinking, who's doing the talking, and what is the task? And those are directly out of the commitment plan. They tie really nicely into the portrait of a learner and really nicely into the level of dialogue that is used for Wit and Wisdom. And the last thing about that committee that I will say is that they are doing a lot of ongoing support of Wit and Wisdom. The instructional specialists have been out working with the 3rd grade. I think you guys were at the Britton Norwich campus this past week, right? The teachers are getting a chance to watch other teachers teach, which I think is super awesome, and then they're facilitating conversations, and they have a focused work time. It was so awesome, I loved every second of it, so thank you for that.

I also got to attend the Superintendent's Advisory Committee, which I've been after that committee for two years, so I was really excited to be there too. For those of you who don't know what it is, the teachers sends in questions, and then the superintendent kind of goes through question by question and answers the teachers. It was so awesome. I would really like to be doing that over in my district. I've never seen

such a thing, and it was awesome. But they asked lots of questions about piloting programs. He got a lot of feedback about the eclipse. Hopefully, we've worked that out. They talked about assistant principals at the elementary level, whether we're going to be able to keep math and reading specialists, special education staffing, ELL numbers, and I think Dave, something you said was really interesting about, you said we had about 300 increase last year, but we've already met that increase, and we're only halfway through the year; definitely, that's really an interesting statistic, I think. They talked about the math pathways and the challenge day.

And my last committee was ISPTO. They had the math and literacy curriculum. Herb Higginbotham championed that. And we had a teacher panel that was available to ask questions. So, that was really nice. And then Melissa put on an ISPTO financial literacy workshop. So that was great. And then they've been working on conference night dinners and the ISPTO officers are going to be voted on April 16th. So, if you know anybody that's interested, have them send an email to the ISPTO.

Ms. Arnold said I have two updates. The executive advisory committee of the master facilities plan met on January 11th and 12th with our partners to review the scenarios within the context of our facility conditions and adequacy, phasing strategies, and financial capacity. The information from those sessions is being presented to the steering committee this Wednesday. Those diehards showing up on Valentine's Day for their feedback and critique, and that will eventually be presented to the board with a master plan. Mr. Stewart added that the presentation will be on February 28th. Ms. Arnold said the next facilities committee meeting is scheduled for March 21st.

And then, Beth and I met with Hilary Sloat, our Director of DEI, and discussed the multiple intersecting areas where the work of diversity, equity, and inclusion plays a role in creating an educational environment for all our students to thrive. The demographics of our district have grown and changed and evolved and it is critical that we are meeting the needs and being responsive to our students and staff. And I'm looking forward to a future presentation from Hilary talking about some of those topics we covered.

Mr. Perry said we have a policy committee scheduled for March 22nd over at the central office. It will be our first meeting of the year. And then also we met just last Friday with the Government Liaison Committee. We meet monthly with local leaders from the City of Hilliard, Norwich Township, Brown Township, and the fire department. We discuss things where we intersect. I would like to see other board members attend on a rotating basis. Mrs. Crowely said she would take the summer months. Mr. Stewart forwarded the meeting dates to all board members so they can pick which dates work for them.

I EXECUTIVE SESSION / ADJOURNMENT

- 11 The meeting adjourned at 7:28 p.m.