



MEETING NOTES

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

1. The meeting called to order at 12:01 p.m.
2. Members present: Mark Abate, Paul Lambert, Nada Long, Brian Perry, and Lisa Whiting
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 E3, consisting of personnel matters (see document attached to the *Minutes*). The Board approved item E4, consisting of the following field trip requests:
 - a. Bradley Softball, LaGrange, OH – April 24, 2020
 - b. Bradley Softball, Willow Wood, OH – April 10, 2020
 - c. Davidson Girls Lacrosse, Gatlinburg, TN – March 21, 2020

One of the certified personnel matters was the hiring of Jeremey Scally as the new Head Coach for the Davidson HS football program. The superintendent thanked Mike McDonough and Mark Abate for their work on the selection and recommendation of the new Davidson HS football head coach. It is nice to welcome back a Wildcat to lead the Wildcats! Mr. Scally will also have a teaching assignment. He will be an English teacher at a school to be determined before the next school year.

Lauren Schmidt, Principal at Hilliard Station Sixth Grade School, will be taking a leave of absence for the 2020-2021 school year. Lauren and her family will be welcoming their third child.

The Board also congratulated and offered their best wishes to Denise Bagley, Secretary at Washington Elementary, and Anna Deri, Secretary at JW Reason Elementary, on their upcoming retirement.

6. The Board of Education authorized the 2020-2021 Membership in the Ohio High School Athletic Association by adopting the following resolution:

Whereas, the Hilliard City Schools of 2140 Atlas Street, Columbus, 43228, Franklin County, Ohio, has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary unincorporated association not-for-profit; and

Whereas, the Board of Education (“Board”) and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

Now therefore, be it resolved by the Board of Education/Governing Board that the district’s middle and high schools do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution, Bylaws and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board

reserves the right to raise the student-athlete eligibility standards as it deems appropriate for the schools and students under its jurisdiction; and

Be it further resolved that the schools under this Board’s jurisdiction agree to conduct their athletic programs in accordance with the Constitution, Bylaws, Regulations, Business Rules, Interpretations and decisions of the OHSAA and to cooperate fully and timely with the Executive Director’s Office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore, the schools under this Board’s jurisdiction shall be the primary enforcers of the OHSAA Constitution, Bylaws, Sports Regulations, Business Rules and the interpretations and rulings rendered by the Executive Director’s Office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result in fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

7. Policies submitted for a first reading:

a. BCA – School Board Meetings

Policy BFC allows adoption after two meetings. The normal three meeting procedure allows us to use the first meeting as the introduction, the second meeting for discussion, and the third meeting for adoption without additional engagement. An error was found in Policy BCA. Senate Bill 3, effective in March 2017, removed the term limits for school board members of joint vocational school districts and career technical centers. This update made to Policy LBB and should also have been made to Policy BCA. Therefore, the revision to Policy BCA aligns it with current state law. Policy BCA will be recommended for adoption at the next regular Board meeting.

Update: Tolles Career & Technical Center is still waiting for approval from the Ohio Department of Education (ODE) on their request to revise its membership plan to stagger the members’ terms of office. Ohio Revised Code permits our current appointment to the Tolles Board, Doug Maggied, to continue to serve until ODE responds to Tolles’ request.

8. Policies submitted for a second reading:

- a. BD – School Board Meetings
- b. BDDDB – Agenda Format
- c. BDDC – Agenda Preparation and Dissemination
- d. EDE – Computer/Online Services
- e. EEA – Student Transportation Services
- f. EFG – Wellness
- g. EGAC-E (Language clean-up only)
- h. GBH (Also JM) – Staff-Student Relations (New Policy)
- i. GDPB – Resignation of Classified Staff Members (Rescind Policy)
- j. IKF – Graduation Requirements (IKF - was previously rescinded. IKF is being updated to remove reference to IKF-R)
- k. JECBA – Admission of Exchange Students
- l. JFCG/JFCH/JFCI – Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse
- m. JGD – Student Suspension
- n. JGE – Student Expulsion
- o. JM – (Also GBH) – Staff-Student Relations (New Policy)

- p. KJA – Distribution of NonSchool-Sponsored Literature
- q. KJA-R – Distribution of NonSchool-Sponsored Literature

Brian Perry had questioned the Superintendent about the rescinding of Policy GDPB and the removal of two-week notice. Policy GDPB is not a required policy; it is not a requirement of the classified negotiated agreement and is not our practice. We feel removing this policy gives us the flexibility to process any resignations in a timely manner. There are times when a two-week notice is not feasible or necessary.

