



MEETING NOTES

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

1. The meeting was called to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Murdoch, Mr. Perry, and Mr. Vorst. Mrs. Crowley attended via Zoom.

3. The Pledge of Allegiance to the Flag

Ms. Arnold: We have several representatives here from the government class.

Mr. Stewart: It's great to see so many students randomly on the same night, take such an interest, and take a wild guess that there's a due date coming up in Mrs. Rader's class.

Student from the audience: Tomorrow.

Mr. Stewart: Tomorrow, of course. We'll let her know that you were here.

4. The Board of Education adopted the agenda.
5. EL Update/Audit

Mr. Stewart: We have several presentations tonight on various important topics, so we'll proceed with them. We'll start with Molly Walker. One of the key points highlighted in the strategic plan was the need for an audit of our English Language (EL) services and programming. The audit has been completed, and Mrs. Walker and her team will provide us with an update on some of the audit's recommendations.

Mrs. Walker: Good evening. It's so good to be here today. I'm excited to share with you the results of the audit we conducted for our multilingual learners, students, and families. I think it's essential that we discuss the strategic plan we've been considering, particularly in relation to EL and the growth we've seen in the district. And so we had a big question: As the number of students has grown, have the support systems around them also grown? Where are we with that piece?

Today, we're going to talk a little bit about that. We're going to talk about the audit process. We're going to talk about building empathy and how we achieved that. A little sampling of that. We're doing a quick data dig. I know data makes the heart happy. Then, we'll get to the heart of it, which are the recommendations.

The first thing we'll discuss is the audit process. Again, this is directly out of the strategic plan. It's part of Goal One, Student Learning: The Hilliard City School District will cultivate deep thinking and learning for every student without exception through the intentional design of engaging environments, experiences,

NOTE: Portions of the meeting's audio recording were difficult to decipher, so this document may include several incomplete sentences or inaccuracies. Some of the participants' names may be misspelled.

and communities of learning. You'll then find our audit under objective 1D, titled 'Unlocking Potential': Provide equitable access to instruction, intervention programs, and resources that result in the success of all students. This is part of closing the gaps and establishing support systems to personalize education. Our task was to analyze student support systems to ensure that the needs of multilingual students and families are met.

This entire process stems directly from the work of the strategic plan. As we discussed, our task here was to examine the existing EL supports, our current practices, and best practices and provide recommendations for the district moving forward. This provides a more in-depth look at the audit process. And you have access to the full audit report in your Canvas course, I believe.

So, the first thing I'm going to do is set the stage with some empathy. My team with me here this evening includes Jessica Hogan, secondary EL teacher leader, Lila Al-Sibai, elementary EL teacher leader, and Erik Barbon, EL coordinator. We're going to do a simulation for you. I have left some blue sheets there on the table. And I want you to put yourself in a classroom and think about what it might be like to be someone who's not speaking your first language as the language of instruction.

Ms. Hogan, Ms. Al-Sibai, & Mr. Barbon conducted an Empathy Simulation in Spanish and Arabic.

Mrs. Walker: Thank you, team. That was wonderfully done.

Take a moment to reflect on how successful you felt during the activity. How clear were you about exactly what was supposed to happen? Think about the pieces that helped. If you were sitting in a classroom that does not allow cell phones, it would be a true thing to put your cell phone away. Now, we do have iPads. That would be a nice second to that. But think about how ready you were to answer a question. If we had asked you to answer something in Spanish or Arabic, how prepared would you have been for that?

I know when we've done a lot of these activities, I find that I check out about 15 to 20 seconds into it because I just can't pay attention. I don't know what's going on. Again, that idea of thinking about what does it take to listen to something that's not your native language. Take in what it is you need to do. Think about the question in your native language, now turn it back into another language to then turn that over. The process takes some time. The simulation lasted 3 to 5 minutes; consider going through that for six hours a day, and if you're a secondary student, think about the various classroom changes that occur. So, again, let's set the stage as we go through and discuss those pieces.

There are many factors that draw our EL learners to us. Some are what we call pull factors, which are around unification and educational opportunities. Some are push factors, where what's happening in their home countries is driving them out of those countries to come to us.

There are various reasons why they're here, and that process creates some core stressors – the immigration process, the trauma of social supports, and being somewhere new. There's a lot of isolation. Again, as I watched you, if you were the only person in your classroom who was not a native speaker, it would likely lead to some isolation. If you think about it, there's a culture of stress associated with immigrants coming to America and becoming more Americanized, but they often return home to families with their own home cultures, and where do they live in between those two worlds?

We conducted focus groups to collect survey data, speaking with some of our English Language (EL) families and students. We identified several key themes that emerged. One of them was just those

communication barriers that make it hard for both elementary and secondary families around things like registering for sports and graduation requirements. Schools vary significantly across the world. And so, understanding what is, how do you play the game of school in the U.S.? What does it look like? What are the expectations? What does compulsory education really mean here? And when do we sign up for things like sports? Often, students want to be involved, but the sign-up process was two months ago when they started. Graduation seals and understanding what that looks like, or just school events in general. What does it mean to attend parent-teacher conferences? What are we expecting with those nights? Parents aren't sure who to reach out to in those buildings. Again, structures are very different, and who is it that they're supposed to talk to about those pieces? In some countries, complaining about things or asking about things is not what you do.

So, helping families understand that we are here to help and who they need to contact for those needs. Again, understanding what school looks like in the U.S. We found that some of our buildings, through Title I funding, have bilingual liaisons, and they make a huge difference for families. They know who to go to, they understand what's going on, and they are better able to engage.

Several positive aspects emerged. Our multilingual parents are very grateful for what we offer, how we strive to engage, and the support we provide to students. We appreciate all the good things, but we're looking to improve, so please help us with that. I thought it was very heartwarming that they genuinely enjoy being here, and they appreciate when extra efforts are made.

Another key piece that you'll hear more about later is how our EL students engage and develop relationships with their never-EL peers, a new term that I learned while going through and reading all these pieces. So, the idea that students who have never received EL services or needed them, we see some segregation there. We're not necessarily pulling everyone together.

Our students, as you experience a little bit of their world, everything's hard, especially at first. Again, we talked about three minutes of that. Think about that six hours a day. Not all staff are taking the necessary steps to help them engage and be active participants in their classroom. They're embarrassed. They're frustrated, and sometimes they feel paralyzed. Part of that acquisition of language is that a lot of times, the first step is a silent period where they are unwilling or unable to speak in English when they first hear it. So, that can be interpreted in many different ways. That nobody understands me again, where do they fit? So, using those translation devices to help and ensure that we use them when we can.

Just really go easy at first, but then we have to remember that all of these students have dreams and hopes just like anyone else. Once we have them, we need to ensure the student is acclimated and ready to excel in classes, and then we should push them and not lower our expectations for them. They'd love some multilingual teachers when they have those pieces. That really helps a lot. And they're looking for just a little more empathy, as we talked about. Of those who participated in the audit processes, the number one issue was empathy for the struggles these students and their families are going through, as well as the strength it takes to be a multilingual learner. And I love the quote: 'Be a friend to us and make us feel welcome.'

This is a picture of some of the students who were on that panel. In this picture, we have some future engineers, a future lawyer, an aspiring nurse, and a plumber. Just a reminder that these students have dreams just like everyone else. And so, as we think about making sure they're ready for their tomorrow, those are important pieces to keep in mind.

Okay. A quick data dig. Some of this you've seen, and some of it we just pulled in from the audit. But just to give you a picture of some of the things that we talked about.

You've seen this graph; I've shared it with you before. This examines the national impact that is linked to the dispatch article discussing the positive impact that multilingual families have had in central Ohio. This is a look at the nation and our EL learners, and even though Ohio is sitting there as a state at 3.8, remember we're well over 10. So, we would be dark blue or black if you were looking at our district. So, considering where we fit into the broader picture and then within the Ohio picture.

Here's a quick look at the overall student population and the EL population of some of our neighboring districts. On this graph of last year's data, it's Columbus City, Dublin, and then us. We believe that this year, we have surpassed Dublin in our number of EL students. So, we are a leader in EL education here in central Ohio.

You've seen this one as well. This is that change in EL population over the last six years; we've seen a 70% increase in the number of EL students. We discussed that explosion, which is why this early part of the strategic plan implementation involves taking a close look at the support our students receive.

We've seen this, too; the staffing changes over time. We have not seen a large increase in bodies. We've seen some shifts from tutors to teachers, but while our student numbers have increased by over 70% in the last six years, our teaching staff has only grown by 11%. And most of that change happened in the 21-22 school year when those ESSER funds came on and we added four new staff members. And then remember that in 23-24, those staff members were allocated to the general fund. We currently have 56 staff members, comprising 49 teachers and seven tutors.

We've talked about the changes in schools as far as EL population is not universal, and it keeps changing every year. I feel like I've got it licked. I've got everybody where they need to be, and darn it, we've an explosion at another school. So, we are continually trying to meet the wave of where students are moving and where their families are arriving.

This is just an example of some of those changes across the district. Here are some pictorial views of where our students are.

So, this is our EL population by grade level. You can see we have a lot of our EL students at the elementary level. This is our exit percentage over time, which, as you can see, shows we're getting more and more students, including different types of students. And so that exit percentage is fluctuating a bit. Okay, these are exit percentages by grade level. We observe significantly higher exit rates at the lower levels than at the secondary levels, where it is easier to learn a language the younger you are. Additionally, the content gap is significantly smaller at the lower levels than it is when you enter as a sophomore in high school.

As a newcomer to us, this one looks a little complicated, but essentially, those of you who are super into data can dig in. It's looking at what happens after they've exited our EL services, and when they take the state language arts test, we notice that even after they've left our EL service model, they continue to grow in their language acquisition. In some cases, their percentage of passing will surpass those of their peers who have never had EL services.

Okay. Now to the meat of it, our recommendations. And we recognize, as a committee, that these are truly recommendations. Some of them have price tags, while others will take more time than others.

I am pleased to say that, despite the audit, we have already identified some low-hanging fruit that has begun to emerge from the work we initiated back in September. Some things are already having an impact. However, we also recognize that some things will take several years or may not be feasible due to the high cost required to achieve them. So, they truly are recommendations.

Everything fell into these big buckets. Equipping and empowering staff, fostering family and community engagement, promoting student belonging and success, and ensuring equity and accessibility through effective processes.

Equipping and empowering staff. This involves a lot of attention to professional development. We know that our staff is craving that. They know that they have some struggles at times with trying to support English learners as best they can. However, as we've grown significantly, we also need to examine who owns an EL student. When we had a very small population, it was easy for one EL teacher or one building to take ownership of those students and be everything for them. However, with our significant increase, it's just too challenging. And so part of that is expanding our ownership. Everyone owns the students, so we shouldn't have to say, "Hey, EL teacher, come down and call the family." Everyone has access to those tools, and everyone should have the ability to do that. So, helping our staff. They know the tools are out there, but we have to help them overcome some of that reluctance to using the tools and understanding where they are. So, we've got a lot of PD that has been recommended.

Even just as much as language acquisition. What does it look like to learn a language? We've discussed the concept of the silent period, which occurs when you first start learning a language up to the point where you may have achieved mastery, but you may still have an accent. So, understanding that just because someone has an accent doesn't mean they don't have proficient English skills. And that's for all staff, from bus drivers to secretaries, teachers, and administrators. Everyone has areas where they feel they can improve to better support our multilingual learners.

Exploring opportunities for collaboration between our general education staff and our English language (EL) staff, and then creating a webpage or hub dedicated to EL content, resources, and tools. So, where can staff go quickly and easily, knowing that what they need will be there?

Family and community engagement. It requires a lot of intentionality and keeping them in mind when we're creating these things. I know a communication audit is currently underway as part of the strategic plan work. Part of that has to do with our communication tool being effective for all families. Are we reaching out? So, we understand that all our staff are using it. So, when a teacher sends a newsletter home about what's going on in their classroom, is it reaching all our families in the language that is most readily available to them?

Family onboarding. Again, we discussed how many of our families are unsure what it's like to attend school here in the US. What are the expectations? How do they call their student in sick? When is it appropriate to be homesick? All those types of things. Again, intentionality around that.

