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# MEETING NOTES

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1. The meeting was called to order at 6:30 p.m.
2. Roll Call: Mark Abate, Paul Lambert, Nadia Long, and Lisa Whiting were present. Heather Keck was absent.
3. Everyone stood and recited the Pledge of Allegiance.
4. The Board of Education adopted the agenda as presented.
5. The Board of Education approved consent agenda items E1 through E2 consisting of all personnel matters.
6. The Board of Education approved and congratulated the following 2019 Summer Graduates:
  - a. Kaitlyn Sage Pinnow, Darby High School
  - b. Max Weston Emmert, Davidson High School
  - c. Fryda Shelany Marquez Argueta, Davidson High School
  - d. Radames Enrique Rosales Marchan, Davidson High School

7. The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2020, the following sums be amended and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year as follows:

004 – Building Improvement \$450,000

The approval of this resolution will allow us to provide funds to repair the tennis courts at Heritage and Weaver middle schools, fund some contingencies from this summer's projects and some paving at Heritage Middle School.

8. Enrollment

We had over 200 students register last week with 128 of those registering on the first day of school and 112 students with special needs. Our total enrollment is 16,700+ students. Our team does an absolutely amazing job of getting these students registered, scheduled for programs and signed up for transportation.

The volume of new students that we have enrolling during the first week of the school year has us looking at our current enrollment processes. We are facing more urban-type issues with late enrollments. We also have about 200 students whose parents have begun the registration process but aren't here yet. Some of those students will complete the process and a large number of those students

who have moved out of the district will end up enrolling in their new school district. It has been our experience that once this process shakes out, our total enrollment will be where it is today.

J.W. Reason Elementary had 25 students, who were no longer enrolled, show up for the first day of school. Jacki Prati did an amazing job of getting those students to where they needed to be.

A discussion about this trend is a consequence of the number of apartment units and the low-cost housing available in the district.

Dr. Marschhausen talked with Dr. Goodney, Superintendent of the Education Service Center of Central Ohio, about looking at the reading programs we offer and those offered in our neighboring districts. One of the things we see on test scores is that the transient students do not do very well. As families are more transient, we have students who regularly move between Columbus, Hilliard, and Southwestern school districts. I want to get Columbus, Hilliard, and Southwestern together to review what programs and assessments we use, and open lines of communication. We need to determine how we as a region can better serve these students. In transferring educational records from one district to another, they can get bogged down in the process. With better communication about reading programs with Columbus and Southwestern, we would have a better idea of how well a student is performing and get them the correct supports.

Our most at-risk students are those who live in poverty, and these families are typically more transient. The suburban school districts have noticed that hundreds of students who show up one year are gone the next school year. The phenomenon is driven, in part, by new apartment complexes being built and offering incentives to occupy their units, so families move each year.

9. Discussion Topics:

a. Next X Strategic Plan Overview

We are sharing this plan with you and our staff before presenting it out to the community at the State of the Schools in October. Our teachers are our front line when it comes to communicating and working with families. Included in the information that will be sent to parents, is a recap of our three core values – stand up and own it, power of the team, and passion for growth, and a brief introduction to our foundational skills and goals. As we look forward, schools are going to have to look different. We are preparing students for a different workforce. At the same time, there are core foundational skills for every student to learn. You can't solve problems until you have some skills with which to solve problems.

We want all of our students to have unique awareness, be able to read, to have numeric fluency, know their numbers, know their multiplication tables, know current historical values, know the scientific method, know how to memorize, and know-how to study. It is important as we look at the next ten years, there is a foundation to a Hilliard education. While voice and choice and personalization, is part of what we are going to highlight in the next ten, there is also a foundation on which we build.

Thank you to everyone who worked on our Next X Strategic Plan! We settled on seven areas of focus – personalization, mindset, professional learning, career education and partnerships, curriculum, evidence, and facilities and learning time. In each of those focus areas, we

developed three-to-four goals. These goals are designed to be broad vision statements about where we are going in the next ten years. The foundation for us in these goals are finance, communication, and equity.

Funding is limited, and resources are scarce. Therefore, finance is always a consideration in everything we do (*e.g., class size, facility needs, and busing*).