9. Discussion Topics:

a. Announcements

We are proud to announce that we are adding all-day kindergarten at Alton Darby Elementary, Darby Creek Elementary, Beacon Elementary, Brown Elementary, and Hoffman Trails Elementary beginning next school year.

The projected enrollment for Alton Darby for the 2020-2021 school year is 200 students more than the projected enrollment for Darby Creek. Therefore, to help balance enrollment and serve all students better, all kindergarten students in the Alton Darby and Darby Creek attendance areas will be attending class at Darby Creek Elementary for the 2020-2021 school year. For the 2021-2022 school year, we will introduce the learning campus at Alton Darby and Darby Creek. Alton Darby will house preK-2nd grade students and Darby Creek will house 3rd-5th grade students.

With the implementation of all-day kindergarten at the above schools, we have only three schools with half-day programs – Ridgewood, Scioto Darby, and Washington Elementary schools.

This week we will email the announcement to the Alton Darby and Darby Creek communities about the beginning of the learning campus work. As most of you know, when we launched this program at Britton and Norwich, we learned there are some things we could have done better. We live our growth mindset and will be better throughout the process with the Alton Darby and Darby Creek communities. There will be some of the same concerns. For example, the families with a second and third grader will face the challenges of having children in multiple buildings.

b. Commitment Plan Update Presentation – Academic Team

Our three foundational goals are academics, interests, and mindset. Each foundational goal has commitments, action steps, and goals. We have gathered data in a variety of ways to understand where we are and evaluate our progress. We have a student survey, a staff survey, and the new AIM data collection tool. Principals can take their iPad into classrooms and record data via the AIM app.

Academics

Commitment 1 – Continue implementation and support of blended learning using a variety of technology tools to build a deeper understanding of the curriculum.

- At this time, the data shows that our staff are using a few key tools very well. Our goal is to increase the variety of tools they use. The student data reinforces the staff survey. Nearly half of the students who completed the survey reported that they have the opportunity to build a deeper understanding of content through a few key apps. Our continued work for the rest of this school year is helping our staff and students use a larger variety of tools. We will accomplish this goal through professional development and other planning opportunities.
- SAMR is a model for technology integration into lessons. SAMR has four key areas – substitution, augmentation, modification, and redefinition. The AIM data shows that most of our buildings show evidence of lessons at Augmentation, Modification, and Redefinition stages. A redefinition type of lesson is something you cannot do without technology. An example would be using Skype or Google Hangout to talk with someone in another country about their experiences of living in that country. Then have the students create a collaborative type of document in Google Apps to share with the rest of their class. This is something that was not possible twenty years ago and has redefined the way we teach.
- We are on target to meet our goal of increasing the number of blended learning professional development opportunities by 10%.
- 50% of classroom lessons will show a connection to the blended learning look-fors, which is the way we look for blended learning in the classroom.

Commitment 2 – Provide fidelity in the data team process to progress monitor student growth and achievement, tailor individual interventions, and personalize instruction for all learners.

- A data team is a grade-level team or department that frequently meets to monitor where students are and make plans to support their continued growth. The work we are doing right now is making sure we have common expectations, and taking a closer look at the tools we use to measure student achievement.
- We are also working to increase the number of student success plans. A student success plan is an individualized plan for when a student is not responding to the universal interventions in the classroom, and they need a more targeted approach. While reviewing the Star assessment this past Fall, we noticed that we had a lot of students still showing that they needed urgent intervention, but we didn't have plans in place for those students. So, we have been working with the principals and their response intervention teams to audit their plans and make sure they target the specific need of the student.

Commitment 3 – Personalization through mastery learning.

- We have reviewed the mastery rubrics for grades 6-8. We found that grade 6 has mastery rubrics in all core areas for the entire school year. Grades 7-8 have mastery rubrics in all core areas, but they don't cover the whole school year. We will collaborate to continue mastery design work for grades 7-8.
- Instructional coaches have observed the use of rubrics in all core classes in grades 6-8 and have collected rubric examples. We used assessments to identify students' level of mastery in 38% of observations performed in December.