We know that with those families, we can't simply conduct the training in September or August, as we are constantly receiving new students from all over the world. So, again, being intentional about having those for them. Being aware of district events and information, especially significant matters such as future planning, secondary and post-secondary education, and graduation announcements, is crucial. We must be intentional in ensuring that our multilingual families can access this information just as easily as their peers.

The creation of a multilingual family advisory group is intended to enable them to become leaders in the district. They want to interact and be involved. So, helping them be involved as well as to help us learn how we can do better for them.

And then looking at creating equitable access through bilingual liaisons and transportation. Sometimes, our families are unable to engage in what's going on because they don't have transportation to get there. Therefore, there may be opportunities that would benefit all families in that area, especially our English Language (EL) families, and enable us to engage with them.

Students' belonging and success. And this is where I feel like we're already starting to see some things happen. The development of a connection between EL students and their non-EL peers is, again, something I'd never thought about until we went through the audit, spoke with parents and students, and then thoroughly examined our practices. About two students sitting next to each other who may never interact. And so, helping them use translation tools.

We've already started, and one of our ROX groups is doing just that. Part of the ROX group are EL newcomers, and the other half are students who are taking Spanish as their language in eighth grade. It's amazing to see the connection between those two groups of students.

Developing a deeper connection between EL students and their gen ed teachers. Again, I think our general education teachers want to do right by students, but sometimes there's a reluctance to reach out, perhaps because it takes a little more time than you think or we're unsure. We are embarrassed. I'm not sure how long it will take. I'm part of the ROX program that works with newcomers, and it's amazing to me how humbling it is to pull out my phone and talk, then listen to her talk, and then we come back and forth. However, I have been overwhelmed by the depth of thought and intentionality that those students exhibit.

Again, we go back to intentional onboarding. Just like the families, our students require regular onboarding about what school looks like and the expectations because they're constantly arriving.

Increased access to multilingual mental health support. This is another one that has emerged since we began our work on the audit. Hazel Health now offers multilingual mental health support, which is wonderful because they were greatly needed. As we said, a lot of these students are coming from very stressful situations, and all students need mental health support.

Access to extra and co-curricular activities. Again, we're trying to help ensure that we're advertising when they need to sign up and assisting with the ongoing forms and other tasks.

And then increased graduation pathways in lieu of the competencies. Remember, one of the competencies is an EL English Language State Test. If you're a brand new speaker to the U.S. that may be a hard one. So, looking at expanding the opportunities they have to earn those credentials to meet that goal.

And then finally, equity and accessibility through effective processes. When creating our approach, we are looking to establish best practices regarding when students should be with other EL students in a sheltered environment to learn the content and when we want to push them to be in general education classes with their peers. Because you can't learn a language unless you speak it, listen to it, and be part of it. Therefore, we need to ensure that we create opportunities for students to practice their language.

Examining best practices related to dual identity. Again, acquiring language can be challenging. Therefore, we want to be cautious that we're not overidentifying students for special education when, in reality, they're simply working through the process of acquiring a new language.

The possibility of creating multilingual aid positions to support general education teachers and multilingual students in the classroom.

And then, of course, continuing to maintain EL staffing levels to sustain those exit rates and gap-closing metrics that you'll see on the report card.

This is the committee. We had over 50 people that came together five times. We had teacher leaders in the district, counselors, general education staff, and principals. It was a well-rounded committee, and I couldn't say enough about their wonderful work. I also want to highlight my team again – Eric, Jess, and Lila – who worked tirelessly with me to set this up. We said in August that I'm not sure what this will look like. We couldn't be prouder of the results and the work that took place during that audit process.

All right, there you go. There is a synopsis of the work we've been doing in the strategic plan regarding the EL audit. Any questions that I can answer?

Mr. Perry: I thank you so much for that presentation, and I really appreciate the way we're focusing on not just English as a language, but rather it's a service that unlocks the rest of the services we're able to provide. And in the meantime, when we're learning those language skills making sure that we're giving them access to things like mental health care as well in their language. I really do appreciate that. And Spanish best as I can...*(Mr. Perry said something in Spanish)...*

Ms. Arnold: When you're looking at the transportation issues. How do you approach that? Are you referring to pairing those students with someone within their building or community? When my daughter was in sixth grade, it was something she understood, having been an EL kid herself, and we helped transport another child. Is that something we should be trying to do more of and look into?

Mrs. Walker: This is one that I think could take multiple years to resolve. I think that's definitely an easy way to start to help bridge those gaps and create relationships within the areas where they live. Another possibility could be to run a bus route in the evening for parent-teacher conference night. Again, that's something where all parents in that area could benefit, but definitely our parents here. But that's a suggestion. We do know that transportation can be a barrier for those families to participate in other things.

Ms. Arnold: And then when we're looking at something like, trying to create these connections with home. Have we conducted any home visits with not just their liaison or the teacher who speaks that language but with the general education class teacher? Has that engagement ever been considered or attempted?

Mrs. Walker: No. I would say not up to this point, not to my knowledge. *We're* going to open up worlds with that gen-ed teacher. We're starting with the gen-ed teacher being okay with calling home or sending an email themselves instead of asking the EL teacher. In many cases, the EL teacher does not speak the needed language. So, they are not doing anything special other than using the tools we have. We have implemented tools that allow you to have a translator on the phone to call home and serve as a mediator, but we're not always using them. We're hesitant, we're nervous. We have a lot of trainings.

But trainings need that next step. We know that we need to say, ' Okay, now call a parent,' and then we're going to come back and talk about that because we need that extra push.

Ms Arnold: Have we considered how we engage other parents within that classroom to help? One of the things I experienced was a phone tree. I was generally at the bottom of the phone tree because, as information was communicated, they placed me right below the person who knew a little English. Especially around PTO-type events, are we engaging our PTOs to help accomplish those things, or are we trying to direct it through the classroom teacher?

Mrs. Walker: Those are the types of activities we hope to engage in to deepen that connection. So, again, through the new communication tool they're vetting, I think it will open up opportunities for the principal to work with that. We can get them in and then have conversations with PTO and help them. I think that's a wonderful way to integrate those pieces.

Ms. Arnold: Yeah. Because then you build those connections between parents and community. It was truly helpful when I was overseas. I love how much we're working and thinking about these things. I was sitting there, nodding my head, thinking, 'Yes, I've been there.' ' Did that. Yep. So, you guys are on the right track with everything. I applaud all the work here and...(Ms. Arnold said something in Japanese)...

Mrs. Walker: I'm glad to hear you say that because there's a lot of research on teaching what are practices in the classroom, but not as much out there around those structures. So, I appreciate you saying that.

Mr. Vorst: Great presentation and great update, as always, Molly. Is the growth still primarily in Spanish and Arabic?

Mrs. Walker: Our biggest growth has been in Spanish recently. However, those are still our top two languages at the moment. But we have them all. We were talking about one language – a local African community language that isn't written – we finally found someone to interpret that language. Continuing to fight the fight there.

Mr. Vorst: And to piggyback on what Kelly said, she had a similar question to what I had. So, I suppose my question evolved into a comment more along the lines of what we can do to help connect kids and families who are new here and who share the same language. That way, they can build those bonds within the community and see each other in class and other settings. I think that would go a long way toward helping them feel comfortable and welcome in our district, as well as helping them learn English. What does the first month or so look like for a new student upon arrival, knowing a couple of words of English but generally not understanding much of anything? How's their experience for them and their family? What does that look like?

Mrs. Walker: It's different depending on where you are. And again, we're trying to standardize that a little bit with a little more intentionality. Their EL team is going to help put their arms around them, whether they're in elementary or secondary school. For those with the lowest proficiency in English, we have the Newcomer Center, where they spend half their day at the Hub in a very sheltered environment to help them become accustomed. They then return to their building for the rest of the day to maintain that exposure. However, they spend a lot of time with translation devices hovering over their papers to convert it into the language they're looking for. They are very hard workers. Many of these students are working very hard, and they pick up the language at different rates. Of the students we had on the panel, some have been working on it for two or three years. We have one student who, from the time

he came to the Newcomer Center, tested out that year. So, there's a wide variety as they learn that. So, it's different for everyone. Some of them come in with limited amounts. Again, if they're brand new with very limited, they're probably going to be at the newcomer center for half the day or at an elementary where someone's keeping track of them. I will say that I do think Hilliard always takes care of their students. Our teachers want them to be successful. And so I think it's a good place for them to land, which is why we are such a leader in EL numbers here in central Ohio.

Mrs. Murdoch: And I want to ask one thing about the Spanish. I loved how you said we're using the students who are learning Spanish here in eighth grade and connecting them with the EL learners who speak Spanish natively. That is an amazing opportunity, and I wish we could do that for every language, but to your point there, we offer a limited number of languages. Have we looked beyond our district? Ohio State has an impressive number of foreign students, and have we considered resources for some of those, particularly languages that may not have the same level of support or connections?

Mrs. Walker: We do not only have Spanish in that group. For example, we have a Japanese student in there. She's the only Japanese student, but we're still using those translation services and working with them. I will tell you that one of the Spanish students who was there mentioned that when things are important in your life, and she discussed how the ROX group was significant because nobody asks her those kinds of questions throughout her day. That we asked to know her heart was what she said. She referred to one of our never-EL students and talked about how we would not know each other. You would not know me this way if it wasn't for this group. So I think we're just scratching the surface. Again, these are all things we want to do, and we're excited about them because I think it's going to be great for the kids. I think about how much I've gained by putting myself out there to work with these students. I think that as we are more intentional about integrating, it'll help even more.

6. Accelerated Math Pathways Update

Mr. Stewart: I know you've heard about some changes we're making to pathways for accelerated math. I know you've had some correspondence and conversations about that. So, we thought it'd be a good idea to have Mr. Grantier explain why the changes were made, what those changes look like, and what they don't look like.

Mr. Grantier: Good evening, everybody. And thank you for the opportunity to share with you some of our continued curriculum work in math, specifically around our accelerated math pathways at the secondary level. As Molly shared earlier, all our work is guided by that strategic plan. In this case, we want to ensure that we provide access to high-quality and rigorous content for all students, as well as implementing a curriculum for each content area that aligns with current Ohio learning standards, embeds research and evidence-based practices, leverages student interests and real-world application, responds to student data, and embeds high quality construction materials.

Over the past year and a half, our district has undertaken a comprehensive revision of its math curriculum, adopting new evidence-based resources for kindergarten through Algebra 2, as well as implementing the Illustrative Mathematics resources. These curricular resources provide us with the opportunity to accelerate gifted, talented, and advanced students in mathematics through the developmentally appropriate compaction of standards, beginning in sixth grade.

While we have previously offered accelerated and compacted options, our new resource supports these efforts in a more intentional and supportive way. As we began this study around accelerated pathways, three problems of practice helped guide our research and collaborative design process.

Firstly, we examine how students access accelerated math opportunities in the Hilliard City School District, the existing hyper-compaction of math content, specifically in grades five through eight, and the longitudinal success in math and enrollment in our most advanced high school math courses over the past three years. I will address each of these as we dig into our current practice and next steps.

Math is a unique subject area, not only because of the foundational skills necessary for future access to more challenging opportunities but also because, at the secondary level, there are nine years' worth of content and only seven school years in which to complete it. Therefore, any acceleration pathway requires the compaction of standards to ensure that students do not skip necessary skills. Additionally, research indicates that accelerating too quickly and too early can have a negative impact on a student's future math achievement, their confidence in math, and their willingness to undertake challenging coursework in the future—all scenarios we have witnessed over the past few years in Hilliard. In short, we felt we must move from pockets of excellence to systemic excellence by providing mathematics education that supports the learning of all students at the highest possible level.

On the screen is a visual representation of our current accelerated pathway. Students in grades 6 through 12 are currently in this pathway. Our current math pathway requires incoming sixth-graders to participate in an online honors math six course during the spring and summer of their fifth-grade year. As you can imagine, learning math content independently and online can be challenging. For these 11- or 12-year-olds, this experience is far from ideal as the content in grades six to eight provides the necessary foundation for future success in pre-calculus and calculus.

