MEETING NOTES

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

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

A3 Pledge of Allegiance

NOTE: *The audio recording of the meeting was difficult to decipher. Therefore, this document may contain many unfinished sentences or incorrect wording.*

B PROGRAMS / PRESENTATIONS

B1 A team of 5th-grade students was invited to visit Battelle last week to present a design thinking project on sustaining life in space for the Design Challenge State Showcase. As one of only 20 teams from around the state invited, they are excited to share their work with the Board of Education.

Mr. Stewart said we have some exciting information to share with you. Not the least of which is that some of our friends from Hoffman Trails Elementary are here to share some really exciting work that they've done. The IDS here at Hoffman Trails, Mrs. Cook, is going to introduce them and the work, and we'll take it from there.

I am honored to introduce Layla, Reese, Nora, and Eliza the 5th grade team, who was invited to the State Challenge Design Thinking. They were invited to share their design challenge state showcase at Battelle Memorial Institute with space experts from the Ohio State University, scientists from Battelle, and state dignitaries. Each year, the Ohio STEM Learning Network hosts a statewide design challenge. This year's challenge was how to improve the health and well-being of astronauts aboard the STAR lab orbiting the Earth.

Design thinking is a problem-solving framework that begins with empathy, thinking about how our end users will be impacted by the design. Listen to this team's design thinking journey and how they were resilient learners.

Personal quarters by Nora, Reese, Eliza, and Layla. We represent Hoffman Trails Elementary in Hilliard City Schools from Hilliard, Ohio. Problem statement. Challenge. Design the personal quarters for multiple astronauts. Why the problem is relevant to us. Starlab is important to us because it is a commercial space station designed to support 4 people and 340 cubic meters of volume.

Their personal quarters are about nine-tenths of the cement truck. So our job was to make innovative features to replicate the comforts of their home. *(inaudible)…* we designed our prototype for three reasons. We wanted our prototype to be home-like for their own comfort. We wanted it to be personalized and special for them in its own way. But, we designed it one way it could look, but it could look any way depending on the astronaut's style. We wanted the room to be happy and cheerful, so if astronauts walked in the room, they'd be at home.

What we learned. During this presentation, we learned that not every idea will make it to the final product. We also learned that teamwork is very important, not just in school, but also in life. Teamwork can help make decisions and build friendships. This presentation also helped us with our confidence and presentation skills. And we did a lot of research about space and starlight along the way.

These are some of the most important prototypes that we added. The cube in the picture represents a sound machine. The astronauts can listen to their favorite sounds like birds, waves, and campfire, or their personal favorite sounds can also help with their mental health. The pouches are like the shelves, but are more secure. We added these because they are the perfect place for you to hold your other belongings, or even your phone! We added LED lights because the blue light is a way to mimic the sun because the sun produces blue light. It goes from the eyes to the brain and tells the brain when to be active and not to be tired. The shelves are for fellow astronauts to put their items and décor on using velcro. For example, their family pictures or even a fake plant. A plant is fake because it would be hard to keep a living plant alive in their personal quarters.

Thank you for listening!

Mr. Stewart said outstanding job, all of you. Mrs. Cook, would you mind talking a little bit about the state design challenge showcase, what went into that, and how the students were selected? Mrs. Cook said that's a great question, and any questions you have for the fifth-grade students, they are ready and prepared. The Battelle STEM Learning Network offers the state design challenge. I asked the 5th-grade team of teachers about taking time to integrate the science curriculum, which is space for 5th grade, into something that is real and applicable to our students. STAR Lab will be the first commercial space station to replace the International Space Station in 2029. If you look online, it says 2027. But what was really interesting was that we got to talk to Dr. Shear, and he informed us that the date has now changed to 2029.

Four different challenges existed, all pertaining to the mental, emotional, and physical health of our astronauts. It kicked off with Dr. Sprocket, a physical therapist, talking about muscle atrophy and zero gravity. And that is really what kind of kick-started it. Like, how would that be to be away from family for four to six months? How does that affect your body? How does that affect your mental and emotional well-being?

So, they tapped into a little bit of how that was, maybe even during the COVID experience. They researched, and each of the four teachers was then able to support the research through design thinking. Then, for each of the four design thinking challenges, students voted, as well as teachers, following a rubric. The winners from those four challenges were then presented to the entire fifth-grade team and teachers. And again, there was a vote. There were questions that were asked. We value feedback from one another. Students asked questions, teachers asked questions, and then from those four winners, this was the winning team.

What's really cool is these students and their families will probably be in STAR Lab. If STAR Lab is successful, there will be a whole fleet. Of STAR lab space stations they have that real possibility. I told them when they are in space, just like Mae Jemison did with her parents, they are going to wave down, and they're going to say, Hi, Mr. Hites. Hi, Mrs. North. Hi, Mrs. Mr. Clifton. Hi, Mrs. Cook. Hi, Mrs. Salyer. This is where we hope this will catapult them into greater things beyond 5th grade.

Mr. Stewart said I love the collaboration. I really love the way you pulled the Portrait of a Learner competencies into it. I do have one quick question for you guys. What's your favorite part of your design? It was probably learning to do stuff for Space Lab. And also working together as a team to find solutions for problems. The research was fun because we got to learn about space and how to design. It was just a really fun experience being with all my friends, and we really got closer during this, and building the prototype was, like, they mixed in Makerspace with it too, which was cool and fun.

Mr. Stewart said thank you. You did a great job.

B2 Embrace, Empower, Inspire Award Winners: Alexandra Macatangay and Tiffany Thomas

Mr. Stewart said next up, Bill Warfield and Rich Bettner are here to introduce this month's Embrace, Empower, and Inspire Award winners.

Mr. Warfield said good evening, everybody. This award is for our media specialist, Tiffany Thomas. I've had the pleasure of working with Ms. Thomas for the past three years. As a media specialist, Ms. Thomas has consistently demonstrated outstanding qualities, both in and outside the classroom. During her time at Bradley, Ms. Thomas has been an integral part of our media center, contributing significantly to its development and success. She has shown remarkable dedication to supporting our students and staff. She always goes above and beyond to ensure that everyone feels valued and heard. Tiffany's genuine love for our school community is evident in her actions, and she has a unique ability to create an inclusive, welcoming environment for all. We are so lucky to have you in our building. Congratulations.

Mr. Boettner said it is my great honor to present this award to Alex Macatangay. Alex is a project manager for the technology department and works to take care of all of our iPads for all students and staff in the district; that's her main role. Yvonne writes that Alex is a gift in every way. She knows her technology well and continues to grow and learn. I'm sure to keep up. However, she is always willing to pause what she is doing to help. She never makes me feel ill-equipped with technology but allows me to navigate and figure it out with support. She has solved many problems for my visually impaired students with their iPads and helps me with all my professional technology questions. Alex always has a smile and is professional while educating and keeping our district running behind the scenes.

B3 National Mert Finalists: Bradley High School; Maxton Wayt and Aayush Kumar. Davidson High School; Adrian Toland. Perfect score on PSAT; Davidson High School, Joshua Lance.

Mr. Stewart said that next, Mr. Tom Woodford, our college counselor, is here to introduce our National Merit finalists and a student with a perfect PSAT score.

Mr. Woodford said hi there. In the fall of 2022, 1.3 million students took the PSAT. This fall, we had an opportunity to see our students who were commended scholars and semifinalists. In January, we found out that three of our students have been recognized by the College Board as National Merit Finalists. They are three of the 15,000 from all over the U. S. So, I'd like to have them come up here to let you know who they are and the school they attend, introduce their parents, and tell you their plans for the future.

Hello. My name is Aayush Kumar, and I go to Bradley. I'm the president of our Key Club and also the treasurer of InterAct Club. I'm here with my parents, Rajiv, and my mom,…(inaudible)... I plan to do aerospace engineering in college. I'm still waiting to hear back from some schools. My top choice is Purdue University.

My name is Maxton Wayt. I also plan to study aerospace engineering. I have been accepted into Wright State and earned a green and gold scholarship. And I'm planning to attend that school this fall. That's really all there is.

I'm Adrian Toland and I'm a senior at Davidson. My family is over there. Next year I'll be going to Middlebury College, which is in Vermont, in the College of Environmental Studies. I am currently the President of the …(inaudible)…, Vice President of the Environmental Club, and Secretary of the Orchestra and Council.

Mr. Woodford said I'd also like to point out that four years ago, Adrian's sister was standing in this same spot. She came to visit today, too.