Commitment 4 – Strengthen intervention for all students to ensure targeted instruction from content experts.

- Our first goal is to see evidence that Tier 1, Tier 2, and Tier 3 interventions are being implemented in the classroom. The AIM tool shows 207 submissions of Tier 1 and Tier 2 interventions. We have 842 Student Success Plans that document Tier 1, 2, and 3 interventions occurring across the district.
- We want to increase the percentage of student growth for math and reading by 1.5% this year.
- We will increase the number of certified Orton Gillingham (OG) teachers in the district. OG is an evidence-based methodology used to support students with basic reading skill deficits. Our commitment is to have a certified OG teacher in every one of our school buildings by the end of 2021.
- The final goal of this commitment is to complete a comprehensive audit of our intervention programs for quality and fidelity. We have completed the audit of our READ 180 program and made some changes for next year. All Algebra I teachers met and designed district-wide interventions implemented for students who are struggling.

Interests

Commitment 1 – Increase student engagement and learner agency through innovative programming and lesson design, which build on student interests.

- As mentioned earlier, we built the AIM app and are using Naviance to learn our students' interests. We are providing professional development to teachers on how to use these tools effectively. The AIM app shows there's evidence of student interest in lesson design. We want to see our teachers design lessons and infuse opportunities to expose students to a variety of careers.
- We are creating a committee on interests and careers. We are partnering with the Educational Service Center of Central Ohio (ESC) to get some baseline data and regional and national information on careers.
- We are working on expanding participation in STEM/STEAM (Science, Technology, Engineering & Mathematics/Science, Technology, Engineering, the Arts & Mathematics). Following are a few initiatives we are using to promote STEM/STEAM to students:
 - Amazon girls tech day
 - Guest speakers
 - Chase women in technology (female executives share their career journey)
 - Amazon hour of code
 - Creation of the Amazon Big Think Space
 - Cardinal Health coding initiatives at all 14 elementary schools
- Show evidence of career awareness and exploration.

Commitment 2 – Teachers and Counselors will use Naviance career interest data and career clusters to design personalized experiences within the classroom.

- We are creating lesson plans for grades 3-5 aligned to Naviance and the Ohio Department of Education career connections framework.
- Middle-grade buildings will show evidence of career awareness and exploration instruction.
- The district will provide professional development opportunities at Hilliard U for middle-level staff on Power Hour training and Naviance.

Commitment 3 – Deepen community partnerships.

- We want our partnerships with businesses and industries to influence what we teach in our classrooms. As we do the course of study revisions, we have involved our partners to get their perspective. As a result, our business teachers are now using Agile, Lean and Scrum methodologies in their lessons. These are concepts we have not taught in the past.
- We are increasing the frequency and hours with our core partners: AWS, Worthington Industries, Cardinal Health, JPMorgan Chase, Ohio State University, CSCC, and Dawson Careers.
- We have implemented the BE2TA course and Girls’ Tech Day through our partnership with AWS.
- The Worthington WorkForce experience has doubled in size. We also have students from Worthington City Schools and South-Western City Schools coming to the ILC for this experience. We are working to create a similar experience with the Amazon Fulfillment Center.

Mindset

Commitment 1 – Learning environments will nurture a sense of belonging as a daily practice.

- One of our measurements of this practice is the Panorama student survey. We administered the Fall Sense of Belonging Survey to over 12,000 students in grades 3-12. 65% of students in grades 3-5 responded favorably and 45% of students in grades 6-12 responded favorably. That is a 1% increase from the spring survey in both grade groups.
- We know that teachers need to be intentional and purposeful daily to create a sense of belonging.
- The national data shows us that girls drop in their confidence level after grade 5 and never regain it. The national data mirrors what we have seen in our Panorama Survey gender gap. The farther into the school year the larger the gap between girls and boys in their sense of belonging. We have implemented the ROX program to help girls learn the skills they need to navigate life and combat the drop in confidence. We offer this program in every building in the district.

Commitment 2 – Increase mental health awareness and prevention efforts.

- Our first goal was to complete training on Trauma-informed Care in all 24 buildings. We have completed this goal. We are now going back and providing self-care for teachers. To help students with their trauma, teachers need to know how to care for themselves.