After successfully completing the online course, sixth graders participate in accelerated math seven, a hyper-compacted math experience that covers the majority of seventh and eighth-grade math standards in a single year. From the spring of their fifth-grade year to the end of sixth grade, these students are expected to master more than three years' worth of math content. The goal of this pathway was to participate in AP calculus AB and BC during junior and senior years of high school. These courses are the equivalent of college-level Calculus I and Calculus II. What we have found is that this pathway's hyper-compaction results in students struggling significantly, not just in middle school, but also in honors Algebra 2 and precalculus, and therefore not continuing forward into the AP math opportunity.

Data consistently show that participation in the current accelerated math pathway contributes to attrition in math enrollments at the high school level. Each year, 40% to 60% of our students who begin the accelerated math seven pathway in sixth grade do not inevitably enroll in AP calculus. In addition, a significant portion of students, 15% of current sixth graders, were recommended for accelerated math, but did not participate or did not complete the honors math sixth course online demonstrating that we are missing students at both ends of the accelerated pathway, who would otherwise benefit from more challenging math experiences.

To achieve the goal of adjusting our accelerated math pathways, members of the academic team collaborated with secondary math teachers to analyze data, explore potential options for compaction and acceleration, and gather feedback. In addition, our team examined other central Ohio districts' models as a means of ideating potential next steps. We also considered the needs of our students, the expectations of our community, and the opportunities provided by our newly adopted and implemented math resource. This iterative process began in November and continued through late January, involving numerous opinions and various options for acceleration.

Beginning next year, sixth graders recommended for acceleration will participate in accelerated math six, a compacted course that includes sixth and part of seventh-grade math standards. Successful completion of this course will lead to accelerated math seven in seventh grade and algebra one in eighth grade. Students who plan to take AP Calculus BC as high school seniors will have the opportunity to double up in eighth or ninth grade and take Algebra I and Honors Geometry, or Geometry and Honors Algebra II, concurrently, or participate in a newly designed summer hybrid Geometry experience. This adjusted pathway prevents overcompaction of standards in the middle grades and the required summer learning as an entry point to accelerated learning in mathematics.

As a reminder, this adjusted pathway will begin with our current fifth-graders, and as they matriculate through middle school and high school, we will continue our math development and implementation. In addition, we are also looking to expand our AP math experiences at the high school by adding AP pre-calculus as an additional opportunity for our high school students.

Here are a few frequently asked questions that we've received from parents and our teachers, along with our responses.

1) How are students selected for accelerated math six?

Students who score in the accelerated and/or advanced range on the STAR Math formative assessments are most likely to demonstrate success in an accelerated pathway. Many of these students were recommended by their fifth-grade teachers for the compacted curriculum of Accelerated Math 6 for next year. We will also be communicating with families of students who score in these ranges on the March Star administration, who may not have initially been recommended, to encourage them and their rising sixth-grader to take on the challenge of accelerated math six. As with any course or programming recommendation, partnership with caregivers is a priority to ensure that students are set up for success in the subsequent school year.

2) What is the Summer Hybrid Geometry Experience?

We have not yet begun designing this experience. However, we will be collaborating with district math teachers and leveraging our adopted instructional resources over the next year to design this experience. Information about it will be shared with the rising sixth-graders before they register for eighth-grade courses. Summer experiences may not be for everyone. But this opportunity does allow students to continue through the accelerated pathway without doubling up during eighth or ninth grades.

3) I thought students had to take algebra before geometry. What is the impact of doubling up?

Our new curricular resources teach geometry as pure geometry rather than applied algebra. Therefore, if students choose to double up on math courses in eighth or ninth grade, the additional course would replace an elective in their schedule. Students who choose to double up may elect to take other courses online, like Future Ready, Health, or another course subject, in order to make space during their school day for classes of interest like math.

4) Why is AP calculus important?

For students who aspire to attend college, particularly those interested in a STEM field, AP Calculus AB and AP Calculus BC are essential prerequisites for college admission and success in collegiate

math courses. While these are not the only advanced courses available to students in our high schools, students who successfully complete these courses and score well on the associated AP exams tend to find higher levels of success in collegiate math. Courses such as AP Statistics and College Credit Plus offerings are also available to students interested in advanced math opportunities.

5) What if my child is in over their head? Is there an exit strategy?

Suppose a student and their caregiver determine that an accelerated math pathway is not right for them during sixth grade. In that case, there are opportunities within the first semester to switch to math six without missing any necessary learning. Math teachers at the sixth-grade building will be continuously monitoring student progress through the first few months of the next school year to ensure that students are placed in the most appropriately challenging math experience.

Once again, thank you for the opportunity to share, and I'd be happy to answer any questions you may have.

Mr. Stewart: Just a couple of highlights again, the issue was threefold. One was the very traumatic summer experience between your fifth and sixth-grade years, where either students were reaching their frustrations and beyond the pale or mom and dad were having to help so much that we didn't know what, or how much, was being learned. And the amount of compaction that was happening in a very short window of time. Second, there was only one way to enter this pathway, and now there are several ways to navigate through it. And three, only time will tell, but we were not retaining the number of kids in this pathway that we should have been. So, hopefully, over time, we will see that we retain more students.

Ms. Arnold: How much correlation have we established in terms of students who have taken AP Calc BC and then proceeded to the college level, the courses they're taking, and their level of success? How much data do we have around that?

Mr. Grantier: What we have available is just anecdotal data – students coming back and talking to their Calc BC teacher in high school and so, hearing from folks like Mike Lindberg, Jackie Fowler, and Bill Kuch in our high schools. As those students step forward into Calculus 3, having already completed 1 and 2, they find a high level of success. For those students who can sustain the momentum all the way through, our pathway is effective. However, that is an ever-shrinking number of students. We want to, as much as possible, expand access to courses like AP Calc AB and BC for students as they continue through high school, ensuring that this access does not decline specifically in the freshman or sophomore year.

Mrs. Murdoch: I was wondering, do we have information from other districts or anything that would give us what that target retention rate might be? Clearly,, you're going to have people drop out for various reasons.

Mr. Grantier: We don't necessarily have a target retention rate. What I looked at and what our team investigated were other ways that districts in Central Ohio slice and dice the system. Some districts allow students just to skip content altogether, which we did not feel good about. Some districts start acceleration or compaction as early as third grade. Our elementary schools are not set up for that. Compacting that early does not set students up for long-term success because it rushes through foundational skills. And then, on the back end, there are districts that require students to choose

between Calc AB and Calc BC, not allowing them the opportunity to take both courses. We wanted to make sure that we preserve that end of the pathway and not unintentionally take opportunities away from students.

Retention-wise, we did not look into that. But I'd be happy to try to dig through some of that data or reach back out to my colleagues in other districts to see what that target might be in the long term.


Mrs. Murdoch: I'm just curious, like how far off the norm we might be with that. It looks alarming, but maybe it's not that bad.

7. Construction Update


Mr. Stewart: Okay, shifting gears from academics to operations. You have met both Paul and Rachel from Schorr Architects. They, as well as Mike and Mark, will give us an update on some construction.

Mr. McDonough: Before I turn it over to Rachel, I have distributed a handout to each of you that will be posted on our website tomorrow. As we've committed to you throughout this process, every month, we aim to provide you with the most up-to-date information available regarding all aspects of Phase One of the master facility plan. Tonight, you're going to hear in-depth about the playgrounds because here, in a few moments, you have a resolution before you to approve that contract. But what you have in front of you here is the template that we plan to use every month. Thanks to Stacie and Tanner for helping us put this together. We give them bullets, and they make it come to life.

I'm not going to read through this entire document, but we wanted to highlight, obviously, the new construction. We meet regularly with both our construction manager and Fanning Howey, as well as the city of Hilliard. We've even started to incorporate the Norwich Township Fire Department to ensure that we're accounting for everything possible in terms of the sites and the challenges they pose while keeping things on pace so that we can meet the various milestones. We hope to provide you with some




MFP Update



March 2025


We are committed to keeping our community informed about the progress of our Master Facilities Plan (MFP). Below are the latest updates on construction, renovations, and improvements across the district.



New Construction Updates

Current Phase: Planning & Site Preparation


- Soil and environmental testing has started at Beacon, Brown, Norwich, and Ridgewood Elementary
- Collaborating with Fanning Howey, the City of Hilliard, and Norwich Township Fire Department to assess traffic flow improvements at Britton/Norwich for the Preschool addition
- Finalizing project timelines and milestones with Fanning Howey and Ruscelli Construction



Playground Replacements & Improvements

Current Phase: Bid Review


- Bids received on March 14 for Round 1
- Next Step: Board approval scheduled for March 24



Darby Weight Room Renovation

Current Phase: Bidding Process

- Bid published on March 10.
- Pre-bid meeting held on March 19
- Next Steps:
 - Bid opening scheduled for March 26
 - Board approval scheduled for April 14



Security Entrance Enhancements

Current Phase: Pre-Bid Planning

- Upcoming Milestones:
 - Bid publishing: March 31
 - Pre-bid meeting: April 7
 - Bid opening: April 14
 - Target Board approval scheduled for April 28

What's Next?

These projects are progressing as planned, and we will continue providing monthly updates. Your support and patience are greatly appreciated as we work toward enhancing our schools for the future.

Stay Informed: Bookmark our [Master Facilities Web Page](#) for real-time updates.

HCSD BOE Meeting Notes | 13 of 29

of those construction timelines next month. We're finalizing those pieces right now and working with our legal counsel throughout the process. And you'll hear about the playgrounds here in just a moment. We are excited to share with you that we published the Derby weight room bid on March 10th. We plan to receive those bids this Wednesday, with the target of bringing them to you in the first meeting in April for approval. And shortly thereafter, beginning that work.

Likewise, the security vestibules. We have been working tirelessly with Paul and his team to finalize the designs. As you may recall, we plan to implement these initiatives at our secondary buildings, which include Tharp, the three middle schools, and the three high schools. We chose Tharp because it has a very similar footprint to seven of our elementary buildings, albeit slightly larger. And so, we want to review what we learned through that process so that we can apply it in the next round. The security vestibules will be published next Monday, and we are targeting the April 28th meeting for your approval.

As I mentioned earlier, this is the template we'll use. When we have some more exciting updates, we'll add pictures to this. Most of the things we have right now are just spreadsheets and written verbiage. But we'll add pictures to this as we move forward. So, let's get to some exciting stuff. I'll turn it over to Rachel. She works with Schorr Architects and has been leading the work around the playgrounds.

Rachel: As Mike mentioned, my name is Rachel, and I've been working on the playground improvements.

I'll start with a quick update about our bidding process. We went to out the bid at the end of February. We had four bids submitted. Byrne and Jones Enterprises was selected as our prime contractor. They're partnering with Landscape Structures for the playground equipment portion of this. As part of this bid, we included an alternate for shade canopies. Byrne and Jones' estimate came in 3.95% below our estimated bid. So, we accepted those canopy alternates.

We chose to do the playground projects in phases to ensure their timely completion. So, in the first phase, we have Avery, Britton, Crossing, Horizon, JW Reason, and Norwich.

I want to begin with the criteria for equipment selection, some of which were provided by the principals. We wanted the equipment to serve a multitude of users, allowing multiple children to play on it simultaneously. We incorporated sensory elements that provided an experience of rocking, swinging, and climbing, and also included musical elements. Our accessible playground equipment is strategically placed throughout and integrated into our site. So, for example, number five is an existing piece of equipment on your playground. It's oftentimes off to the side by itself. We revamped the design to include it with our main structure.



So, moving on to some soft surface areas. The lower left photo shows you all the equipment, giving you an idea of what it might look like, although it won't necessarily be laid out that way. I'd like to go through the soft surface equipment, starting with image number one. Each playground will have eight swings at varying heights to accommodate different age groups. Number two is a swing seat that we're including. It provides a little more stability and helps kids with upper body strength. Number three is a sway fun. As you can see, it's integrated with our large structure. This piece of equipment challenges the group of kids occupying it to work together to get this large boat-like object to sway back and forth. It also has enough room to house a wheelchair. Number four is our net climber. This will challenge the students and their upper body strength. And number five is a spinner. This is a lot safer than the spinners I grew up using. The height for it is a great transfer point for kids using wheelchairs.



So now, let's dig into the big fun piece. This is what is considered a ramped structure. There are pieces of ramps that connect nodes, which in turn connect to other ramps and other nodes. So, at each node, there are a variety of play events. When you look at the ADA entry, it takes you to the first node underneath the tall tower, which features a bongo panel so kids can play the drums. It also features a match-four or connect-four-style panel. The next ramp takes you to the sway fun that is now integrated. The next node leads to a chimes panel, followed by two additional slides, a couple more pod climbers, and an additional transfer station area for kids, which is also accessible for those in wheelchairs.