Communications is a foundation, and we must be able to inform our community about what we are doing and why we are doing it.

Equity does not mean equal services. Equity means providing services to struggling students, so they can perform at the level the other students perform.

Each year, the Next X Strategic Plan is used to develop the Commitment Plan.

b. Commitment Plan

First, the director team reviewed the commitment plan from last school year to find what we didn't accomplish and how do we want to proceed. Then they looked at where do we still have some gaps in growing our students. Then they reviewed the Next X Strategic Plan. The commitment plan is the steps we are going to implement to get us to where we want to be in ten years. With all of the data the director team reviewed, they developed specific and measurable goals.

The commitment plan was then rolled out to the building principals. The principals were asked to personalize their building level commitment plans to the needs of their students while also being mindful of the requirement to align the building commitment plan to the district commitment plan which aligns to the Next X plan.

We are developing an app that is an evidence collection tool for principals. Principals will use this tool, aligned with the action steps of the commitment plan, to understand what needs to be implemented in the classrooms and what supports and resources the teachers may need.

We have been purposeful in creating progress monitoring checks on the building commitment plans and the district commitment plan. Three times per year, we will input evidence and data that will guide us in our next steps.

The district commitment plan is based on three over-arching foundational goals – academics, interests, and mindset. The academic goal is centered on personalized learning experiences and interventions which allow students to maximize their learning. The interests goal is where we will continue to design and implement learning experiences which encourage students to explore and discover their interests. The mindset goal will continue to create and foster a culture that embraces the whole child and enhances student well-being.

The academic goal has four commitments that each have specific actions and goals. The four commitments are:

- 1) Continue implementation and support of blended learning.

- 2) Provide fidelity in the data team (*team of teachers*) process to monitor student growth and achievement, tailor individual interventions, and personalize instruction for all learners.
- 3) Personalization through mastery learning.
- 4) Strengthen interventions for all students to ensure targeted instruction from content experts.

One of the specific commitments in elementary is focusing on literacy. When we analyzed the data from our elementary students, we saw that we need to focus on the instruction of writing and teaching students the writing process. We also noticed that we need to focus on our English Learners. We are excited that beginning this school year, English Learners in grades K-2 will be attending their home elementary. We have secured bilingual liaisons whose primary focus is to support families by providing a connection between school and home.

Student interests is a unique foundational goal. Three years ago, we rolled out Naviance to our 6<sup>th</sup>-12<sup>th</sup> grade students. Most of the school districts around central Ohio use Naviance as a college search engine, but we decided to use Naviance for both a college search engine and career interest services. Naviance is a useful tool for all students. As noted by Gallup research, a student has established their interests by the age of 16. Very few students beyond age 16 develop new interests. That is why we rolled out this program to students in grades 6-12. We want our middle-level students exploring their interests, understanding their unique strengths, and connecting their interests to careers.

We started a new course, BE<sup>2</sup>TA, in the middle schools this year that has been very successful at the Innovative Learning Center. The BE<sup>2</sup>TA course introduces business foundations, entrepreneurialism, engineering, technology, and design thinking, and provides experiential learning to students. The students love this course because it's one of their interests. The addition of the course is due to the work done by Rich Boettner and Mark Tremayne in developing our partnership with Amazon. We are committed to increasing student engagement through innovative programming and lesson design based on student interests. We are also committed to deepening our community partnerships. Deepening our partnerships does not mean we are getting something (*e.g., financial help*) from the businesses. It means we are working to develop stronger bonds with our partners to provide more learning opportunities for our students. The more we engage students in their interests, the stronger the learning.

Our third foundational goal is Mindset. Our first commitment is for teachers to continue nurturing a sense of belonging for their students as a daily practice throughout the school year. An example is Heritage Middle School's "Why You Matter Experience." This program is about fostering a sense of belonging and for students to think about why they belong, what's important to them and why they matter. Our work on mindset is very important. We want our students to feel valued, connected, and supported in their classrooms and their building. We have trained staff in "responsive classroom," which is a social-emotional learning teaching practice. Classrooms will be holding morning meetings to begin each day, so students feel connected to their classroom.