- We started the Hope Squads at the secondary buildings last school year, and are now working on expanding our peer support groups to the elementary buildings. The Hope Squads are pretty intense so we are planning to create Care Groups focused on caring, friendship and well-being in grades 3-6.
- We are reviewing and redesigning the Mental Health Student Success Plans. We had an outside expert provide professional development to our school counselors to help them feel more comfortable with the risk assessment tool.
- We are working to increase the number of Title buildings that offer snacks to students. JW Reason piloted the program last school year. The nurses found that on snack days, the number of clinic visits dropped from 45 to 15 per day. We worked with the district Treasurer to secure grant funding and our food services partner to provide snacks at all 6 of our Title buildings.

Commitment 3 – Engage and support staff in personalized leadership skill development.

- All of our schools are providing professional development to their staff on LEAD Now. 21 out of 24 schools are through 3 out of the 6 disciplines.
- All of our schools are focusing on building culture, reinforcing R Factor, and modeling district VBO's.

c. Board Role and Responsibilities – Julie Martin Esq., Scott Scriven LLP

Under the laws of the State of Ohio, the Board acts as the governing body of the public schools. Within the extent of its legal powers, the Board has responsibilities for operating the District per the desires of local citizens who elect its members.

The Board's major responsibilities are:

1. to select and employ a Superintendent/CEO;
2. to select and employ a Treasurer/CFO;
3. to determine and approve the annual budget and appropriations;
4. to provide needed facilities;
5. to provide for the funds necessary to finance the operation of the District;
6. to consider and approve or reject the recommendations of the Superintendent/CEO in all matters of policy, appointment or dismissal of employees, salary schedules, courses of study, selection of textbooks and other matters on the operation of the District;
7. to require reports of the Superintendent/CEO concerning the conditions, efficiency, and needs of the District;
8. to evaluate the effectiveness with which the District is achieving the educational purposes of the Board;
9. to inform the public about the progress and needs of the District and to solicit and weigh public opinion as it affects the District; and
10. to adopt policies for its governance and the governance of its employees and the students of the District.

The Board's power is your power as a collective, not as an individual. An individual Board member may act on behalf of the Board only when, by vote, the Board has delegated authority to him/her.

The Board transacts all business at official meetings of the Board. All regular and special meetings of the Board are open to the public, school personnel, and members of the news media. All Board meetings are publicized and conducted in compliance with the Sunshine Law. No action may be taken in executive session. Matters permitted to be discussed in executive session, including but not limited to are personnel matters, purchase or sale of property, safety and security issues, and negotiations See Policy BDC for the complete list.

A reminder about what a meeting is. It is a prearranged discussion by a majority of board members about public business. Board members may want to attend an activity at a school. All five of our board members can attend the same activity without it being considered a Board meeting because you will not be discussing public business. For example, all board members may want to attend a spring musical at one of the schools. Attendance at a performance event is not a Board meeting since you will not be discussing public business. On the other hand, engaging in a discussion of public business by any means, including electronic, is a violation of the Sunshine Law.

Section 149.011 of the Ohio Revised Code defines a public record as a) any document stored on a fixed medium (paper, computer, film, audio/video, etc.) that is b) created, received or sent under jurisdiction of a public office, and c) serves to document the organization, functions, policies, decisions, procedures, operations, and other activities of the office. You are required to keep public records according to a records retention schedule. The records retention schedule is developed by a records commission comprised of the district’s Board president, superintendent, and treasurer. The Ohio History Connections has a sample schedule to help with the development of your schedule.

It is recommended that Board members refer anyone who wants to communicate with them to their district (hboe.org) account instead of any personal account. It makes the job of finding and presenting when public records are requested. The Board had a lengthy discussion about personal social media accounts should not be used to discuss “Board” business.

The Board recognizes that from time to time, concerns regarding the operation of the District will arise. The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Staff should have the opportunity to consider the issues and attempt to resolve the problems before involvement by the Board.