The next slide presents another view of the same piece of equipment, this time from a different angle. The ramps were an acknowledgement from the principals. They said, 'Hey, the kids are going to love running up and down these ramps.' So we made sure to incorporate that. They liked the idea of a nice tall tower. However, they wanted the visual aspect of being able to see the students. So, I took that platform as high as I



could go without getting a tube slide. There are also some cool features available, such as the bubble panel, which allows kids to watch their friends play below them.

Transitioning into the hard surfaces, we've got some games. Number one is the basketball goals. Each school will get four basketball hoops that are 10 feet tall. Number two is the funnel ball – two for each playground. Number three might look familiar to you. This is the Gaga pit. We learned from the principals that this is a very popular game, so now each playground will have two pits that include an ADA accessible gate. Number four is four-square. You'll have a couple of four-square games. Number five is called ultra hopscotch. You can add more rules and complexity to it than regular hopscotch. Number six shows some striping that we will add, allowing teachers to organize their students before returning to the building.



When it came to site design, our two priorities were safety features and accessibility standards. In your playgrounds, you'll see impact-absorbing surfaces in the form of mulch and pour-in-place rubber. You'll also notice an outline around each piece of equipment, which is a clearance fall zone. Protrusions, entanglements, and hazards are a non-issue with modern playground equipment, so we're good there. The last point is observation surveillance. We centralized the design of the playground to make it easier for the teacher to survey the kids during recess, as well as to keep an eye on it after hours with cameras and other monitoring devices.

We will also provide a 5-foot-wide travel route through the soft-surface play area, along with structures featuring ramps, seating, and upper-body strengthening devices. All will be ADA-compliant and age-appropriate. We're providing a variety of equipment to serve all students.

Safety Features



Impact-absorbing surfaces

Acceptable: engineered wood fiber, splinter-free mulch, sand, pea gravel, rubber, mats, turf



Proper spacing and height for equipment

Minimum of 72" is required around all playground equipment. No openings on playground equipment that measures between 3 1/2" – 9".



Protrusion and Entanglement Hazards.

Components that can impale or cut if fallen against or catch clothing



Observation and Surveillance

More centralized play areas increases safety and security.

Accessibility Standards

Travel Route

•Provide an accessible travel route through a soft-surface play area, a minimum of 5 feet wide, with a maximum of 20:1 (5%) slope. Choice of surfacing and minimum areas of surfacing required shall comply with Americans with Disabilities Act guidelines and ASTM F 1951.

Structures

•Provide ramps and/or transfer points on composite play structures for access to play components on elevated decks. Meet the Americans with Disabilities Act guidelines for the percentage of components that are to be accessible by ramp and by transfer deck.

Seating

•Provide tables and benches along accessible routes.

Age Group

•Provide upper body strengthening devices as appropriate for the age group and amount of supervision.

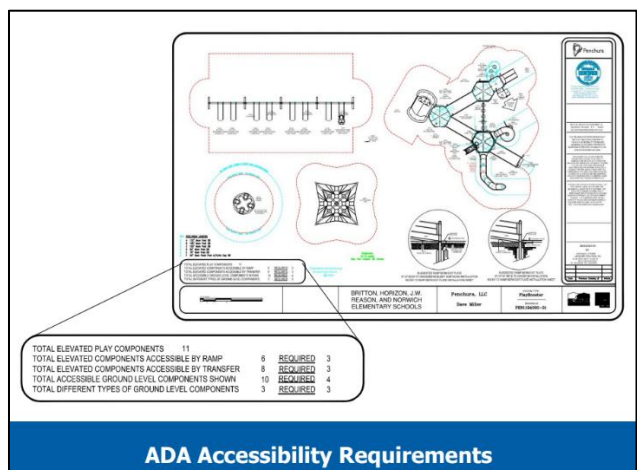
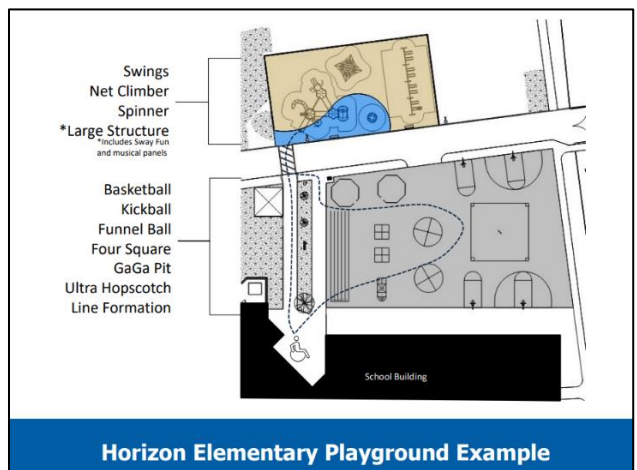
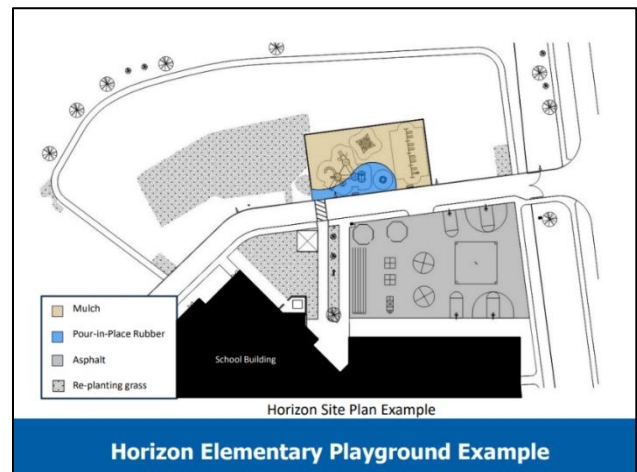
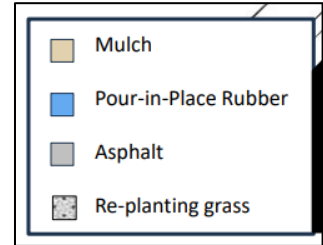
Now that I'm reviewing the site plan, I'll begin with the key at the bottom, which outlines the materials. Starting from the very bottom, though. All the gray, splotchy areas with dots in them are the current area of the mulch, where the equipment is located. You can see the school is located at the very bottom of the page. So, you can see that someone has to really stretch to get a good view for surveillance. By centralizing the playground, we can alleviate the issue for you.

The tan color will be your engineered wood fiber mulch. This will not cause your kids to get splinters or anything similar. Below that is the pour-in-place surface, a rubber granule-type material that is troweled into place. The mulched areas, which include the poured-in-place areas, will make up 30% of your dedicated playground space, whereas the bottom asphalt and striping will comprise the remaining 70%. When we examined the sizes of the different play surfaces, we consulted other districts and aligned our design accordingly.

Here, I'm showing that we're providing an accessible route throughout the asphalt area to all the games across the drive area to the soft surface play area. The entry for the large playground structure is strategically placed on the poured-in-place surface area, as well as your sway fun and spinner. Those two pieces of equipment are being relocated to alleviate any issues you may have with mulch getting under them and preventing them from functioning properly.

From the beginning, we had an outlook to provide as much ADA accessibility as possible with these playgrounds. What you're looking at is an exhibit produced by the Landscape Structures group. Over half of the equipment and play events are wheelchair accessible. The small exhibit at the bottom left shows that what we're providing is more than double what is required in those categories.

So, again, we carefully considered the equipment we were picking and replacing. We hope that every kid has a safe place to play outside.



Mr. Stewart: Before you ask questions. I want to thank Rachel and Paul. We've given them a moving target throughout these conversations, shifting between what we thought we wanted and what we thought was important. And every step of the way, they found a way to incorporate that into the final design. We're excited about where we're headed. Any questions?

By thoughtfully selecting equipment and designing an inclusive playground layout, we aim to create a safe, accessible, and welcoming space that offers a variety of activities to engage children physically, socially, and cognitively.

Our goal is to ensure that every child, regardless of ability, can enjoy and benefit from playing outside.

Mr. McDonough: One last thing. They've done a remarkable job of incorporating the feedback we provided from the assessment we conducted two summers ago. As Rachel mentioned earlier, we brought in three principals representing some of the buildings that will be receiving new playgrounds. We asked for their input, and Rachel incorporated that feedback to make some adjustments accordingly. It's been a very collaborative approach, and we're excited to see what emerges from it. Any questions?

Mr. Vorst: Pretty visuals. I appreciate the pictures. Mike, just a refresher, what's the timeline for construction for the playgrounds?

Mr. McDonough: These first six playgrounds, Mark has been pretty firm that they better be ready for popsicles on the playground. They will be done in the summer and will be ready to go before students arrive in August.

Ms. Arnold: Which of these six have recycled....?

Mr. McDonough: Oh, great question. If you are really curious and want to review the bid documents, you'll notice that two of the playgrounds in this first round do not have the same number of playground equipment that the others will be receiving. Those are Avery and Crossing. As we've said all along, we want to honor and preserve the commitments that our PTOs have made recently at each of those buildings. Both of their PTOs have recently purchased equipment. Part of the reason Avery's footprint will look a little different is to incorporate the structures that have already been installed. Avery had two pieces that their PTO recently purchased, so we're going to keep those and use those as part of the new playground. Hilliard Crossing also had a new piece installed last year. They're not getting the same number, but all will have the same features and the overall square footage.

Ms. Arnold: Are you going to have to move some of that equipment?

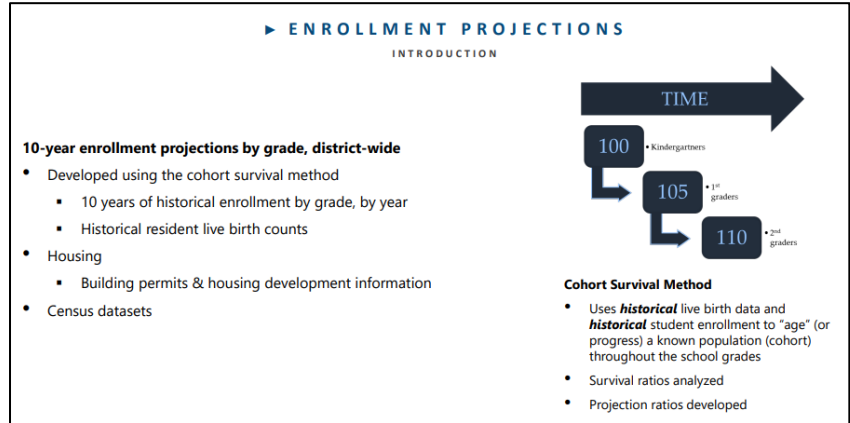
Mr. McDonough: Yes.

8. Enrollment Projections

Mr. Stewart: Okay, our last presentation this evening. The people are the same, but the company name has changed. You are used to enrollment projections from Cooperative Strategies. Cooperative Strategies has merged with Woolpert, and Karen Jackson is here to provide a summary of the enrollment projection findings for this year.

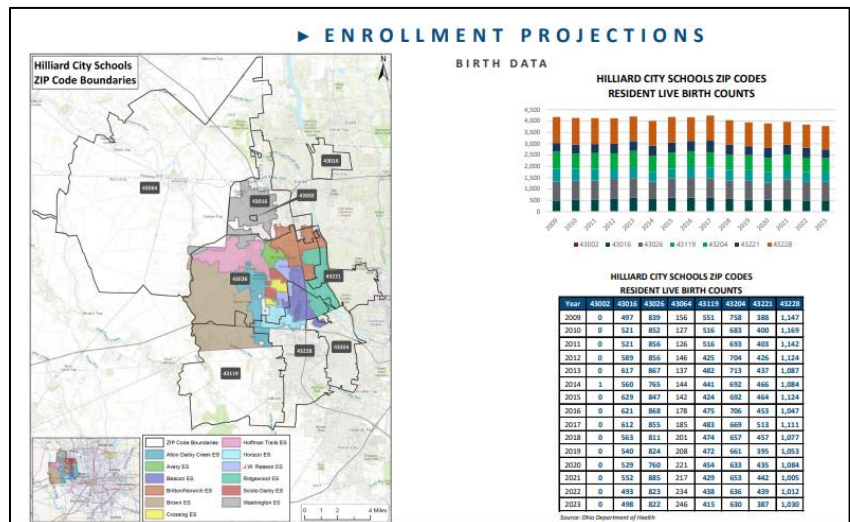
Ms. Jackson: Thanks for having me back tonight. As usual, I'll begin the presentation with the enrollment projections and then move to the housing study.