The next student I would like to highlight is Josh Lance from Davidson High School. Again, this past fall, a large portion number of our juniors took the PSAT. Josh will be one of these students that we will be honoring next fall, for sure. But there's something special about what he did last fall. When we got the scores back, of course, I was out to dinner, and my phone was blowing up. Joyce Brickley was all over me, saying, I've got this mom calling me; what does this score mean? I'm like, that's a perfect score. That's what that means. And I just think that's something that we should highlight because that is something that does not happen very often. So Josh will not only talk about what he did leading up to that test but also give you a perspective of what our juniors are doing right now, planning for their big senior year.

All right, I'm Josh; I go to Davidson; thank you for having me up here. I wasn't able to attend Mr. Woodford's PSAT camp. I had football. I …(inaudible)…one of the booklets to prepare for that. I also took a lot of practice tests and really studied the night before and the week leading up to it. I took as many practice tests as I could. The test was given in a new environment, and we were doing it digitally, so I was trying to use my digital resources to prepare for what it was going to look like; then in general, as juniors, a lot of us are really worried about the SAT, ACT, and studying for that. So, I've been studying for the SAT for the past month. I know a lot of people in the same boat. Then, on top of that, a lot of people go on college visits. I've been on six, going on two more over spring break, and really trying to see where I want to go and what kind of environment I want to be in. It's really important at this stage, really crucial. Preparing our high school resume for college is a big thing. Trying to get involved in extracurriculars, I do football, I'm in the orchestra, co-president of the orchestra, co-president of the engineering club. I play football, try and stay really well-rounded, do volunteer opportunities, and really look for stuff like that. Just broaden our horizons, prepare ourselves for college, see what opportunities we would like to have, and what kind of life we want to lead after high school.

Mr. Stewart said a great job. One, you need to start getting involved in some things. Two, I want to thank you, actually, for not attending Mr. Woodford's boot camp. None of us wanted to hear him take credit for your accomplishments. Great job. For the board, just in case, you're not a mathematician like myself to be in the top 15,000 students is the top 1 percent of these test takers from all over the country. So, these guys are above and beyond and a credit to the district, a credit to their school, and certainly a credit to their families. So, congratulations to all of you.

B4 Enrollment Projections

Mr. McDonough said that at the last board meeting, we discussed the master facility plan. Certainly, one of the components of that plan is demographic information, both from the enrollment projection standpoint and also from the perspective of monitoring the development coming into the community.

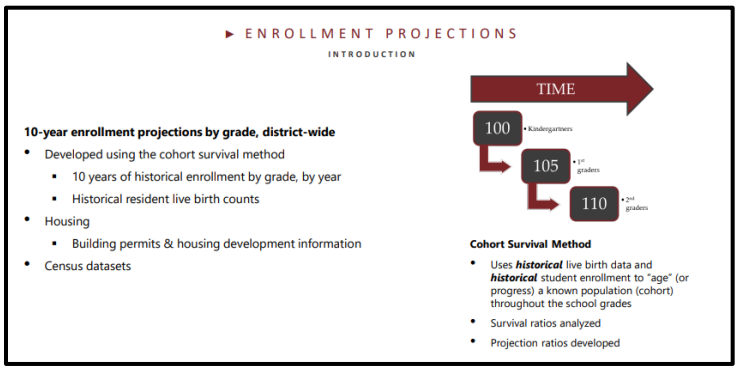
We have partnered with Cooperative Strategies for the last nine years, and this is an annual presentation we provide to the board. I don't think you're going to notice too much of a difference from last year's presentation, but it is updated. We do this annually so that we can capture any new developments that may be on the horizon or proposed in any way, shape, or form, whether it's proposed, approved, or just being thought about. So, I want to invite Karen Jackson from Cooperative Strategies to walk us through the enrollment projections and the student potential analysis.

Mr. Stewart said that since this isn't a great place to see the presentation, he emailed the presentation to the board just a few minutes ago.

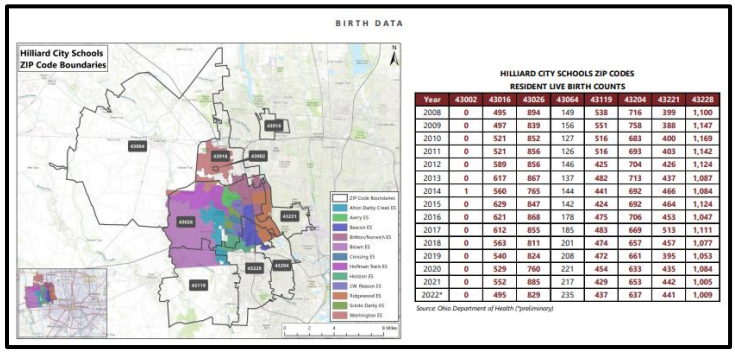
Ms. Jackson said there are a lot of little numbers in it, so if you want to pull it up, I'll give you a minute to do that. If you don't mind, would you mind if I came over here? I've got a lot to juggle. Yeah.

So, I'm going to start off with the enrollment projections. The enrollment projections and the housing study are two separate reports. They have two entirely different methodologies, which I'll go through, but we're going to do enrollment projections first, and then we'll get on to the exciting housing developments.

Our enrollment projections use the Cohort Survival Method, which looks at cohorts as they move through the system, grade to grade, year to year. The direct inputs into the enrollment projections are 10 years of historical data by grade, which you'll see in a moment, as well as live births. We also consider housing and census data sets throughout the report. Once you get the full report, you'll see it's tricked out with census data.



So, as I mentioned, birth data is based on zip code and where the mother resides. So, if I live in Hilliard and have my baby at Grant Hospital, I'm still counted at my residence in Hilliard. The map shows your elementary boundaries compared to your zip codes. As you can see, some zip codes really don't contain a lot of kids. 43064 is mostly Plain City. You have maybe a square mile in there worth of district. So, on the chart on the right, we're showing the number of counts for the last 15 years. Anything that's bolded in red is going to be what was used as input into the enrollment projections. The only one we didn't include was 43064, the Plain City zip code. Overall, births have declined over the past 15 years, which is a national



Year	43002	43016	43026	43064	43119	43204	43221	43228
2008	0	495	894	149	538	716	399	1,100
2009	0	497	839	156	551	758	388	1,147
2010	0	521	852	127	516	683	400	1,169
2011	0	521	856	126	516	693	403	1,142
2012	0	589	856	146	425	704	426	1,124
2013	0	617	867	137	482	713	437	1,087
2014	1	560	765	144	441	692	466	1,084
2015	0	629	847	142	424	692	464	1,124
2016	0	621	868	178	475	706	453	1,047
2017	0	612	855	185	483	669	513	1,111
2018	0	563	811	201	474	657	457	1,077
2019	0	540	824	208	472	661	395	1,053
2020	0	529	760	221	454	633	435	1,084
2021	0	552	885	217	429	653	442	1,005
2022*	0	495	829	235	437	637	441	1,009

Source: Ohio Department of Health (*preliminary)

trend as well. I'm sure that's not surprising to any of you, but over the last five years or so, births have actually remained fairly steady within your zip codes.

This chart shows your survival ratios, or, very simply, just the percentage of students that remain in the system from grade to grade, year to year. Anything over 100% on this chart shows growth in a grade. Anything under 100% shows a decline. This is used to project enrollment into the future. These are the basis of what we use to project enrollment. So, if you look at that bottom row, it shows the survival ratios from 22-23 to 23-24. This past year, you captured 26.86% of the births that occurred five years before. You captured 100.6% of kindergarten to first grade. So, you probably grew a few students, and then you can just go across the line to see where you are year after year. The one I want to point out is grades eight to nine and then nine to 10. At eight to nine, you gain a significant number of students. From nine to 10, we show a decrease in the student population. Oftentimes, that nine to 10 is based on credits. So, if a student doesn't quite get enough credits to be considered a 10th grader, they would be counted as a ninth grader in our data as well.