While serving as a member of the Board of Education, you accept the following responsibilities, including but not limited to:

- the first and greatest concern is the educational welfare of all students
- obey state and federal laws
- respect the confidentiality of privileged information (e.g., student information, anything in executive session)
- an individual board member does not have the authority to speak or act for the board
- work with other members to establish effective board policies
- delegate authority for the administration of the schools to the superintendent and staff
- encourage ongoing communications
- render all decisions based on available facts

- make efforts to attend all board meetings
- avoid conflicts of interests
- refrain from using your board position to benefit yourself, family members or business associates

For a complete list of the Board’s responsibilities, roles, ethics, conflicts of interest, and expectations, please refer to your adopted policies.

d. Master Facility Plan Update

The Master Facility Plan process this past Fall with the “Futures Conference” held on October 20 at Darby High School. The goal of this conference was to create a vision for outcomes of the Master Facilities Plan. With all of the data and opinions gathered, we then moved into the framework portion of this process. We discussed how our schools should be organized, for example, from a science perspective or a grade configuration perspective. Now, we are discussing how we might position ourselves to expand on current initiatives (all-day kindergarten, preschool program) and implement any new initiatives. Mr. McDonough then introduced Lee Hwang and Ashley Guzzo of Cooperative Strategies.

We have the complete process, including materials available on the district website at <https://www.hilliardschools.org/mfp/>. A master facility plan considers various aspects of the district to ensure our facilities can meet the district’s educational needs today and in the future (e.g., the physical condition of our facilities, the capacity versus enrollment, the educational adequacy of our programs, the cost of repair versus renovation or replacement of a facility, etc.). Once we have all of the data, we then talk to the community and build an educational framework.

Based on all of the data, conversations, and educational framework, we develop possible plans/solutions. Now that we have developed the options, our next step is to present this information to the community for their feedback. With the community’s feedback, we then go back to the steering committee to vet all of this information to fine-tune the options. A Master Facilities Plan is a tool you can use to make sure your facilities are adaptable enough to accommodate a variety of educational approaches.

At the first meeting, “Futures Conference,” we asked the community to think about the following question – *To meet the career demands of 2050, what are the important things our school facilities and students need?* – and to respond to the ThoughtExchange link on the district website. We had 172 participants with over 2,200 ratings on the different thoughts that participations uploaded into the system. The top five themes are equity and equal opportunities, class size, space, all-day kindergarten, and communication skills. The top five thoughts, similar to the top five themes, are equity and equal opportunities, update older buildings, more space in elementary schools, sense of community, and all-day kindergarten.

The next community meeting was about the educational framework. There were 437 respondents to this survey. We asked the community to give us some general guidelines for planning. The most prevalent comments/concerns from the community regarding the educational framework are:

1. All-day Kindergarten at all elementary schools
2. Need another 6th grade school to clean up the feeder patterns
3. All facilities should be equitable
4. Safety of facility and students
5. Expand special needs Pre-K and support options

Next, the Administrative Planning Committee, in partnership with the Steering Committee, developed multiple scenarios and options.

Scenario—One of a set of mutually-exclusive “either/or” outcomes of which only one is possible (e.g., build new school to relieve crowding vs. add classrooms to existing schools, or change grade configuration vs. stay the same). Scenarios tend to be operational school portfolio changes in nature.

Option—An additive “and/or” facility project that could be possible in combination with other options and with one or many scenarios (e.g., campus repairs, new science building, replace track). Options tend to be facility capital improvement projects.

Each Scenario/Option is described in terms of the operational end-state, what capital projects are required, cost, benefits, challenges, and stakeholder feedback.

Each Scenario and Option is assigned a unique code to facilitate discussion and to trace edits as the scenario/option undergoes revisions throughout the planning process. Scenario codes are numbers with letter suffixes (e.g., 1a, 1b, 1c), and Option codes are just numbers (2,3,4, etc.). The order of Scenarios and Options is arbitrary and does not convey preference or priority. Committee members will determine priorities through consideration of data and open discussion.

We have two Scenarios. Scenario 1 has five variations (different grade configurations) – 1a, 1b, 1c, 1d, and 1e. Only one of these variations can be used in combination with any of the facility options. Scenario 2 is the construction of a third sixth-grade building.

The Options list are more rebuilding schools, renovating schools, or possibly consolidating schools. Of these options, you can choose one of them, all of them, none of them, or any combination. If the option number is followed by a letter, then it is one or the other. The options are possible needs at each of our current facilities and the possibility of additional facilities.

On the district website, there are facility datasheets for each building that will help you understand why the committee is suggesting these options. Each datasheet shows the current enrollment, projected enrollment, capacity, utilization, FCI (Facility Condition Index), year built, square footage, and acreage. You will notice that the elementary buildings with the same footprint may have different capacities. The capacity is based on the programs currently housed in those schools (general grade-level classrooms, special needs programs, a foreign language class, etc.). For example, the number of kindergarten, fifth grade, or special needs classrooms necessary for the student enrollment may change every year, which also changes the capacity.