Our enrollment projections utilize the cohort survival method, which examines cohorts of students from one grade to the next and from one year to the next. We used 10 years of historical data, by grade and by school to project the enrollment moving forward.



We also used the resident live birth counts from the past 10, 15 years or so to inform the kindergarten (*enrollment*) five years later. This year’s kindergartners would have been those born in 2019 or 2020. We used those birth counts to inform the kindergarten. We also examine building permits, council development information, and census datasets.

Starting with birth data, the overall number of births has declined over the past 15 years or so. In the chart on the right, the top one displays a bar graph of those births. The last couple of years have been the lowest since 2009. The chart below displays the actual birth counts by zip code. We obtain the data aggregated by zip code from the Department of Health. That is the smallest geography in which we received the birth counts. So that's how it's aggregated in the chart. You can see the different counts here. Those highlighted in blue are the zip codes that we used. If you look at the map on the left, it shows your zip codes compared to your boundaries. Some zip codes have a tiny little sliver of your district. Other ones have very large sections. The zip codes we used are highlighted in blue in this chart, and those are the only ones represented.



from each cohort from one grade to the next. So, if you look at the box I highlighted, the survival ratio is from fifth grade last year to sixth grade this year at 103%. So, if that class had a hundred students, that means there were a hundred students in the fifth grade. In sixth grade this year, there are 103 students. Anything showing a number over 100% indicates growth. Anything below 100% indicates a decline. This chart displays the survival rates by grade over the past ten years. Below all the colorful percentages are various statistical models that can be used to project enrollment. And this is district-wide. When you go into the actual projections, we do use the individual high school survival ratios, but this is a lot more high level, and we're not going to mail into each individual survival ratio for every school.

This chart shows your historical enrollment by grade and year for the last 10 years, conditionally formatted based on class size. The larger classes are shown in red and the smaller classes in blue. As you can see, you have grown over the last grown over the last 10 years.

We also examine other enrollment data sets, such as those of students attending community schools and home-schooled students. During the current school year, we have 411 students attending community schools and 344 students attending homeschool. The community school number has gone down over the last couple of years. Homeschool has remained fairly steady over the last five or so years, with 2020 being the highest. But of course, that was our covid year.

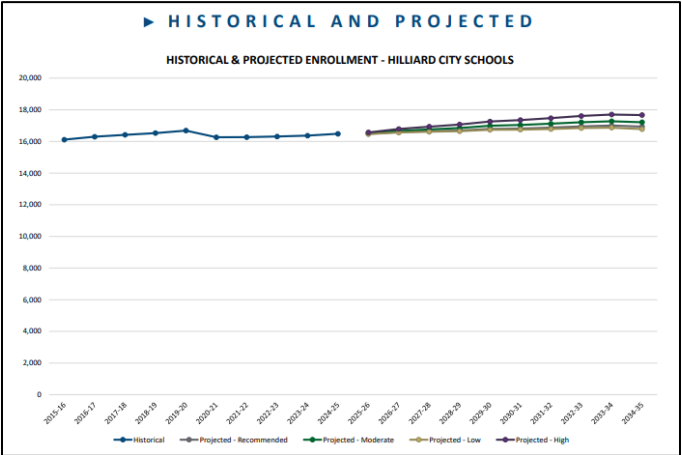
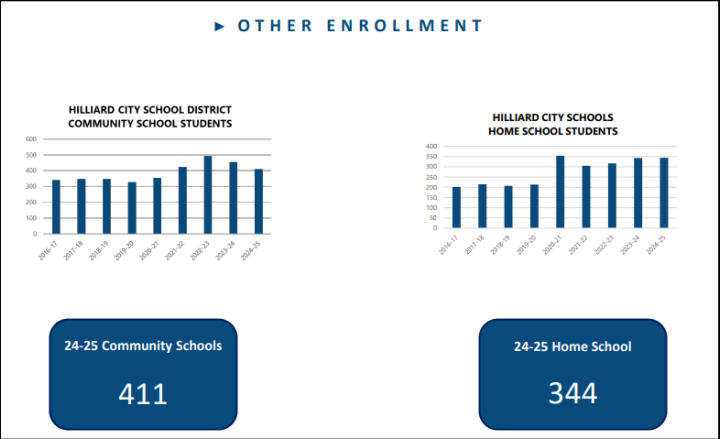
We developed four different projections: low, moderate, high, and recommended. The low, moderate, and high are based on your actual survival ratios. Nothing else is considered. It is just straight math. The recommended projections are typically the more accurate of the predictions and take into account any anomalies, such as the survival ratios and housing developments that may have just begun. Anything that has just been on the docket forever, which has been the case historically, but not so much

HISTORICAL ENROLLMENT											
Historical Enrollment - District-wide											
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
PS	291	299	333	355	397	291	403	463	487	474	
K	1,074	1,133	1,148	1,091	1,138	1,024	1,202	1,161	1,085	1,120	
1	1,187	1,175	1,165	1,192	1,153	1,162	1,058	1,214	1,168	1,101	
2	1,174	1,193	1,166	1,152	1,202	1,140	1,096	1,084	1,214	1,188	
3	1,202	1,201	1,233	1,199	1,158	1,178	1,136	1,093	1,108	1,229	
4	1,201	1,207	1,185	1,211	1,191	1,145	1,182	1,138	1,121	1,145	
5	1,227	1,228	1,229	1,225	1,229	1,198	1,126	1,204	1,140	1,145	
6	1,235	1,247	1,254	1,246	1,243	1,209	1,181	1,148	1,230	1,178	
7	1,268	1,260	1,264	1,261	1,298	1,260	1,244	1,216	1,187	1,284	
8	1,280	1,297	1,281	1,295	1,278	1,292	1,270	1,256	1,247	1,230	
9	1,330	1,331	1,360	1,385	1,423	1,367	1,404	1,388	1,402	1,384	
10	1,271	1,313	1,281	1,349	1,345	1,370	1,358	1,374	1,344	1,357	
11	1,100	1,122	1,218	1,235	1,265	1,234	1,235	1,258	1,316	1,302	
12	1,094	1,079	1,098	1,182	1,207	1,199	1,168	1,144	1,191	1,256	
JVS	181	214	205	152	159	187	195	170	127	91	
23	0	0	0	0	0	10	12	0	0	0	
K - 12 Total	15,643	15,786	15,882	16,023	16,130	15,778	15,660	15,678	15,753	15,919	
Grand Total	16,115	16,299	16,420	16,530	16,686	16,266	16,270	16,311	16,367	16,484	

Source: Hilliard City Schools Enrollment Data, October Count

HISTORICAL ENROLLMENT											
Historical Enrollment - District-wide											
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
PS	291	299	333	355	397	291	403	463	487	474	
K-5	7,065	7,137	7,126	7,070	7,071	6,847	6,800	6,894	6,826	6,928	
6	1,235	1,247	1,254	1,246	1,243	1,209	1,181	1,148	1,230	1,178	
7-8	2,548	2,557	2,545	2,556	2,576	2,552	2,514	2,472	2,434	2,514	
9-12	4,795	4,845	4,957	5,151	5,240	5,170	5,165	5,164	5,253	5,299	
JVS	181	214	205	152	159	187	195	170	127	91	
23	0	0	0	0	0	10	12	0	0	0	
K - 12 Total	15,643	15,786	15,882	16,023	16,130	15,778	15,660	15,678	15,753	15,919	
Grand Total	16,115	16,299	16,420	16,530	16,686	16,266	16,270	16,311	16,367	16,484	

Source: Hilliard City Schools Enrollment Data, October Count



any more. So the high is going to be high. The moderate is the green line. The low is going to be the lowest, the yellow, and then the recommended is hidden between the green and the yellow. And we're going to focus on the recommended one tonight. However, if you examine the report, you can find all four projections.

So, looking at our recommended projections for the next 10 years, we are showing growth. We expect to gain approximately 400 students over the next 10 years. When I get into the housing study, you'll see this as well, and it's pretty evident. Where that's coming from. I do like to look at these charts for... I don't know, catty corner. Suppose you look at the grade that I've highlighted, which is showing kindergarten all the way through to when they become ninth graders. That's essentially how you should view these charts. You can see a grade move through the system. So, for kindergarten next year, we're projecting 1,070. The following year, we're projecting 1,088, and so on. Just as with historical enrollment, we continue to project higher grades at the high school level. That's what we've seen historically, and that's what we're projecting there.

Now, these projections are by school. Like I said, if you really want to nail into the projection by school or by grade, we do have that within the report. You can find it there. This chart shows the projected enrollment by school for the next 10 years. Again, assuming everything is staying the same. I know you have some big plans coming up. I will skip this section instead of going through each one, as I believe the next chart provides a bit more information.

I believe the most important aspect of this is its impact on us. So, we compared these enrollments to your capacities. Keep in mind that you have some upcoming facility changes. These are all based on your current capacities. In this chart, we're showing the utilization of buildings. So, anything in blue shows underutilization. Anything in green is that hot spot. That's really where we want to be in terms of utilization, ideally between 80% and 90%.

► ENROLLMENT PROJECTIONS

PROJECTED ENROLLMENT

Projected Enrollment - Recommended - District-wide

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
PS	474	474	474	474	474	474	474	474	474	474
K	1,070	1,160	1,102	1,096	1,120	1,120	1,120	1,120	1,120	1,120
1	1,144	1,088	1,186	1,125	1,119	1,145	1,145	1,145	1,145	1,145
2	1,116	1,155	1,103	1,197	1,138	1,129	1,155	1,155	1,155	1,155
3	1,208	1,133	1,176	1,122	1,216	1,155	1,147	1,173	1,173	1,173
4	1,261	1,241	1,164	1,206	1,151	1,253	1,188	1,180	1,207	1,207
5	1,167	1,287	1,263	1,183	1,231	1,175	1,273	1,211	1,203	1,229
6	1,153	1,181	1,291	1,267	1,192	1,233	1,178	1,280	1,215	1,209
7	1,229	1,203	1,232	1,347	1,323	1,244	1,288	1,230	1,335	1,268
8	1,323	1,267	1,239	1,270	1,388	1,363	1,282	1,326	1,268	1,375
9	1,360	1,463	1,400	1,371	1,404	1,535	1,507	1,417	1,466	1,401
10	1,851	1,326	1,428	1,369	1,337	1,372	1,498	1,471	1,383	1,431
11	1,298	1,291	1,269	1,365	1,308	1,279	1,310	1,433	1,406	1,323
12	1,238	1,235	1,229	1,208	1,299	1,245	1,218	1,247	1,363	1,339
JVS	91	91	91	91	91	91	91	91	91	91
K - 12 Total	15,918	16,030	16,082	16,126	16,226	16,248	16,309	16,388	16,439	16,375
Grand Total	16,483	16,595	16,647	16,691	16,791	16,813	16,874	16,953	17,004	16,940

Source: Woodport

Projected Enrollment - Recommended - District-wide

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
PS	474	474	474	474	474	474	474	474	474	474
K - 5	6,966	7,064	6,994	6,929	6,975	6,977	7,028	6,984	7,003	7,029
6	1,153	1,181	1,291	1,267	1,192	1,233	1,178	1,280	1,215	1,209
7 - 8	2,552	2,470	2,471	2,637	2,711	2,607	2,570	2,556	2,603	2,643
9 - 12	5,247	5,315	5,326	5,313	5,348	5,431	5,533	5,568	5,618	5,494
JVS	91	91	91	91	91	91	91	91	91	91
K - 12 Total	15,918	16,030	16,082	16,126	16,226	16,248	16,309	16,388	16,439	16,375
Grand Total	16,483	16,595	16,647	16,691	16,791	16,813	16,874	16,953	17,004	16,940