SURVIVAL RATIOS

Survival Ratios - District-wide

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2014-15	2015-16	25.94%	108.60%	28.40%	101.29%	100.92%	100.50%	103.90%	101.81%	104.11%	100.39%	108.22%	98.45%	91.97%	96.05%
2015-16	2016-17	27.43%	109.40%	28.37%	100.51%	102.30%	100.42%	102.25%	101.63%	102.02%	102.29%	103.98%	98.72%	88.28%	98.09%
2016-17	2017-18	27.84%	102.82%	28.20%	99.23%	103.35%	98.67%	101.82%	102.12%	101.36%	101.67%	104.86%	96.24%	92.76%	97.86%
2017-18	2018-19	25.96%	103.83%	28.90%	98.88%	102.83%	98.22%	103.38%	101.38%	100.56%	102.45%	108.12%	99.19%	96.41%	97.04%
2018-19	2019-20	28.39%	105.68%	27.43%	100.84%	100.52%	99.33%	101.49%	101.47%	104.17%	101.35%	109.88%	97.11%	93.77%	97.73%
2019-20	2020-21	24.49%	102.11%	28.99%	98.87%	98.00%	98.88%	100.59%	98.37%	101.37%	99.54%	106.96%	96.28%	91.75%	94.78%
2020-21	2021-22	28.82%	103.32%	25.30%	94.32%	99.65%	100.34%	98.34%	98.58%	102.89%	100.79%	108.67%	99.34%	90.15%	94.65%
2021-22	2022-23	27.36%	101.00%	29.11%	102.46%	99.73%	100.18%	101.86%	101.95%	102.96%	100.96%	109.29%	97.86%	92.64%	92.63%
2022-23	2023-24	26.86%	100.60%	27.53%	100.00%	102.21%	102.56%	100.18%	102.16%	103.40%	102.55%	111.62%	96.83%	95.78%	94.67%
mean simple all years		**27.01%**	**104.15%**	**28.03%**	**99.60%**	**101.06%**	**99.90%**	**101.53%**	**101.05%**	**102.54%**	**101.33%**	**107.96%**	**97.78%**	**92.61%**	**95.95%**
std. dev. simple all years		**1.36%**	**3.14%**	**1.18%**	**2.31%**	**1.76%**	**1.31%**	**1.68%**	**1.49%**	**1.28%**	**1.02%**	**2.40%**	**1.21%**	**2.55%**	**1.88%**
mean simple 5 years		**27.19%**	**102.54%**	**27.67%**	**99.30%**	**100.02%**	**100.26%**	**100.49%**	**100.51%**	**102.96%**	**101.04%**	**109.29%**	**97.48%**	**92.82%**	**94.89%**
std. dev. simple 5 years		**1.70%**	**2.05%**	**1.54%**	**3.07%**	**1.53%**	**1.42%**	**1.38%**	**1.87%**	**1.03%**	**1.08%**	**1.70%**	**1.19%**	**2.12%**	**1.82%**
mean simple 3 years		**27.68%**	**101.64%**	**27.32%**	**98.93%**	**100.53%**	**101.03%**	**100.13%**	**100.90%**	**103.09%**	**101.44%**	**109.86%**	**98.01%**	**92.85%**	**93.99%**
std. dev. simple 3 years		**1.02%**	**1.47%**	**1.91%**	**4.17%**	**1.46%**	**1.33%**	**1.76%**	**2.01%**	**0.27%**	**0.97%**	**1.56%**	**1.26%**	**2.82%**	**1.17%**
mean simple 2 years		**27.11%**	**100.80%**	**28.32%**	**101.23%**	**100.97%**	**101.37%**	**101.02%**	**102.06%**	**103.18%**	**101.76%**	**110.46%**	**97.35%**	**94.21%**	**93.65%**
std. dev. simple 2 years		**0.35%**	**0.28%**	**1.12%**	**1.74%**	**1.76%**	**1.69%**	**1.19%**	**0.15%**	**0.31%**	**1.12%**	**1.65%**	**0.73%**	**2.22%**	**1.44%**
mean weighted all years		**27.12%**	**102.21%**	**27.81%**	**99.57%**	**100.75%**	**100.64%**	**100.73%**	**101.06%**	**102.83%**	**101.45%**	**109.40%**	**97.57%**	**93.34%**	**94.78%**
std. dev. weighted all years		**1.27%**	**2.19%**	**1.34%**	**2.68%**	**1.65%**	**1.55%**	**1.46%**	**1.62%**	**0.97%**	**1.05%**	**2.07%**	**1.11%**	**2.37%**	**1.69%**
mean weighted 5 years		**27.13%**	**101.26%**	**27.75%**	**99.90%**	**100.98%**	**101.39%**	**100.44%**	**101.44%**	**103.13%**	**101.73%**	**110.36%**	**97.37%**	**94.01%**	**94.24%**
std. dev. weighted 5 years		**1.02%**	**1.29%**	**1.28%**	**2.63%**	**1.56%**	**1.47%**	**1.18%**	**1.53%**	**0.57%**	**1.06%**	**1.64%**	**0.97%**	**2.31%**	**1.19%**
mean weighted 3 years		**27.03%**	**100.78%**	**27.72%**	**100.21%**	**101.68%**	**102.06%**	**100.40%**	**101.98%**	**103.30%**	**102.20%**	**111.10%**	**97.11%**	**95.01%**	**94.31%**
std. dev. weighted 3 years		**0.50%**	**0.66%**	**0.95%**	**1.85%**	**1.26%**	**1.19%**	**0.93%**	**0.85%**	**0.22%**	**0.81%**	**1.24%**	**0.73%**	**1.89%**	**0.95%**
mean weighted 2 years		**26.89%**	**100.62%**	**27.60%**	**100.12%**	**102.10%**	**102.45%**	**100.26%**	**102.15%**	**103.38%**	**102.47%**	**111.51%**	**96.88%**	**95.63%**	**94.58%**
std. dev. weighted 2 years		**0.15%**	**0.12%**	**0.48%**	**0.74%**	**0.75%**	**0.72%**	**0.51%**	**0.06%**	**0.13%**	**0.48%**	**0.70%**	**0.31%**	**0.95%**	**0.62%**

This chart shows your historical enrollment using the October count data. So, anything that's relatively high in comparison to the rest of the numbers is gonna be shown in red. Any classes that are relatively low in comparison to the rest of the classes are going to be shown in blue. You can look at this chart diagonally to watch classes move through the system. So, you can see that from 2020 to 21, you had a really low kindergarten class size. If you look at the next year, they were still pretty low, and then, looking diagonally, they were in second grade at 1084. Then, this current year, they are third graders at 1108.

▶ HISTORICAL ENROLLMENT

Historical Enrollment - District-wide

Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PS	348	291	299	333	355	397	291	403	463	487
K	1,093	1,074	1,133	1,148	1,091	1,138	1,024	1,202	1,161	1,085
1	1,159	1,187	1,175	1,165	1,192	1,153	1,162	1,058	1,214	1,168
2	1,191	1,174	1,193	1,166	1,152	1,202	1,140	1,096	1,084	1,214
3	1,195	1,202	1,201	1,233	1,199	1,158	1,178	1,136	1,093	1,108
4	1,181	1,201	1,207	1,185	1,211	1,191	1,145	1,182	1,138	1,121
5	1,213	1,227	1,228	1,229	1,225	1,229	1,198	1,126	1,204	1,140
6	1,218	1,235	1,247	1,254	1,246	1,243	1,209	1,181	1,148	1,230
7	1,275	1,268	1,260	1,264	1,261	1,298	1,260	1,244	1,216	1,187
8	1,229	1,280	1,297	1,281	1,295	1,278	1,292	1,270	1,256	1,247
9	1,291	1,330	1,331	1,360	1,385	1,423	1,367	1,404	1,388	1,402
10	1,196	1,271	1,313	1,281	1,349	1,345	1,370	1,358	1,374	1,344
11	1,139	1,100	1,122	1,218	1,235	1,265	1,234	1,235	1,258	1,316
12	1,128	1,094	1,079	1,098	1,182	1,207	1,199	1,168	1,144	1,191
JVS	162	181	214	205	152	159	187	195	170	127
23	0	0	0	0	0	0	10	12	0	0
K - 12 Total	**15,508**	**15,643**	**15,786**	**15,882**	**16,023**	**16,130**	**15,778**	**15,660**	**15,678**	**15,753**
Grand Total	**16,018**	**16,115**	**16,299**	**16,420**	**16,530**	**16,686**	**16,266**	**16,270**	**16,311**	**16,367**

Source: Hilliard City Schools, October Count

Historical Enrollment - District-wide

Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PS	348	291	299	333	355	397	291	403	463	487
K - 5	7,032	7,065	7,137	7,126	7,070	7,071	6,847	6,800	6,894	6,836
6	1,218	1,235	1,247	1,254	1,246	1,243	1,209	1,181	1,148	1,230
7 - 8	2,504	2,548	2,557	2,545	2,556	2,576	2,552	2,514	2,472	2,434
9 - 12	4,754	4,795	4,845	4,957	5,151	5,240	5,170	5,165	5,164	5,253
JVS	162	181	214	205	152	159	187	195	170	127
23	0	0	0	0	0	0	10	12	0	0
K - 12 Total	**15,508**	**15,643**	**15,786**	**15,882**	**16,023**	**16,130**	**15,778**	**15,660**	**15,678**	**15,753**
Grand Total	**16,018**	**16,115**	**16,299**	**16,420**	**16,530**	**16,686**	**16,266**	**16,270**	**16,311**	**16,367**

Source: Hilliard City Schools, October Count

We also look at information about community schools or charter schools within the district and homeschooling. This past year, 455 students attended community schools or charters, and 343 were homeschooled within the district.