The ten-year FCI (facility condition index), shown on the datasheets, is calculated by dividing the cost of repairs by the cost of replacement. So, we have a replacement value for each of our buildings, but keep in mind that replacement cost is as the building is today – the same type of building, the same type of features. If we replace one of the older elementary buildings, we will not build the same floor plan and will have updated features that will increase the cost of construction. We currently have a very low FCI which is a credit to our Operations team and Maintenance staff. FCI does not take into account any renovation costs. If, for example, we would decide to renovate an older elementary, there will be additional “hidden costs,” which includes bringing the entire building up to today’s building codes/standards. Bringing an older building up to today's building codes will also affect the square footage and will change the FCI for that building.

$$\text{FCI} = \frac{\text{Repair Cost}}{\text{Replacement Cost}}$$

Good Range:	FCI 0% - 5%
Fair Range:	FCI 5% - 10%
Poor Range:	FCI 10% - 30%
Critical Range:	FCI > 30%

We will present options to you at the March Board Work Session for both short- and long-term plans to help you decide on the possibility of a bond issue for November. You may also want to do a scientific survey on this data.

e. Operations Update – Preliminary Summer 2020 Plans

Operations Projects

- Darby HS paving
- Britton/Norwich campus
- Elementary lighting
- Avery driveway paving
- Weaver MS tennis court replacement
- District sealing & striping of pavement
- Removal of obsolete tube television

The funds available for this summer’s work are bond dollars (*remaining from the bond to construct Memorial MS*) and permanent improvement dollars typically dedicated to the Business Office for maintenance and facilities. We have \$300,000 of bond dollars and \$1,030,000 permanent improvement dollars.

- One of the biggest initiatives we’ve taken in the district is paving projects. The paving scheduled at Darby HS this summer is the final phase for this site. Due to the size and cost of the project as well as the time constraints of the summer, we have to schedule our paving projects in phases.
- Improvements we are planning for the Britton/Norwich campus include but not limited to new signage, painting, and installation of a walking path. A change in the traffic pattern, one of the planned improvements, was implemented at the beginning of the second semester.
- Last summer, we paved the majority of Avery’s parking lot. This year we are paving the driveway into the building.
- The Weaver MS tennis courts have been on our radar for several years. This project is a complete rebuild, not just a resurfacing.

- As a result of all the paving we have done over the past few years, we will be sealing and striping to help protect this investment.
- The cost for removal of the tube televisions is for a company to take them away. Our maintenance staff will remove the televisions and make the necessary repairs to classroom walls. Televisions are no longer needed now that we are upgrading monitors that teachers can project onto rather than the projector system we used in the past.

There will be additional projects completed and funded by our maintenance department, such as routine preventative maintenance.

Also, you have already approved the purchase of 15 new school buses totaling approximately \$1,500,000. It costs \$100,000 to equip a school bus completely.

Technology Projects

- One2One
- Laptops for HS teachers
- Monitors for HS classrooms
- Continued network improvements
- eCycle tube televisions

Technology has \$1,500,000 of permanent improvement dollars for their work this summer. Each year we have some iPads that need to be recycled and upgraded. We are continuing to move towards laptops for staff. Giving laptops to every teacher is an advantage for the district. We are removing more desktop computers than we are purchasing laptops. We are reducing the number of devices in the district. We are purchasing 70" HD monitors to replace projector systems that are old, noisy, and expensive to maintain. We continue to make network improvements to keep up with the demands of the data running across our network.

Our One2One initiative costs us approximately \$1,000,000 per year (roughly \$56 per student). With the implementation of One2One, we continue to reduce the number of printers and desktop computers. Therefore, our budget has not increased significantly. The cost of \$56 per student per year is a great value for the access and educational opportunities we are providing each student.

- f. 2019 Survey Update – Paul Fallon, Fallon Research & Communications, Inc.

We conduct public opinion studies for a variety of different types of clients, including corporations, utilities, government agencies and school districts. I've been working with Hilliard City Schools for twelve years, so I am very familiar with this market. I am going to be presenting the results of a survey completed late last year.