Source: Woodport

► ENROLLMENT PROJECTIONS

PROJECTED ENROLLMENT

Projected Enrollment - Recommended - by School

School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	Trend
Preschool	474	474	474	474	474	474	474	474	474	474	
Alton Darby & Darby Creek ES	1,088	1,097	1,100	1,092	1,084	1,079	1,078	1,075	1,076	1,078	
Avery ES	438	457	452	442	463	463	472	468	469	472	
Beacon ES	439	441	435	425	430	429	428	427	429	429	
Britton & Norwich ES	904	910	896	879	881	881	884	876	879	885	
Brown ES	447	437	427	422	421	424	428	426	426	427	
Hilliard Crossing ES	506	502	485	477	488	495	503	499	501	503	
Hilliard Horizon ES	614	621	620	625	634	627	629	628	630	630	
Hoffman Trails ES	484	488	488	498	489	494	501	497	499	501	
JW Reason ES	489	500	488	492	501	502	511	506	509	511	
Ridgewood ES	592	608	589	576	586	587	586	585	584	586	
Scioto Darby ES	371	376	390	378	372	375	380	378	379	380	
Washington ES	486	512	514	516	518	512	516	511	514	517	
Station Sixth Grade	730	781	810	795	780	780	750	813	775	774	
Tharp Sixth Grade	531	515	591	579	520	562	540	575	548	545	
Heritage MS	797	773	779	821	828	813	806	790	806	819	
Memorial MS	828	814	819	863	872	856	847	831	848	862	
Weaver MS	927	883	873	933	1,011	938	917	935	949	962	
Bradley HS	1,744	1,793	1,822	1,808	1,846	1,880	1,898	1,927	1,924	1,888	
Darby HS	1,723	1,703	1,692	1,667	1,674	1,695	1,709	1,733	1,730	1,699	
Davidson HS	1,871	1,910	1,903	1,929	1,919	1,947	2,017	1,999	2,055	1,998	
Grand Total	16,483	16,595	16,647	16,691	16,791	16,813	16,874	16,953	17,004	16,940	

Source: Woodport

► ENROLLMENT PROJECTIONS

IMPACT TO FACILITIES

Enrollment Projections: Recommended

School	Program Capacity	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-25
Alton Darby	1,190	90%	91%	92%	92%	92%	91%	91%	91%	90%	90%	91%
Darby Creek	527	83%	83%	87%	86%	84%	88%	88%	90%	89%	89%	90%
Avery	548	82%	80%	80%	79%	78%	78%	78%	78%	78%	78%	78%
Beacon	1,170	77%	77%	78%	77%	75%	75%	75%	76%	75%	75%	76%
Britton	529	85%	84%	83%	81%	80%	80%	80%	81%	81%	81%	81%
Norwich	648	81%	78%	77%	75%	74%	75%	76%	78%	77%	77%	78%
Brown	653	92%	94%	95%	95%	96%	97%	96%	96%	96%	96%	96%
Hilliard Crossing	636	76%	77%	78%	78%	78%	78%	79%	80%	79%	80%	80%
Hilliard Horizon	573	83%	85%	87%	85%	86%	87%	88%	89%	88%	89%	89%
Hoffman Trails	660	91%	90%	92%	89%	87%	89%	89%	89%	89%	88%	89%
JW Reason	564	66%	66%	67%	69%	67%	66%	66%	67%	67%	67%	67%
Ridgewood	628	74%	77%	82%	82%	82%	82%	82%	82%	81%	82%	82%
Scioto Darby	8,316	82%	82%	84%	83%	82%	83%	83%	83%	83%	83%	83%
Washington	997	77%	73%	78%	81%	80%	78%	78%	75%	82%	78%	78%
ES SUBTOTAL	825	62%	64%	62%	72%	70%	63%	68%	65%	70%	66%	66%
Station	1,172	70%	62%	72%	72%	72%	72%	72%	72%	72%	72%	72%
Tharp	1,042	77%	70%	74%	75%	75%	75%	75%	75%	75%	75%	75%
6th Subtotal	1,144	70%	72%	71%	72%	75%	76%	75%	74%	73%	74%	75%
Heritage	1,059	87%	88%	83%	82%	88%	95%	89%	87%	88%	90%	91%
Memorial	3,245	77%	79%	76%	76%	81%	84%	80%	79%	79%	80%	81%
Weaver	2,027	86%	86%	88%	90%	89%	91%	93%	94%	95%	95%	93%
MS Subtotal	1,810	95%	95%	94%	93%	92%	92%	94%	94%	96%	96%	94%
Darby	1,844	104%	101%	104%	103%	105%	104%	106%	109%	108%	111%	108%
HS Subtotal	3,654	95%	94%	95%	95%	95%	96%	97%	99%	100%	100%	98%
K-12 TOTAL	13,064	84%	84%	85%	85%	85%	86%	86%	86%	86%	87%	86%

reflect up

Anything in yellow is still within acceptable utilization, but you're approaching overutilization, and red indicates overutilization. The only building showing over-utilization is Davidson. You can see there is some imbalance projected over the next 10 or so years. But again, these are based on current capacities, not any updates based on your master facilities plan.

So, just a couple of notes.

Enrollment projections can and do change from year to year. Every time we get a new kindergarten class, we have an entire new set of survival ratios to use. These are key factors to keep track of as we continue to monitor enrollment. You do an excellent job of monitoring enrollment. I work in many districts where they've never looked at this before, and they're growing rapidly. Unfortunately, they don't have a plan, but you're doing an excellent job.

► 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
 - Magnet / charter / private school opening or closure
 - New school openings
 - Zoning changes
 - School closures
 - Annexations
 - Changes / additions in program offerings
 - Unplanned new housing activity
 - Preschool programs
 - Planned, but not built, housing
 - Change in grade configuration
 - School voucher programs
 - Interest rates / unemployment shifts
 - Pandemics
 - Intra- and inter-District transfer

Several factors can cause changes in projected enrollment, including boundary adjustments, new school openings, closures, and changes in programming. So, just a couple of things to keep in mind as we continue to monitor these exciting developments.

Moving on to the housing study, which is typically more exciting than the enrollment projections. The housing study assesses the impact of housing on student enrollment. We use an entirely different methodology from the enrollment projections. In this case, we are using student yields, which is simply the number of students divided by the number of homes. In this case, we have five students in 10 homes, which would give us a student yield ratio of 0.5 students per unit, or one student for every two units.

► STUDENT POTENTIAL ANALYSIS
INTRODUCTION

Measures the impact that housing has on student enrollment

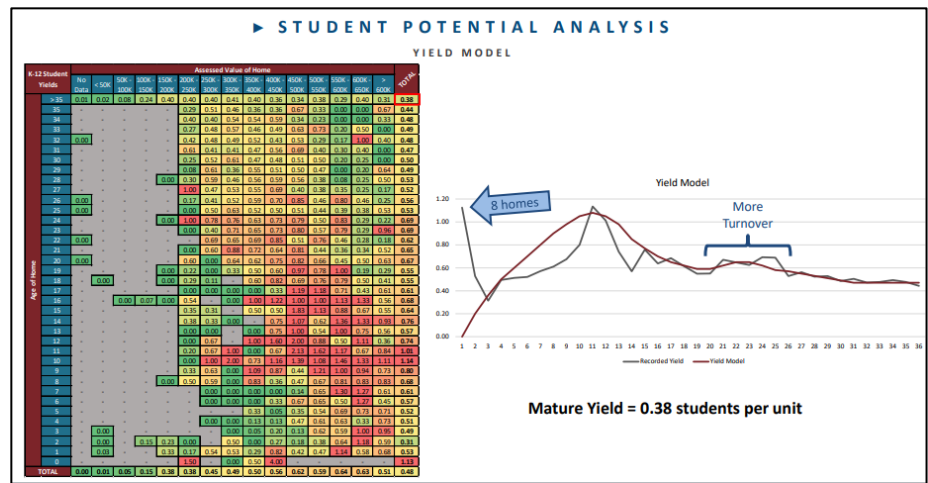
- Different methodology from enrollment projections

Study is based on student yields

- Ratio of students divided by housing units
- 5 students / 10 homes = 0.5 students/unit

We take this one step further and look at the yields based on the age of the home. What we have found in Hilliard City Schools, as well as across many growing districts in central Ohio, is a very clear pattern: when a home is built, it has a low yield, but it grows. The yield increases until we reach about year nine or so, and then it declines from there.

The chart on the left shows your student yields based on both the age of the home and its assessed value. Please note that the assessed value does not necessarily reflect the market value. It used to be 35% lower, but I no longer believe that. House prices are crazy. So, if you look at the column on the right, that information is the same as what is in this chart. It shows the overall student yield based on the age of the home. The gray line in this yield model shows your actual yield by the age of your home. The red line represents the method we use to forecast enrollment.



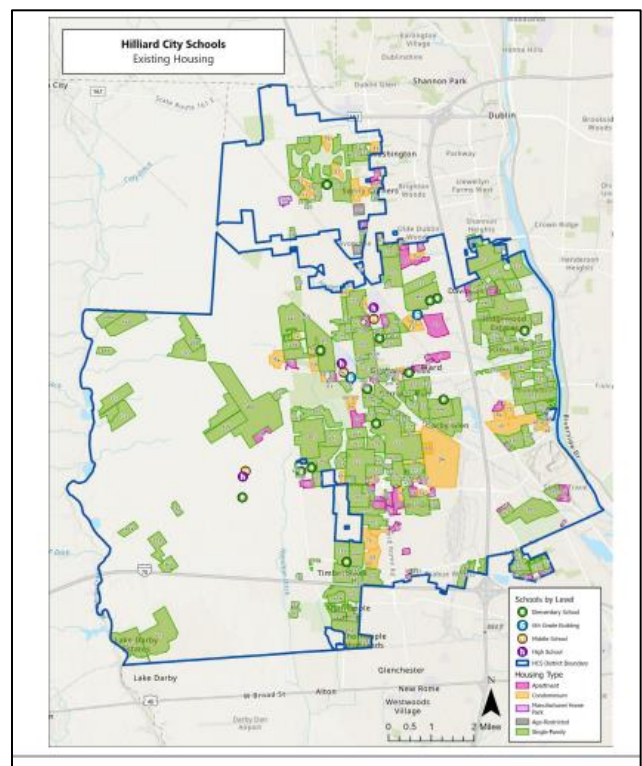
A couple of things to note about the yield model. You can see your actual yield for year zero is 1.13. There are only eight homes in that category with nine students, so that is an anomaly. Every other year has hundreds of homes, except for those years immediately following the housing loss, such as 2008, 2012, or every...*(unintelligible)*...years.

I also want to point out something that has changed from last year, and that is this turnover section. Between years 18 and 23, we are seeing more turnover in homes than we have in the past. That line used to be a lot flatter and decline. We're seeing a slight increase in those homes. I certainly can't speak for every family, but students turning 18 and graduating from high school could lead to migration from that age group.

Once homes reach approximately 35 years old, we no longer see significant fluctuations in student yield. So, after that 35-year point, you apply a mature yield or a static yield to those homes, and that yield is 0.38 students per unit. That is your actual yield for all of your homes older than 35 years.

Examining your existing housing, the map on the left displays all your current housing locations. The green areas show your single-family subdivisions. Apartments are in pink, and condos are in orange. Your manufactured home parks are in purple. Additionally, you have a couple of age-restricted communities; we love those. Those are in gray.

Looking at your yields for this year. The chart at the top shows your student yields, both for this year and for every year that we've been conducting this study. Overall, single-family



homes are yielding approximately 0.5 students per unit. That number has decreased over the past couple of years, but keep in mind that the number of homes continues to rise. So, you have more students than you've ever had in single-family homes. Even though the yield is smaller, there are a lot more homes. Your apartments have also been growing. This year, you're seeing 0.31 students per unit from your apartments. That number has been creeping up, except in the 2019-2020 year, when it dropped off during our COVID year. Your condos have remained relatively flat at 0.23 students per unit this year. And then, your mobile home parks typically don't have a significant number of mobile homes or students from mobile homes. So, I wouldn't say that the increase of 0.06 is significant in this case, but this year, you are seeing 0.06 students for every mobile home unit.

The chart on the bottom shows your yields based on both grade configuration and boundary. So, all of your elementary school boundaries show your yields for grades K-5, the sixth-grade buildings show yields for grade 6, and so on.