▶ OTHER ENROLLMENT

TOTAL HILLIARD CITY SCHOOL DISTRICT STUDENTS ATTENDING COMMUNITY SCHOOLS BY GRADE

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	31	29	36	24	31	27	27	22
1	23	22	26	25	23	30	32	23
2	23	23	24	21	24	30	19	22
3	18	18	20	18	25	25	25	25
4	23	20	17	15	25	28	21	20
5	17	15	18	16	23	30	28	23
6	20	30	23	30	28	33	32	24
7	27	21	33	28	24	33	40	37
8	21	27	19	31	28	31	42	45
9	39	36	32	30	39	41	52	51
10	37	38	32	30	25	41	45	54
11	24	40	31	26	28	34	74	56
12	37	27	35	32	30	40	55	53
23	1	2	1	2	2	1	1	1
Grand Total	**341**	**348**	**347**	**328**	**355**	**424**	**493**	**455**
Difference from Previous Year	**-**	**7**	**-1**	**-19**	**27**	**69**	**69**	**-38**
	-	**2%**	**0%**	**-5%**	**8%**	**19%**	**16%**	**-8%**

Source: Hilliard City Schools

Home School Students

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	11	8	5	8	35	12	15	12
1	14	25	23	20	47	54	31	36
2	22	15	18	24	41	47	46	35
3	24	25	21	21	43	27	36	47
4	19	26	23	20	36	34	32	42
5	19	17	26	24	34	24	32	29
6	17	19	21	19	25	24	27	31
7	19	19	17	21	23	19	24	27
8	13	17	13	17	19	17	20	22
9	10	9	13	12	16	16	17	19
10	14	9	9	14	14	13	15	18
11	11	16	9	6	16	9	13	13
12	8	10	9	7	5	9	9	12
Total Students	**201**	**215**	**207**	**213**	**354**	**305**	**317**	**343**
Difference from Previous Year	**-**	**14**	**-8**	**6**	**141**	**-49**	**12**	**26**
	-	**7%**	**-4%**	**3%**	**66%**	**-14%**	**4%**	**8%**

Source: Hilliard City Schools

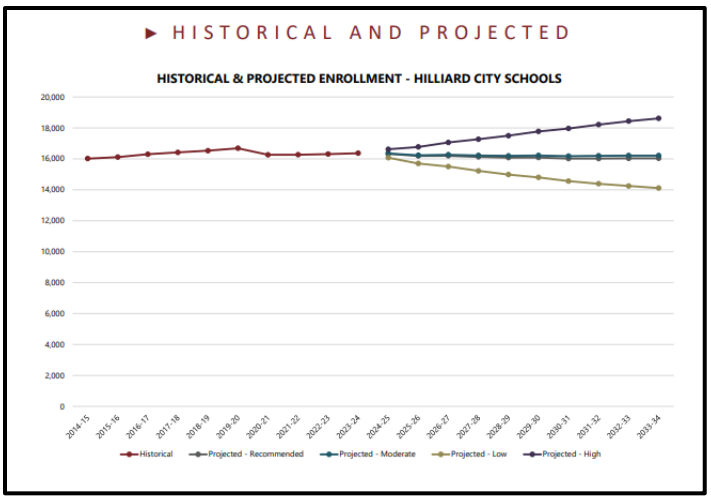
23-24 Community Schools

455

23-24 Home School

343

This chart shows your historical enrollment on the left that's in the red, as well as our core projections. We developed a high, moderate, low, and recommended projection. The high, moderate, and low each use those survival ratios and essentially just formulas to project enrollment. The recommended projections are where we blend the art and the science of the projection. We look at things like housing developments and other more recent trends to determine that recommended projection. Recommended is what I'm going to present.



So, this chart is similar to the historical one and shows the projected enrollment for the next 10 years using that cohort survival method. Overall, we are projecting a slight decline over the next 10 years. The biggest decline is going to be at the elementary level, which is more than likely due to those lower birth counts. You can see that they impact the other grades more as they move through the system. We're also seeing smaller classes making their way through the system, which is playing into the slight decline that we're seeing. At the facility level, this translates to about 80% utilized at the elementary level for the next 5 or 10 years. About 70% at the 6th-grade level, 77% at the middle school, and then you're a little bit higher in high school at 93% utilized at your buildings.

▶ ENROLLMENT PROJECTIONS

PROJECTED ENROLLMENT

Projected Enrollment - Recommended - District-wide

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
PS	487	487	487	487	487	487	487	487	487	487
K	1,107	1,059	1,152	1,097	1,102	1,102	1,102	1,102	1,102	1,102
1	1,097	1,119	1,070	1,162	1,107	1,115	1,115	1,115	1,115	1,115
2	1,165	1,093	1,114	1,066	1,156	1,105	1,109	1,109	1,109	1,109
3	1,229	1,180	1,106	1,129	1,080	1,171	1,116	1,124	1,124	1,124
4	1,125	1,243	1,196	1,123	1,143	1,092	1,188	1,131	1,138	1,138
5	1,118	1,121	1,240	1,193	1,118	1,140	1,089	1,184	1,130	1,135
6	1,157	1,134	1,141	1,258	1,210	1,140	1,158	1,106	1,203	1,146
7	1,269	1,194	1,170	1,178	1,298	1,249	1,176	1,194	1,142	1,242
8	1,204	1,287	1,210	1,187	1,195	1,316	1,266	1,193	1,211	1,159
9	1,374	1,327	1,418	1,334	1,307	1,317	1,449	1,394	1,315	1,335
10	1,370	1,344	1,297	1,386	1,303	1,277	1,287	1,416	1,363	1,285
11	1,260	1,286	1,260	1,217	1,301	1,224	1,199	1,207	1,330	1,279
12	1,240	1,189	1,212	1,186	1,147	1,226	1,154	1,131	1,137	1,255
JVS	127	127	127	127	127	127	127	127	127	127
K - 12 Total	**15,715**	**15,576**	**15,586**	**15,516**	**15,467**	**15,474**	**15,408**	**15,406**	**15,419**	**15,424**
Grand Total	**16,329**	**16,190**	**16,200**	**16,130**	**16,081**	**16,088**	**16,022**	**16,020**	**16,033**	**16,038**

Source: Cooperative Strategies

Projected Enrollment - Recommended - District-wide

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
PS	487	487	487	487	487	487	487	487	487	487
K - 5	6,841	6,815	6,878	6,770	6,706	6,725	6,719	6,765	6,718	6,723
6	1,157	1,134	1,141	1,258	1,210	1,140	1,158	1,106	1,203	1,146
7 - 8	2,473	2,481	2,380	2,365	2,493	2,565	2,442	2,387	2,353	2,401
9 - 12	5,244	5,146	5,187	5,123	5,058	5,044	5,089	5,148	5,145	5,154
JVS	127	127	127	127	127	127	127	127	127	127
K - 12 Total	**15,715**	**15,576**	**15,586**	**15,516**	**15,467**	**15,474**	**15,408**	**15,406**	**15,419**	**15,424**
Grand Total	**16,329**	**16,190**	**16,200**	**16,130**	**16,081**	**16,088**	**16,022**	**16,020**	**16,033**	**16,038**

Source: Cooperative Strategies

So, this slide just shows some factors to consider. Every single year, and we do these on an annual basis, every year we see brand new trends, regardless of the year. We have an entirely new set of student data, and that is what we use to project. So, the numbers won't match every single year because we have those new trends to go from. Other things that can cause a significant change in student enrollment are any changes in programming, boundary adjustments, changes in preschool offerings, switching from half-day K to full-day K, the school voucher programs, which are fairly new in the last couple of years around here, any zoning changes, and then of course nobody could have predicted a pandemic.