In reviewing our Panorama data, we discovered there is a gender gap when it comes to sense of belonging. Our female students do not feel as connected and like they belong in their classrooms as our male students do. So, this year, we are implementing the ROX program,

Ruling Our eXperiences, established by Dr. Lisa Hinkelman. It's a twenty-week empowerment program which will encourage our girls to be confident, independent and teach them how to keep themselves safe. We are providing this program to all of our female students in grades 5 – 11.

Commitment number two is all about mental health awareness and prevention efforts. It is a priority to increase prevention efforts. We have a new teacher leader for student well-being. He is providing professional development to all of our staff on trauma-informed care, how to help a student who has experienced a trauma, and how to deescalate a student who becomes very upset after an experience. Through our partnership with Syntero, we have added substance abuse counselors and added social workers at some of our elementary schools.

We know our culture is important and is what guides us to be leaders. Central office administrators and building administrators have been trained in the LEAD Now framework. Commitment number three is to now train all building staff in personalized leadership skill development.

On the district website, you can review the specific and measurable goals for each of these commitments. Built into the structure of this plan, we will give a mid-year and end-of-year update on the progress of each commitment. During the plan development process, our team did a great job of developing measurable goals and ways of demonstrating progress. Each of these areas builds off of the Next X plan. Therefore, each year, we have the opportunity to communicate the goals that have been met, the goals that haven't been met, and determine if these goals are still applicable. Each summer, we will reevaluate some new goals and some continued goals.

c. Master Facilities Plan

In 2015, we had the Facilities Task Force, and we were reacting to some very short-term needs. At that time, we had a large enrollment growth in the middle grades (grades 5-9). In 2016, we were able to pass a bond issue to build a new middle school adding 1,000 seats in the district.

Since that time, we have used the remaining funds to make some capital improvements throughout the district. We also worked with Ameresco to create a facilities database, a powerful asset planning tool. We have partnered with Cooperative Strategies for the past four years on enrollment projections. We are going to continue using these partners on developing a master facility plan.

Between now and October, we will be engaging with various departments throughout the district. One of our long-term goals is to have all-day kindergarten programs at all of our elementary schools. Due to high enrollment, there are some buildings where we do not have the space to implement an all-day kindergarten program. This program is only one of the topics that will be discussed as part of the master facility plan. How can we facilitate a program like this in a building that doesn't have the room? Redistricting at the elementary level is a possibility. We also need to look at our preschool program, which is also at capacity.

This process will consist of our traditional steering committee, community engagement meetings, as well as some focus groups. Focus groups (district students, senior citizens,

businesses, etc.) can provide a different type of feedback on the work. These groups will help develop some options or recommendations we will bring to the Board of Education. Our goal is to complete the work by early March.

There was some discussion about how do we engage the elected leaders in the jurisdictions we serve (Cities of Hilliard, Columbus & Dublin, and five townships).

d. Board Handbooks

Paul Lambert presented a draft of the new board member handbook. The idea of this handbook is to provide a tool for a new member elected to the Board. Most of what is in the handbook is available on the district website. The only original work in this binder is the first section. A few staff and one other board member has reviewed and edited this section. I will send the rest of the board members a link to a Google Doc that you can review and add/edit any information I may have missed. I hope to have the handbook completed by mid-October.

e. First Week Overview

We had a great first week of school, but it wasn't without some issues. We had a situation where a kindergarten student got off the bus at the wrong stop, and we didn't do what we are supposed to do. There are several places that the communication system broke down between a young person with some special needs and how we communicate where this student should get off the bus, how we enroll and with how IEP's are updated to name a few. The Deputy Superintendent met with the family today. We have offered services to make sure the family and both children are comfortable. We need to develop a better way to communicate student needs between the school and bus driver. We will do better.

Thank you to Mike McDonough and the joint safety task force, which includes Hilliard Police and Norwich Township Fire, on a well-planned safety training day for staff. After last year's full-scale exercise, several of our staff commented that they would like to have a scenario like that in their buildings. So, our first responders provided multiple teams on two separate days to facilitate scenarios in every building.

f. Parent University Day, Discover Hilliard City Schools, will take place at Darby High School on September 28, from 8 am – 12:30 pm.

10. The meeting was adjourned at 7:45 p.m.