So, moving on to the exciting part. So these are our housing developments. You have quite a few developments going on, and the biggest difference between the last couple of years and this year is that we have been

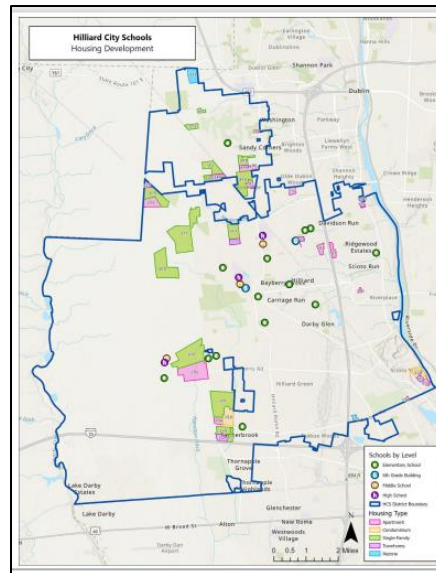
sitting on quite a few developments that have actually gotten started. We've had some of these on our docket for years and years, and nothing has happened, but this past year, things have started moving forward. We have a couple of

developments at the bottom, highlighted in yellow. I want to point out that these indicate developments that are too early in the...(*unintelligible*)...process to have any specifics about them. So, the unit counts for these are based on the average densities for the entire district. That's the number of units per acre. In apartments, you're seeing 12.59 units per acre; in condominiums, 4.9; and single-family homes, 2.53. I thought it was interesting to see the number of students per acre. In apartments, we are seeing 3.9 students per acre; in condominiums, 1.01 students per acre; and single-family homes, 1.26. That didn't play into the study at all. I just thought it was interesting. This map has the same color scheme as the existing housing map.

► EXISTING HOUSING

Housing Type	24-25 Units	24-25 Students	24-25 Yield	19-20 Yield	20-21 Yield	21-22 Yield	22-23 Yield	23-24 Yield
Single-Family	21,646	10,724	0.50	0.56	0.53	0.52	0.52	0.51
Apartment	8,966	2,773	0.31	0.34	0.29	0.26	0.26	0.28
Condominium	5,614	1,264	0.23	0.25	0.26	0.24	0.24	0.23
Mobile Home Park	171	113	0.66	0.43	0.54	0.55	0.59	0.60

Yields by School Boundary (Grade Configuration Specific)	Subdivided Single-Family	Non-Subdivided Single-Family	Apartment	Condominium	Mobile Home Park
Alton Darby Creek ES	0.26	0.11	0.17	0.00	-
Avery ES	0.22	0.00	0.14	-	-
Beacon ES	0.20	0.02	0.14	-	-
Britton/Norwich ES	0.17	0.04	0.12	0.09	-
Brown ES	0.28	0.14	-	-	-
Crossing ES	0.22	0.01	0.26	0.14	-
Hoffman Trails ES	0.29	0.11	0.34	0.08	-
Horizon ES	0.23	0.05	0.19	0.15	-
J.W. Reason ES	0.19	0.03	0.15	0.04	-
Ridgewood ES	0.16	0.04	0.06	0.12	-
Scioto Darby ES	0.19	0.00	0.13	0.10	-
Washington ES	0.19	0.20	0.11	0.04	0.27
ELEMENTARY SUBTOTAL	0.21	0.09	0.14	0.09	0.22
Station 6th Grade	0.04	0.02	0.03	0.02	-
Tharp 6th Grade	0.03	0.00	0.02	0.02	0.06
6TH SUBTOTAL	0.04	0.01	0.02	0.02	0.06
Heritage MS	0.08	0.04	0.05	0.03	-
Memorial MS	0.09	0.04	0.07	0.06	-
Weaver MS	0.07	0.02	0.04	0.03	0.10
MIDDLE SUBTOTAL	0.08	0.03	0.05	0.03	0.10
Bradley HS	0.19	0.09	0.14	0.14	-
Darby HS	0.18	0.07	0.09	0.06	-
Davidson HS	0.15	0.03	0.07	0.06	0.22
HIGH SUBTOTAL	0.17	0.06	0.09	0.08	0.22



► STUDENT POTENTIAL ANALYSIS

DEVELOPMENT

Map ID	Name	Housing Type	Status	% Complete
285	Alton Place	Apartment	Active	0%
286	Avery Crossing	Apartment	Proposed	0%
287	Beacon Woods	Apartment	Active	35%
288	Britton Park Apartments	Apartment	Approved	0%
289	Hayden Run - Single & Multi-Unit Housing	Apartment	Proposed	0%
290	Irish Village	Apartment	Proposed	0%
291	Quarry Trails	Apartment	Active	70%
292	Reserve at Mill Run	Apartment	Active	0%
293	Rock Run	Apartment	Approved	0%
294	Sugar Farm Luxury Multi-Family Vision Development	Apartment	Active	90%
295	Trubee Road Apartments	Apartment	Approved	0%
296	TruPoint Development	Apartment	Active	0%
297	Upper Van Rats Phase 2	Apartment	Active	80%
298	Quarry Trails	Condominium	Active	43%
299	The Retreat at Sugar Farms	Condominium	Active	45%
300	Alton Place	Single-Family	Active	55%
301	Amint Crossing	Single-Family	Proposed	0%
302	Amint Crossing	Single-Family	Proposed	0%
303	Avery Woods	Single-Family	Active	35%
304	Avery Woods	Single-Family	Active	0%
305	Hayden Run - Single & Multi-Unit Housing	Single-Family	Proposed	0%
306	Hill Farm	Single-Family	Active	38%
307	Miller Farm (Same Site as Amint Crossing)	Single-Family	Proposed	0%
308	Renner Park	Single-Family	Active	0%
309	Renner South	Single-Family	Active	60%
310	Sugar Farms	Single-Family	Active	37%
311	Union Meadows	Single-Family	Active	91%
312	The Courtyard at Oak Farms	Single-Family	Active	24%
313	The Farms at Conroy	Single-Family	Proposed	0%
314	Amint Crossing	Townhome	Proposed	0%
315	Avery Crossing	Townhome	Proposed	0%
316	Hayden Run - Single & Multi-Unit Housing	Townhome	Proposed	0%
317	Quarry Trails	Townhome	Active	44%
318	Renner South	Townhome	Active	12%
319	Rock Run	Townhome	Approved	0%
320	The Courtyard at Oak Farms	Townhome	Active	44%
321	Townhomes of Hillard	Townhome	Active	0%
322	Conroy Commons	Apartment	Proposed	0%
323	Conroy Commons	Townhome	Proposed	0%
324	Quicker Property	Apartment	Proposed	0%

Developments in yellow indicate developments too early in the municipal process to provide concrete details; information is based on density estimates

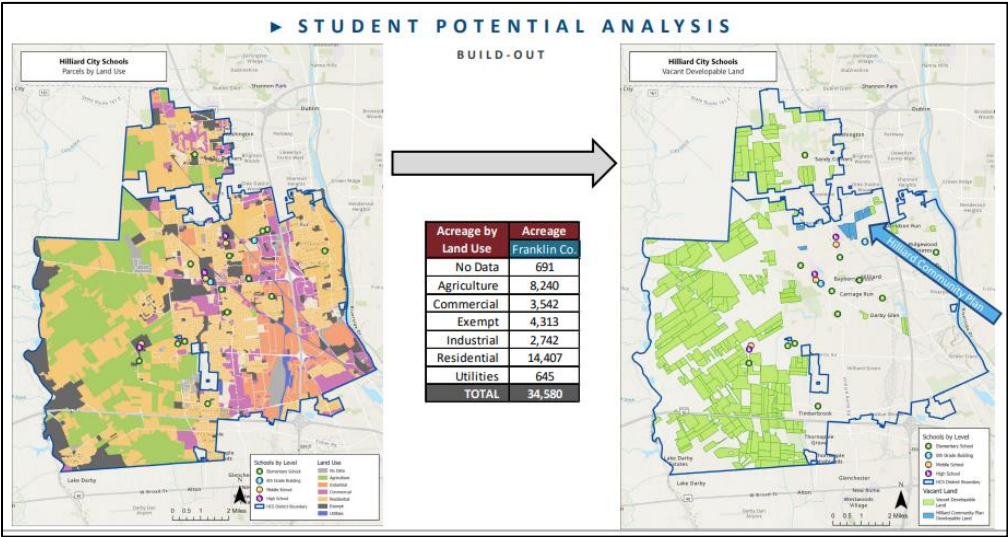
Average Densities	
Apartment	12.59 Units/Acre
Condominium	4.49 Units/Acre
Single-Family	2.53 Units/Acre
Apartment	3.9 Students/Acre
Condominium	1.01 Students/Acre
Single-Family	1.26 Students/Acre

This is the same chart I showed before. It provides additional information about each development. It displays the development name, housing type, status, and percentage of completion, which has increased for many of these developments that we've been waiting for a while. It also shows their current boundary, the number of units at build-out, and the maximum enrollment we can expect when these homes reach their maximum point in the yield model. And then the maturity shows what we can expect once every home has made it through the yield model to that 35-year mark. For any multifamily – apartments, condos, town homes – We apply a static yield because we don't see much fluctuation in yield from those year after year. Those have been placed into our model based on timelines provided by developers in municipalities, just as the single-family homes have. However, that static yield applies; there is no model associated with those.

STUDENT POTENTIAL ANALYSIS											
DEVELOPMENT											
Development Information				Boundary				Units at Build Out			
Map ID	Name	Housing Type	Status	% Complete	Elementary	6th Grade	Middle	High	Units at Build Out	K-12 Maximum Enrollment	K-12 Mature Enrollment
285	Alton Place	Apartment	Active	0%	Brown ES	Station 6th Grade	Memorial MS	Bradley HS	263	88	88
286	Avery Crossing	Apartment	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	458	142	142
287	Acornside Woods	Apartment	Active	35%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	282	87	87
288	Britton Park Apartments	Apartment	Approved	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	288	89	89
289	Hayden Run - Single & Multi Unit Housing	Apartment	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	224	73	73
290	Irish Village	Apartment	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	150	46	46
291	Quarry Trails	Apartment	Active	78%	Ridgewood ES	Tharp 6th Grade	Weaver MS	Davidson HS	539	173	173
292	Reserve at Mill Run	Apartment	Approved	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	120	37	37
293	Rock Run	Apartment	Approved	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	136	42	42
294	Sugar Farms Luxury Multi-Family Union Development	Apartment	Active	80%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	220	68	68
295	Tribune Road Apartments	Apartment	Approved	0%	Ridgewood ES	Tharp 6th Grade	Weaver MS	Davidson HS	132	41	41
296	TruePoint Development	Apartment	Active	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	367	114	114
297	Upper Vue Flats Phase 2	Apartment	Active	80%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	254	77	77
298	Quarry Trails	Condominium	Active	43%	Ridgewood ES	Tharp 6th Grade	Weaver MS	Davidson HS	280	80	80
299	The Retreat at Sugar Farms	Condominium	Active	45%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	121	31	31
300	Alton Place	Single-Family	Active	15%	Brown ES	Station 6th Grade	Memorial MS	Bradley HS	182	57	57
301	Amlin Crossing	Single-Family	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	105	33	33
302	Avery Crossing	Single-Family	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	114	35	35
303	Avondale Woods	Single-Family	Active	35%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	78	24	24
304	Aspen Hills Farms	Single-Family	Active	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	81	25	25
305	Hayden Run - Single & Multi Unit Housing	Single-Family	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	224	73	73
306	Hill Farm	Single-Family	Active	38%	Hoffman Trails ES	Station 6th Grade	Heritage MS	Darby HS	229	70	70
307	Miller Farm (Same Site as Amlin Crossing)	Single-Family	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	113	35	35
308	Reinner Park	Single-Family	Active	0%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	46	14	14
309	Reinner South	Single-Family	Active	68%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	89	28	28
310	Sugar Farms	Single-Family	Active	32%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	415	125	125
311	Tarleton Meadows	Single-Family	Active	92%	Washington ES	Station 6th Grade	Heritage MS	Darby HS	307	95	95
312	The Courtyard at Car Farms	Single-Family	Active	24%	Hoffman Trails ES	Tharp 6th Grade	Weaver MS	Davidson HS	227	70	70
313	The Farms at Cogray	Single-Family	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	52	16	16
314	Amlin Crossing	Townhome	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	430	95	95
315	Avery Crossing	Townhome	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	40	9	9
316	Hayden Run - Single & Multi Unit Housing	Townhome	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	367	83	83
317	Quarry Trails	Townhome	Active	64%	Ridgewood ES	Tharp 6th Grade	Weaver MS	Davidson HS	56	13	13
318	Reinner South	Townhome	Active	12%	Alton Darby Creek ES	Station 6th Grade	Memorial MS	Bradley HS	196	44	44
319	Rock Run	Townhome	Approved	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	56	13	13
320	The Courtyard at Car Farms	Townhome	Active	44%	Hoffman Trails ES	Tharp 6th Grade	Weaver MS	Davidson HS	16	4	4
321	Townhomes at Hillard	Townhome	Active	0%	Britton/Norwich ES	Tharp 6th Grade	Weaver MS	Davidson HS	63	14	14
322	Cogray Commons	Apartment	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	240	74	74
323	Cogray Commons	Townhome	Proposed	0%	Washington ES	Tharp 6th Grade	Weaver MS	Davidson HS	31	7	7
324	Quicker Property	Apartment	Proposed	0%	Beacon ES	Station 6th Grade	Heritage MS	Darby HS	64	20	20

I want to point out a couple of things. The townhome complex within Quarry Trails, which has 56 units, represents only a portion of the total number of townhomes. That is the total number of townhomes that will be one-bedroom or studio units. It's only about 20% of the total number of townhomes being built in that development. Additionally, our yellow ones at the bottom display the estimated number of units. Those are likely to change even this year and next once we receive more specifics about them.