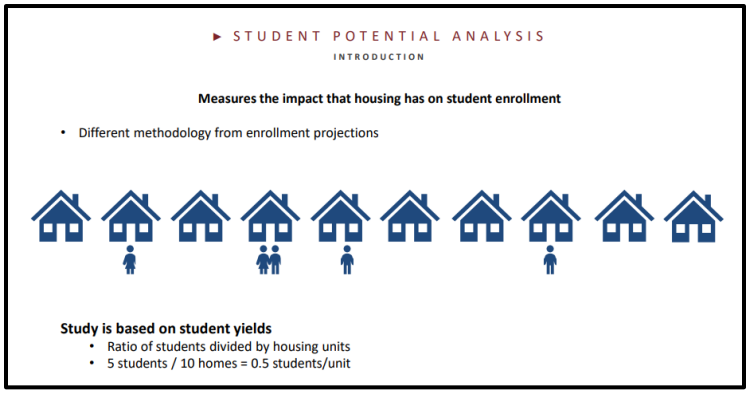
▶ ENROLLMENT PROJECTIONS

FACTORS TO CONSIDER

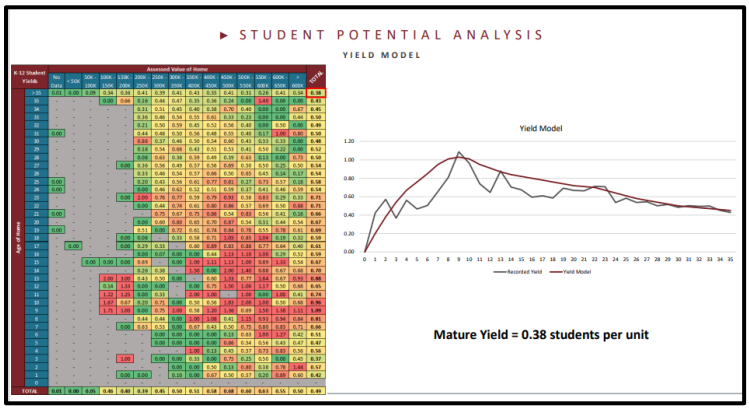
- It is important to continue to monitor enrollment trends and live birth trends as these factors impact future enrollment
- The following factors can also cause significant change in projected student enrollment
  - Boundary adjustments
  - New school openings
  - School closures
  - Changes / additions in program offerings
  - Preschool programs
  - Change in grade configuration
  - Interest rates / unemployment shifts
  - Intra- and inter-District transfer
  - Magnet / charter / private school opening or closure
  - Zoning changes
  - Annexations
  - Unplanned new housing activity
  - Planned, but not built, housing
  - School voucher programs
  - Pandemics

So, there are just other things to watch. But like I said, the good news is that you are doing all the right things. You look at this every single year and make sure that you're planning with the most recent data that you have, so kudos to you. I work in a lot of districts that do not do that.

So, moving on to the housing study, which I personally think is a little bit more exciting. The housing study is based on student yields, which, very simply put, is the number of kids divided by the number of houses. So, in my example, we have 10 homes and 5 students. So, that would be a student yield of 0.5 students per unit or one kid for every two homes.



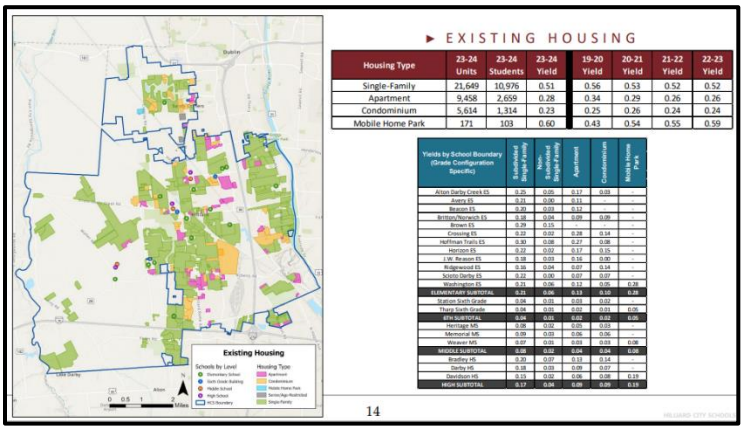
We look at the yields based not only on overall but also on the age of the home. Again, this is similar to what we've done in the past. So, as you can see in this chart on the left, it shows the age of the home, the yield based on the age of the home, and the assessed value of the home. Just something to note: typically, the assessed value is, I think, 30 percent lower than the market value. I don't think that's the case anymore. I think it's a lot more than that, given how crazy the market around here is. I used to live here until last year, so I, wow.



If you look at that column on the right-hand side, the total column shows the overall yield by the age of the home. You can see a very clear pattern of first increasing, peaking at around year 10, and then starting to decrease after that. This is very similar to what we've seen in the past. Years 9 to 11, for the age of the home, is typically where we see the peak yield in this district. Our maximum yield is 1.09 students per unit, and this is at year nine. The mature yield is when each of our homes reaches over 35 years old. We apply a static yield after that. We don't see much fluctuation beyond year 35. It changes by one or two percentage points, but it's very little. The mature yield is 0.38 students per unit, too, and that is just based on the overall average of homes older than 35 years old.

The chart on the right shows the same information, just laid out a little bit differently. The gray line shows the recorded yield, which is the actual yield by age of home within the district. The red line shows our yield model, which is the line of best fit that we used to forecast enrollment.

So, moving on to your existing housing, we have the benefit of having done this the last couple of years, so we have some comparison, which is exciting. On the left, we have all of your existing housing. Anything in green is going to be single-family; that's the vast majority of your housing. Yellow, or orange, is condominiums, blue, there's not a lot, but there are mobile home parks. Anything that's senior or age-restricted, which we're crossing our fingers we get more of, is in gray, and then the apartments are in pink.



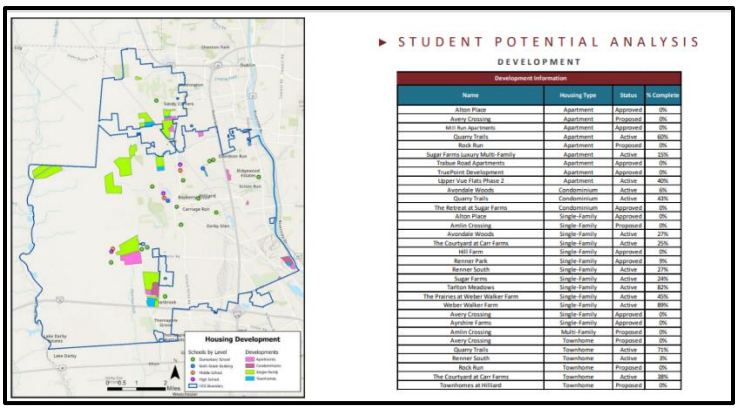
▶ EXISTING HOUSING

Housing Type	23-24 Units	23-24 Students	23-24 Yield	19-20 Yield	20-21 Yield	21-22 Yield	22-23 Yield
Single-Family	21,649	10,976	0.51	0.56	0.53	0.52	0.52
Apartment	9,458	2,659	0.28	0.34	0.29	0.26	0.26
Condominium	5,614	1,314	0.23	0.25	0.26	0.24	0.24
Mobile Home Park	171	103	0.60	0.43	0.54	0.55	0.59

Yields by School Boundary (Grade Configuration Specific)	Established Single-Family	Established Single-Family	Apartment	Condominium	Mobile Home Park
Alton Darby Creek ES	0.25	0.05	0.17	0.03	-
Avery ES	0.21	0.00	0.11	-	-
Beacon ES	0.20	0.03	0.12	-	-
Britton/Norwich ES	0.18	0.04	0.09	0.09	-
Brown ES	0.29	0.15	-	-	-
Crossing ES	0.22	0.02	0.28	0.14	-
Hoffman Trails ES	0.30	0.08	0.27	0.08	-
Horizon ES	0.22	0.02	0.17	0.15	-
J.W. Reason ES	0.18	0.03	0.16	0.00	-
Ridgewood ES	0.16	0.04	0.07	0.14	-
Scioto Darby ES	0.22	0.00	0.07	0.07	-
Washington ES	0.21	0.06	0.13	0.05	0.28
ELEMENTARY SUBTOTAL	0.21	0.06	0.13	0.10	0.28
Station Sixth Grade	0.04	0.01	0.03	0.02	-
Tharp Sixth Grade	0.04	0.01	0.02	0.03	0.08
6TH SUBTOTAL	0.04	0.01	0.02	0.02	0.08
Heritage MS	0.08	0.02	0.03	0.03	-
Memorial MS	0.09	0.03	0.06	0.06	-
Weaver MS	0.07	0.01	0.03	0.03	0.08
MIDDLE SUBTOTAL	0.08	0.02	0.04	0.04	0.08
Bradley HS	0.20	0.07	0.13	0.14	-
Darby HS	0.18	0.03	0.08	0.07	-
Davidson HS	0.15	0.02	0.06	0.08	0.19
HIGH SUBTOTAL	0.17	0.04	0.08	0.09	0.19

On the right, we have two charts showing the same information. The top chart shows your static yield, so the overall yield is based on housing type. At the single-family level, we see 0.51 students per unit. For apartments, we see 0.28. Condos have 0.23 students per unit, and mobile home parks have 0.6. You can see to the right your yields from other years. We did see slightly higher yields right before the pandemic, but since then, things have remained pretty consistent. On the bottom, I'm not going to go into this very much, but this shows the yield based on both the boundary and the housing, so you can get an idea of what boundaries are yielding higher numbers of students.

Moving on to developments, this big list shows all the developments occurring within the district as of about November of last year, so this is when we were doing this work. On the left is a map that shows each of these locations. Any single-family developments are going to be shown in that light green or almost yellow color on the slide here. Apartments are in pink; condos are in dark purple, and then townhomes, which you do not currently have other than a few that have been constructed at Quarry Trails, which I don't think are a good display of what the rest of the district is going to yield. We applied the condo yield to any of your townhomes. You're yielding very few students at Quarry Trails, in general, so I didn't think that was going to be accurate.



▶ STUDENT POTENTIAL ANALYSIS

DEVELOPMENT

Development Information			
Name	Housing Type	Status	% Complete
Alton Place	Apartment	Approved	0%
Avery Crossing	Apartment	Proposed	0%
Mill Run Apartments	Apartment	Approved	0%
Quarry Trails	Apartment	Active	60%
Rock Run	Apartment	Proposed	0%
Sugar Farms Luxury Multi-Family	Apartment	Active	15%
Trabue Road Apartments	Apartment	Approved	0%
TruePoint Development	Apartment	Proposed	0%
Upper Vue Flats Phase 2	Apartment	Active	40%
Avondale Woods	Condominium	Active	6%
Quarry Trails	Condominium	Active	43%
The Retreat at Sugar Farms	Condominium	Approved	0%
Alton Place	Single-Family	Approved	0%
Amlin Crossing	Single-Family	Proposed	0%
Avondale Woods	Single-Family	Active	27%
The Courtyard at Carr Farms	Single-Family	Active	25%
Hill Farm	Single-Family	Approved	0%
Renner Park	Single-Family	Approved	0%
Renner South	Single-Family	Active	27%
Sugar Farms	Single-Family	Active	24%
Tarlton Meadows	Single-Family	Active	82%
The Prairies at Weber Walker Farm	Single-Family	Active	45%
Weber Walker Farm	Single-Family	Active	89%
Avery Crossing	Single-Family	Approved	0%
Ayrshire Farms	Single-Family	Approved	0%
Amlin Crossing	Multi-Family	Proposed	0%
Avery Crossing	Townhome	Proposed	0%
Quarry Trails	Townhome	Active	71%
Renner South	Townhome	Active	3%
Rock Run	Townhome	Proposed	0%
The Courtyard at Carr Farms	Townhome	Active	38%
Townhomes at Hillard	Townhome	Proposed	0%

This next page shows the same information, just the entire chart. I wasn't able to fit it on the last slide without anybody being able to see anything. So these are all your developments, the housing type, and the status as of again about November of last year. The percent complete is based on rooftops, not necessarily grading and infrastructure and things like that. It is based

▶ STUDENT POTENTIAL ANALYSIS

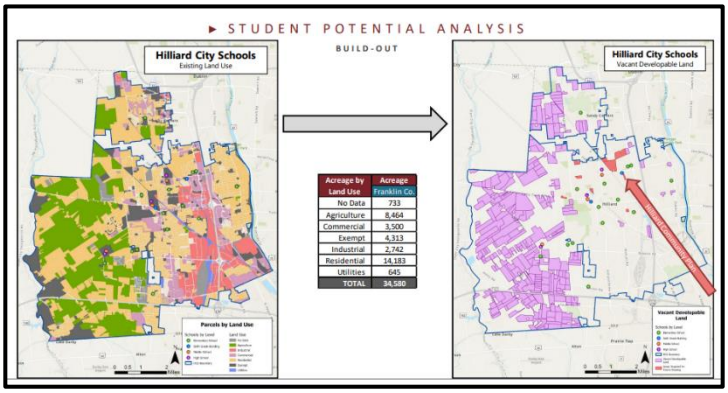
DEVELOPMENT

Development Information				Boundary				Units at Build Out	K-12 Maximum Enrollment	K-12 Mature Enrollment
Map ID	Name	Housing Type	Status	% Complete	Elementary	6th Grade	Middle	High			
283	Alton Place	Apartment	Approved	0%	Brown ES	Station Sixth Grade	Memorial MS	Bradley HS	283	80	80
284	Avery Crossing	Apartment	Proposed	0%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	458	129	129
286	Mill Run Apartments	Apartment	Approved	0%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	235	66	66
287	Quarry Trails	Apartment	Active	60%	Ridgewood ES	Tharp Sixth Grade	Weaver MS	Davidson HS	559	157	157
288	Rock Run	Apartment	Proposed	0%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	156	44	44
289	Sugar Farms Luxury Multi-Family	Apartment	Active	15%	Alton Darby Creek ES	Station Sixth Grade	Memorial MS	Bradley HS	220	62	62
290	Trabue Road Apartments	Apartment	Approved	0%	Ridgewood ES	Tharp Sixth Grade	Weaver MS	Davidson HS	132	37	37
291	TruePoint Development	Apartment	Approved	0%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	367	103	103
292	Upper Vue Flats Phase 2	Apartment	Active	40%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	254	71	71
285	Avondale Woods	Condominium	Active	6%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	282	66	66
293	Quarry Trails	Condominium	Active	43%	Ridgewood ES	Tharp Sixth Grade	Weaver MS	Davidson HS	280	66	66
294	The Retreat at Sugar Farms	Condominium	Approved	0%	Alton Darby Creek ES	Station Sixth Grade	Memorial MS	Bradley HS	121	28	28
295	Alton Place	Single-Family	Approved	0%	Brown ES	Station Sixth Grade	Memorial MS	Bradley HS	162	167	61
296	Amlin Crossing	Single-Family	Proposed	0%	Washington ES	Tharp Sixth Grade	Heritage MS	Darby HS	229	236	87
298	Avondale Woods	Single-Family	Active	27%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	78	80	29
305	The Courtyard at Carr Farms	Single-Family	Active	25%	Hoffman Trails ES	Tharp Sixth Grade	Weaver MS	Davidson HS	227	234	86
300	Hill Farm	Single-Family	Approved	0%	Hoffman Trails ES	Station Sixth Grade	Heritage MS	Darby HS	229	236	87
301	Renner Park	Single-Family	Approved	9%	Alton Darby Creek ES	Station Sixth Grade	Memorial MS	Bradley HS	110	113	42
302	Renner South	Single-Family	Active	27%	Alton Darby Creek ES	Station Sixth Grade	Memorial MS	Bradley HS	37	38	14
303	Sugar Farms	Single-Family	Active	24%	Alton Darby Creek ES	Station Sixth Grade	Memorial MS	Bradley HS	414	428	156
304	Tarlton Meadows	Single-Family	Active	82%	Hoffman Trails ES	Tharp Sixth Grade	Weaver MS	Davidson HS	278	286	105
306	The Prairies at Weber Walker Farm	Single-Family	Active	45%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	11	11	4
307	Weber Walker Farm	Single-Family	Active	89%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	9	9	3
297	Avery Crossing	Single-Family	Approved	0%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	114	117	43
299	Ayrshire Farms	Single-Family	Approved	0%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	30	31	11
308	Amlin Crossing	Multi-Family	Proposed	0%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	420	111	111
309	Avery Crossing	Townhome	Proposed	0%	Washington ES	Tharp Sixth Grade	Weaver MS	Davidson HS	40	9	9
310	Quarry Trails	Townhome	Active	71%	Ridgewood ES	Tharp Sixth Grade	Weaver MS	Davidson HS	56	13	13
311	Renner South	Townhome	Active	3%	Brown ES	Station Sixth Grade	Memorial MS	Bradley HS	196	46	46
312	Rock Run	Townhome	Proposed	0%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	66	15	15
313	The Courtyard at Carr Farms	Townhome	Active	38%	Hoffman Trails ES	Tharp Sixth Grade	Weaver MS	Davidson HS	16	4	4
314	Townhomes at Hillard	Townhome	Proposed	0%	Britton/Norwich ES	Tharp Sixth Grade	Weaver MS	Davidson HS	63	15	15