This study includes a comprehensive build-out analysis, examining the enrollment once every developable tract of land is developed. On the left, we have the parcel data based on the current land use. Anything in green is agriculture. Beyond that, the most important aspect is residential, indicated by the yellowish-orange color. The map

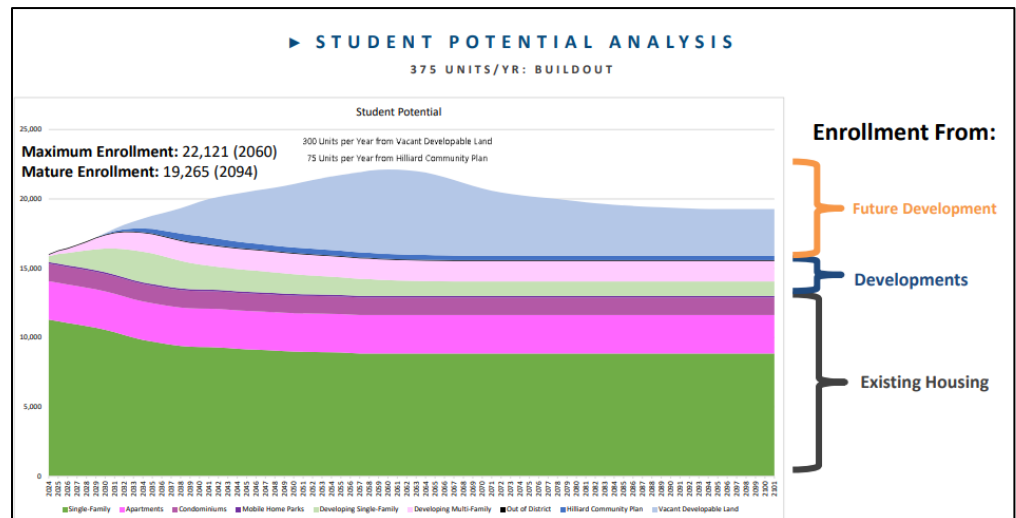


on the right shows all the land that could be developed in the future. Anything in green indicates land that is not part of the Hilliard community plan. And then these blue parcels are tracts of land that the City of Hilliard has said it wants to develop as part of their community plan. So, we're keeping track of both of those. There is even a proposed development that may have been approved within the Hilliard community plan land. So that is moving. We also have the acreage by land use, but that's not overly exciting. Although your residential area continues to grow and the agricultural area continues to shrink, that is essentially what we're seeing within the district.

So, what does all this mean? This chart shows the student potential analysis for the district. We're applying the yield model to every existing single-family home based on its current location. So, if a home is 15 years old, it starts its journey through the yield model at 15 years.

This shows your enrollment by housing type. This large green area shows existing housing. This brings us back to that enrollment projection. We are seeing a

decline in enrollment from your existing housing. This means that the majority of your homes are already past the high point in the guild model; they are in decline.



Above that, this pink area shows your enrollment from apartments. Again, we're applying a static yield to that, assuming we will see a similar number of students coming from your existing apartments year after year. The same goes for condos (darker pink) and mobile home parks (thin purple line). The light green area indicates enrollment from single-family developments. This tells me it is not your existing housing that is causing your growth. It is those developments. Above that, the light pink area shows our enrollment from the multifamily home developments. The black line right here indicates your students who are coming in from outside the district. I'm assuming you'll have a similar number year after year.

Above that is the build-out study. Therefore, if nothing is ever proposed or approved by your municipalities, no further developments will occur. In that case, you can ignore the blue section. I don't think that will be the case. So, let's examine the dark blue line. It indicates your enrollment from the Hilliard community plan, assuming that 75 units per year will be allocated as per the community plan, starting around 2031 or 2032. Above that, this light blue line represents the enrollment from the full build-out study, encompassing all the other green areas shown on the map. Therefore, if 300 units are built every year, starting again around 2031, we will continue to see growth until approximately 2060. And then beyond that, we'll see the decline.

We incorporate all the developments into the model based on when either the municipality or developer informs us that the homes are going to be built. Oftentimes, it's done in phases. So, they'll tell us that, in 2025, phase one is going to occur, and it's going to involve this many homes. So, we put the

homes into this model. Some developments are just way too early even to have a concrete timeline like that. In such cases, we apply best practices and draw on our knowledge of the area to inform our approach.

We have a similar chart that shows the impact on facilities, as that's the most important aspect of this. Again, the capacities are based on current capacities and do not reflect any upcoming changes that will be part of the master facilities plan.

► IMPACT TO FACILITIES

*Capacities are current and do not reflect upcoming Master Facilities Plan facility changes

School	* Program Capacity	Student Potential: 375 Units/Year																
		2029	2034	2039	2044	2049	2054	2059	2064	2069	2074	2079	2084	2089	2094	2099		
Alton Darby	576																	
Darby Creek	614																	
Avery	527																	
Beacon	548																	
Britton	532																	
Norwich	638																	
Brown	529	90%	97%	102%	106%	109%	113%	115%	114%	109%	106%	104%	102%	101%	100%	100%		
Hilliard Crossing	648																	
Horizon	653																	
Hoffman Trails	626																	
JW Reason	573																	
Ridgewood	660																	
Scioto Darby	564																	
Washington	628																	
Station	997	71%	76%	80%	84%	86%	89%	91%	90%	86%	83%	82%	81%	80%	79%	79%		
Tharp	825																	
Heritage	1,042																	
Memorial	1,144	83%	89%	94%	98%	100%	104%	106%	105%	101%	97%	96%	94%	93%	92%	92%		
Weaver	1,059																	
Bradley	2,027																	
Darby	1,810	102%	110%	116%	121%	124%	128%	131%	130%	124%	120%	118%	116%	115%	114%	114%		
Davidson	1,844																	
K-12 TOTAL	19,064	90%	97%	103%	107%	110%	113%	116%	115%	110%	106%	104%	103%	102%	101%	101%		

Examining current capacities in relation to enrollment. Please note that this timeline differs slightly. The enrollment projection timeline spans 10 years, and this chart shows the impact every five years. By 2039, we'll be overutilized at the elementary schools. Again, we have some awesome changes coming to some elementary schools, so we're probably okay. Your sixth-grade centers are fine. Again, the color scheme is the same. So, green shows optimally utilized. At the middle school level, we're fine in the short term. By around 2050, we are expected to reach 100% utilization. The good news about middle and high school is that there is more flexibility in scheduling. We are currently showing overutilization at the high school level. Again, there is more flexibility at the high school, so this may not be as dramatic as it appears.

And that is all I have. I know that was a lot of information; do you have any questions?

Mr. McDonough: Couple of notes before questions. The enrollment projection and student potential reports are available on the master facility plan website, including reports from the past several years. So, if you really want to delve into each of these, one is about a hundred pages long, and the other is about 60 pages. So, nice sleeping material for you.

We've been working with this group for 10 years now. Although the company has changed its name a couple of times, it has been very good to us and very accurate.

Mr. Stewart: I'll add two other points. Karen mentioned this, but I want to remind you that not only are we replacing some buildings that have more capacity, which is not reflected here, but there is also a boundary revision process coming that will address some of those issues. So don't get too concerned about the capacity issues in these reports. I don't know who the superintendent will be in 2099, but he's not sitting here. That's his or her problem. Any questions?

Ms. Arnold: When you're looking at land use and considering commercial, you don't anticipate anything out of the ordinary, correct? In your analysis, anywhere? One word of caution on that with respect to

Columbus. You never know when that switches over, and they don't actually re-code it. There are a couple of pieces that are still listed as commercial, but they're actually residential. So something to maybe keep an eye on and factor in.

Mr. Stewart: One last thing, and then thank you, Karen. Great job. The point of doing this for you is so you can speak with confidence when you're asked by somebody, "Does the district know about...or is the district tracking..." and you can say with certainty that we are.

9. The Board of Education adopted the K-12 Science Course of Study.
10. The Board of Education awarded a contract to Byrne & Jones Enterprises, Inc. d.b.a. Byrne & Jones Construction (the "Contractor") for the Playground Improvements Project (the "Project") as the lowest responsible bidder, and requests authority to execute a contract with the Contractor for the Project.

Rationale:

1. The District has identified a need for the Project.
2. The Board's design professional, Schorr Architects, Inc. ("Schorr"), prepared design documents for the Project.
3. Working with Schorr, the Treasurer, and the Chief Operating officersolicited sealed, competitive bids in accordance with the Ohio Revised Code Section 3313.46.
4. A legal notice for the Project was placed in a newspaper of general circulation in the District for the bid period required by the Ohio Revised Code for public school construction projects. At the bid deadline, the bids were opened publicly, read aloud, and tabulated. The District received four bids for the Project.
5. Upon opening of the bid, the Contractor was the lowest responsible bidder for the Project and provided a bid of \$2,968,681.28.
6. The Chief Operating Officer and Schorr reviewed the Contractor's bid and evaluated the Contractor, and determined that the Contractor's bid is responsive to the specifications and that the Contractor is responsible to perform the work.
7. The Chief Operating Officer recommends awarding the contract for the Project to the Contractor, as the lowest responsible bidder, in the total amount of \$2,968,681.28 (the "Contract Sum").
8. The Chief Operating Officer also requests the Board authorize an additional \$296,000 in contingency funds (the "Contingency Funds") and grant authority for the Chief Operating Officer and Treasurer to sign change orders on behalf of the Board, as needed, to be billed against the Contingency Funds without further Board approval in order to facilitate timely completion of the Project. Change orders in excess of the Contingency Funds will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based on the information provided, the Board awards the contract for the Project to the Contractor as the lowest responsible bidder and authorizes the Treasurer and Chief Operating Officer to execute a contract with Contractor in the amount of the Contract Sum. No property interest in the contract will be created until the contract has been signed by the authorized representatives of the Board of Education.

2. The Board further authorizes the Treasurer, and Chief Operating Officer to sign change orders related to the Project in a total amount not-to-exceed the Contingency Funds. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

Mr. Vorst: Can you speak to your experience working with them in the past?

Mr. Dudgeon: Byrne & Jones has completed several successful projects for the district. Their Central Ohio office is local to us, just a little bit north of town. Our operations team has worked with them on several projects. They've delivered on time and under budget. As far as a company worthy of doing the work, we're comfortable with them.

11. Preschool Curriculum Resource Adoption

Mr. Stewart: This item is just an awareness piece. I emailed you about this. We will also email the community about preschool resource adoption as well as opportunities for demo counts and the opportunity to view that resource here at the central office.

12. At 8:05 p.m., the Board of Education caucused to executive session preparing for, conducting, or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.