on the number of rooftops that have been completed out of the total. We have our current boundaries and the units at build-out. The maximum enrollment on this slide is going to be based on that maximum point in our yield model. For multifamily developments, we actually don't see much fluctuation. I think you saw on the last couple of slides that we don't see much fluctuation in multifamily yields. Over the last year, you've probably added a couple hundred apartments, and the yield really hasn't gone up or down either way. You've certainly added students within those units, but the overall yield has remained pretty consistent.

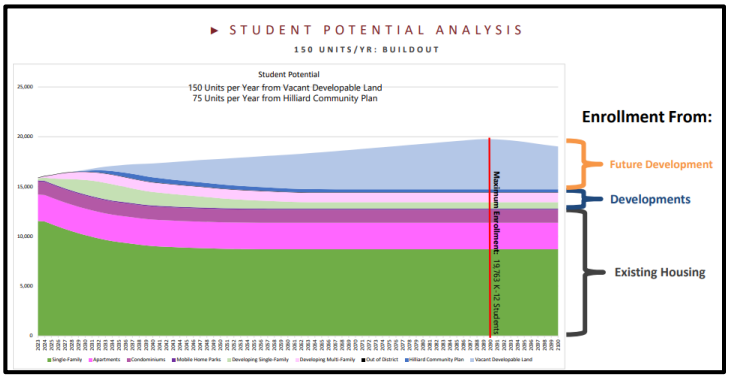
The mature enrollment, of course, is based on that mature point in the yield model, which is 0.38 students per unit. A couple of notes about this. Amlin Crossing has yet to be completely approved. The number of multifamily units ranged from 300+ to 500+. We averaged those to come to the 420 that is on this slide, and that's what we used in our models. As soon as that changes, we'll update this. And then Quarry Trails, those townhomes, again, there's actually 280 units being constructed. 80 percent of them are one-bedroom or studio, so we only released 20 percent into the model, and that equals our 56. So, we did make some adjustments based on assumptions.

Our study also looks at what the district enrollment would look like should the district be built out and you look more like an Upper Arlington or Grandview, where there's not really anywhere else to build. This is, of course, is hypothetical. I certainly don't think all of these tracts of land are going to be built tomorrow, but it is something that is within this study.



On the left, we have our existing land use. The district's biggest use is residential, followed by agriculture. On the right, we have the tracts of land we identified that could be developed in the future. Something to note about this: there are red parcels on this slide as well. These are the Hilliard Community Plan tracts of land expected to be developed. We included only the tracts of land that didn't already have residential areas on them, so there are some areas in the plan that already have housing. I didn't assume that those were going to be graded and redone. It's all the vacant tracts of land within the plan. These each have their own density according to the community plan. Based on the density assigned to that plan, they were released into our model. The rest of the vacant land uses your average single-family density overall.

This chart shows your enrollment by housing type over the next 80 years. The bottom section is your existing single-family homes. Overall, the vast majority of your homes were built in the early 2000s—we had thousands built in the early 2000s. Because they're on the tail end of our yield model, we're actually showing a decline. So you can see that the green level is declining. And then, right around 2040 or so, all of the existing homes are going to be within that mature yield. Those pink areas right above that are

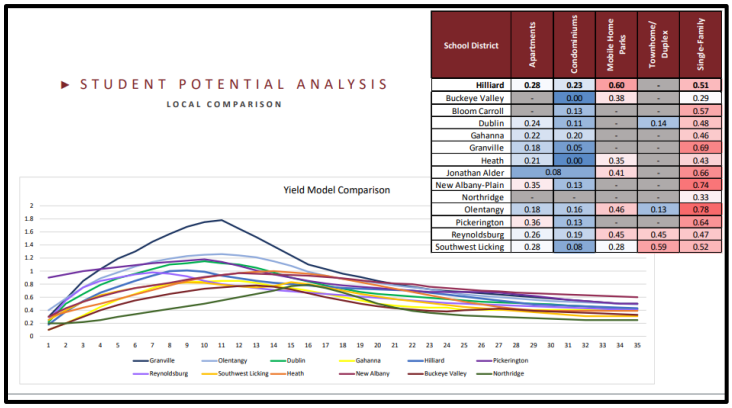


showing our enrollment from apartments and condos. There's a really small purple line showing the enrollment from mobile home parks.

Above that is where things start to get interesting. The lighter green section shows your enrollment from your developments. There are many developments planned, proposed, and approved, and there are many 0% on that list that haven't yet gotten started. We've had some of our developments on that list for three years, and no progress has been made. We really need to continue to actively track those because they could produce a lot of students. Looking at this, you can see that the light green area—our enrollment from our developing single-family—is completely offsetting the decline we're seeing in our existing single-family. So, if we only had the developing single-family, we would have pretty much flat enrollment.

Looking above that is going to be the pink area, the light pink, showing our developing multifamily. Again, we're seeing a lot of potential in that multifamily…(inaudible)... These are just what's been planned in the past. Right above that, those blue sections are our future development. So this is the what if, hypothetical scenarios. The first, the darker blue line, shows the enrollment from the Hilliard Community Plan. As you can see, it's not a ton; there's not a lot of land in that area, but it is going to be a couple of hundred students. Above that is that vacant developable land, those purple parcels on the other slide that I was showing. If, after today, all of our current development is completed and nothing else ever gets proposed, we can just ignore those blue sections on top. The blue is just hypothetical; everything below that is coming at some point.

Something I didn't mention is that if the developments had a timeline, they were put into our model based on the timeline given to us by the municipality or the developer. A lot of them are in the early stages of planning, so they didn't have a timeline quite yet, so we used best practices with what we've seen in other areas.



School District	Apartments	Condos/Flums	Mobile Home Parks	Townhome/ Duplex	Single-Family
Hilliard	**0.28**	**0.23**	**0.60**	**-**	**0.51**
Buckeye Valley	-	0.00	0.38	-	0.29
Bloom Carroll	-	0.13	-	-	0.57
Dublin	0.24	0.11	-	0.14	0.48
Gahanna	0.22	0.20	-	-	0.46
Granville	0.18	0.05	-	-	0.69
Heath	0.21	0.00	0.35	-	0.43
Jonathan Alder	0.08		0.41	-	0.66
New Albany-Plain	0.35	0.13	-	-	0.74
Northridge	-	-	-	-	0.33
Olentangy	0.18	0.16	0.46	0.13	0.78
Pickerington	0.36	0.13	-	-	0.64
Reynoldsburg	0.26	0.19	0.45	0.45	0.47
Southwest Licking	0.28	0.08	0.28	0.59	0.52

We do these student potentials all over Central Ohio. There's a lot of growth in this area. So, oftentimes, I get asked how we compare to others. At the bottom, we have our yield model comparison. And it is tough to see, but there is a blue line. This blue line right here is you. So you can see where you add up. This right here is Granville; I don't know what's going on there. But you are right in line with a lot of Central Ohio districts. And then looking at the top, you are on the higher side of apartment yields, which are still pretty much in line with what we're seeing across the rest of central Ohio, but on the higher side, condos, you actually have the highest condo yield. Congratulations. You also have the highest mobile home park yield. And then you're right in the middle with single-family yields. You're at 0.51. The highest I've seen, I think, is Olentangy, with 0.78. Again, they're just a different animal. But everywhere else, you're right in line with the others.

And that is all I have. Are there any questions?

Mrs. Murdoch said you talk a lot about yield per unit. I'm wondering if we ever look at yield per acre. Ms. Jackson replied I have not, but I certainly can. That would be interesting to see. Mrs. Murdoch added yeah,

just thinking about all that potential Columbus land, depending on what density they decide to build that out on. It could have a very different look if it's yield per acre versus yield per unit. Ms. Jackson replied I can look at that and get back to you on that.

Mr. Stewart added that the takeaway for me remains pretty much the same. We don't really have an exploding enrollment problem. We have a shifting enrollment problem and we have a utilization problem. And so that's something over the next couple of years that we're going to need to address. Ms. Jackson said that, when looking boundary by boundary, the utilizations across the board are a little bit inconsistent, so there is an opportunity to balance those.

C ROUTINES

C1 The agenda is correct, as presented.

C2 The Board of Education adopted the agenda as presented.

C3 The Board of Education approved the minutes from the following meetings:

a. February 12, 2024 – Regular Meeting
b. February 12, 2024 – Meeting Notes
c. February 28, 2024 – Work Session Meeting
d. February 28, 2024 – 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.

No public participation.

E CONSENT AGENDA

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

E1 Approved the following Certified Personnel actions – See attachment to the Minutes.

E2 Approved the following Classified Personnel actions – See attachment to the Minutes.

E3 Approved the following trip requests:

a. Davidson Girls Lacrosse, Gatlinburg, TN – April 3, 2024

b. Bradley, Darby, Davidson Chinese Class, China – June 1, 2025
c. Bradley Science/Interact Club, Costa Rica – June 2, 2024
d. Heritage, Memorial, Weaver, Washington DC – October 14, 2024

Mr. Perry said we have a few retirees. From our certified folks, we've got Kevin Buckman, Jane Ehret, Kathryn Kennedy, Kevin Logsdon, Doreen Miller, Melissa Miller, Donna Moss, Bradley Ruffner, Stephen Ward, and Larry Willoughby. From our classified folks, we've got Lee Hoobler, Laurie Kelly, Cheryle Mann, and Terry Mehl. Congratulations to all of you.

E4 The Board of Education approved the consent agenda – Item E4. Action by the Board of Education in "Adoption of the Consent Agenda" means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately.

Approved the following resolutions: See Attached Document

F ACTION AGENDA

F1 The Board of Education approved the following resolution:

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, 2024; 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 2024 (collection year 2025) 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	$5,415,967.58			2.00

Classroom Facilities				
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 two meetings ago, you approved the amended rates for the current 2023 tax year and 2024 collection year, which is what is currently happening. We would have originally approved that last spring. However, with the reappraisal, the rate at which we're collecting on the bond retirement portion went down. So, we had to amend that rate. This is simply carrying that rate forward to the current tax year, the next collection year.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Mrs. Crowley said that this past month, I attended ISPTO, and I just wanted to say a special thank you to the ISPTO. They hosted a staff breakfast for the ILC and Hub. I know they feel left out sometimes. I know that was a huge effort in the early morning. I just wanted to thank the ISPTO for that. Our next meeting is actually on a Wednesday (we typically meet on a Tuesday) at Memorial Middle School at 6:30 pm on March 20th. Alex Beekman will be speaking about restorative practices both in the classroom and at home and the science of relationships. So, at the last meeting, we continued our roundtable discussion on fundraising events and activities, and I just want to remind everybody that the election for officers for the 24-25 school year will be at the April 16th meeting.

I also met with the Curriculum Committee, and this time, I was spoiled because I got to meet with a whole bunch of the academic team. It was really awesome. Cori Kindl was there, and she talked about Wit and Wisdom and how, at the elementary level, they had requested some time with the implementation specialist, time to plan together, and time to learn from each other. So, they organized the 3rd grade to come together and do some observing in each other's classrooms, talking about the prep and the pace of the lessons, and then they spent the whole afternoon planning with the specialists. Some of their goals were to strengthen their skills, have time to plan and share with colleagues, observe, and implement their new learning. They felt like those goals were achieved. They're also in the middle of rolling out our new health stuff, and they wanted to make sure everybody knew that parents could watch and look at any of those resources online.

Herb was there, and he talked a little bit about some of the challenges and some of the strengths of the Wit and Wisdom program. We talked a lot about accessibility for ELL and IEP students and how kids were excited about the topics and the new approach but also talked about some scheduling concerns since they're trying to do a lot of push-in.

Mike Abraham was also there, and he touched on the restorative practices at the high school level that are going to be rolling out to elementary next year. Those were paid for by grant money. Alex Beekman ran the professional development.

The last committee I attended was the superintendent's advisory. We had some more questions about the eclipse. We were all happy to have more eclipse questions. We had some questions about selection dates, spring break, how Sentaro is paid for, some bus issue questions, and questions about noon aides. This was my second time attending that meeting, and I was very impressed again by the teacher's questions. I thought they were wonderful. Every question, I'm like, Oh, that's interesting. I want to know the answer. And I was also impressed by the openness and transparency of the superintendent.

Mrs. Murdoch said the DE&I committee met with Hilary. We talked a bit more about some of the data she's been pulling. We discussed the district's plans to accommodate Ramadan. Ramadan Mubarak is for anyone who might be here tonight and who's celebrating. We also talked about the presentation that was done to all of our administrators and staff on HB 68 and how we're going to be able to continue the way we support our students without much disruption based on HB 68. That was a really good presentation. Thank you for sharing that, and thanks for facilitating and putting that together, Hilary.

Ms. Arnold said I attended the OSBA Central Region Spring Conference last week. Three themes stood out for me during the remarks that evening. Sally Green, the 2024 OSBA President and a board member in Tusky Valley, spoke about not just the importance of the power of public education but also the necessity of students being seen and heard, and showing them that they're valued, which we saw reflected tonight with the embrace, empower, inspire award for Tiffany Thomas, who specifically said her students are valued and heard, which I love hearing these things. This was a sentiment that echoed last night. If you watched the Oscars, Da’Vine Joy Randolph's acceptance speech, in which she thanked all the people who have stepped in my path and been there for me, who have ushered and guided me…to see somebody in that profession reaching that high capacity, and how that really impacts and reflects what we're trying to do with our students. And looking ahead at the preview we've had of the strategic plan, one of the objectives is unlocking potential. And so I really think that reflects that spirit.

The second theme of student attendance was an extension of the first note that our kids need connections to help them stay engaged in school. It's crucial that we're able to find ways for all our students, whether that be through the arts, sports, after-school activities, or groups. And we saw that with our students earlier tonight. They're part of an orchestra group or a football team, and this contributes to their high achievement. And we're making some great strides with our attendance this year. We hope we can sustain that momentum through the end of the year and carry that into next year. Helping kids stay connected is crucial.

Finally, there was an acknowledgment of how our school communities look across the state. One number stood out for me: 50.4% of students in public schools across Ohio are economically disadvantaged. That's one in two. Here in our district, we're not far removed from that either. Over 34% of our students meet the definition of economically disadvantaged. That’s one in three. So, we need all of our community to understand that statistic and what it means for providing education for all of our students. I think it was a good conference to talk with other districts about some of the same things they're seeing and see that reflected across our state. We're not doing it alone.

And then the other piece, I attended the PTO boosters luncheon about two weeks ago. Mike presented the master facilities plan. I think the folks that were in attendance were pretty excited about it. They, of course, had some questions and concerns, such as what this means for things that we're doing in our building being facilitated by PTOs and boosters, but I think those concerns are we're addressed well, and we keep working on those partnerships.

Mr. Perry said I think we had our governmental committee. I'm not sure what we call it, but that's what everyone else calls it. They call it a kind of monthly meeting that we have between schools, the City, and townships. The Fire Chief shows up as well. We had that lovely collaborative meeting we have monthly. Kelly was the rotating liaison this time around and had a very good idea of trying to work in more folks from Columbus to try to engage with them. They have such a big impact on our local area, especially when it comes to development. Learn about what they're doing and the fire levy coming up, obviously, and how that impacts us. I think it was, overall, a good collaborative event. We shared our master facilities plan with them just so that they are aware of what we're doing as well.

Other than that, most of the committees I am on are quarterly, so they have yet to happen. The next finance committee meeting is on the 14th, which is not public. However, on the 22nd, the policy review committee is meeting at 9:30 a.m., which is open to the public. You are more than welcome to attend, and then we will give our report at the next board meeting about what occurred.

H EXECUTIVE SESSION / ADJOURNMENT

H1 The meeting adjourned at 7:26 p.m.