This survey, conducted over telephone interviews, was performed by specially trained opinion research interviewers. They were not telemarketers who are trained to elicit affirmative responses or data gatherers who try to elicit truthful responses. It was conducted through a random sampling of 300 registered voters using a combination of valid residential, VOIP, and cellular telephone listings. The overall estimated margin of error is +/- 5.65%. The interviews were conducted through the period of December 2 – 7, 2019. The data were stratified, so the differences in vital characteristics, such as age, race, gender and geography, are represented in

proportion to their percentages of the district’s electorate. Due to rounding not all of the results add up to 100%.

A few points of nomenclature. Throughout the survey, I will be referring to the following subgroups:

- Parents: Had children who were enrolled in the District at the time of the survey.
- Non-parents: Did not have children who were enrolled in the District at the time the survey was conducted but could be parents of private school students or children who were not of school age.
- For voters: Voted FOR the simulated combined property tax and bond issue that was tested at the end of the survey.
- Against voters: Voted AGAINST the simulated combined property tax and bond issue that was tested at the end of the survey.
- Unaffiliated voters: Voters who are neither registered as Democrat, nor Republican partisans, although some may have considered themselves to be so.

Do you think the rate of housing growth from the construction of new homes and apartments in the area where you live is too fast, about the right pace or too slow?

This is a standard question we ask on various surveys in markets throughout the United States. For purposes of interpreting this data, anytime the extreme response option, which in this case is Too Fast, equals or exceeds a more moderate response, which in this case is Right Pace, is a trigger point. It’s an important piece of information because it garnered a strong and evocative response. As you can see, 64% said the rate of growth was too fast compared to 27% saying it’s about the right pace, 5% said too slow, and 4% were unsure.

Too Fast Subgroup Results

Parents:	62%
Non-parents:	64%
18 to 44:	56%
45 to 64:	68%
65 and older:	72%
Owners:	62%
Renters:	52%
For voters:	53%
Against voters:	75%

Which of the following reasons would you say is the biggest reason that growth has occurred in the local area where you live?

- 46% School system attracting new families
- 18% Appeal of the area and location
- 7% Ease of getting government approval for new construction
- 5% Low housing costs compared to other areas
- 9% Something else (*response volunteered*)
- 5% All/combination (*response volunteered*)
- 5% Unsure

Notable Subgroup Results

57% Parents
42% Non-parents
39% 65 and older
52% For voters
40% Against voters

Notable Subgroup Results

23% 18 to 44
26% Renters
23% Right pace (growth rate)

Overall, how would you rate the quality of education being provided by the HCSD?

		Very Good/Good Subgroup Results	
77%	Very good/good	Parents: 88%	African-American: 93%
9%	Fair	Non-parents: 71%	Other Races: 61%
3%	Poor/very poor	Owners: 72%	For voters: 85%
11%	Unsure	Renters: 77%	Against voters: 69%
		Whites: 71%	

Generally speaking, would you say that property taxes in the particular area where you live are too high, mostly pretty fair, or too low?

		Too High Subgroup Results	
56%	Too high	Parents: 59%	Owners: 60%
37%	Mostly pretty fair	Non-parents: 54%	Renters: 36%
0%	Too low	18 to 44: 46%	For voters: 35%
7%	Unsure	45 to 64: 63%	Against voters: 74%
		65 and older: 58%	

So, now we know a couple of things about “against voters.” They think the rate of growth is too fast, and the taxes are too high.

In your opinion, how would you rate the job the HCSD has done spending its money in an effective and responsible manner?

		Very Good/Good Subgroup Results	
49%	Very good/Good	Parents: 63%	Owners: 49%
23%	Fair	Non-parents: 43%	Renters: 52%
11%	Poor/very poor	18 to 44: 51%	For voters: 66%
17%	Unsure	45 to 64: 47%	Against voters: 34%
		65 and older: 48%	

It’s not unusual for there to be a disparity between the rating for managing finances and the rating for the quality education. It’s typical because unlike the quality of education which people can easily assess by looking at graduation rates, state report card ratings, college acceptance, there aren’t those tell-tale signs. Managing finances tends to get lower ratings because people are more conservative because they don’t have the vast resources to form those opinions.

To meet day-to-day operational needs and keep pace with the costs of inflation, the HCSD has made it a practice to maintain an annual budget that increases by an amount that equates to a cost of about \$35 per year for each \$100,000 of property value for each home in the community. Do you think that this too much, about the right amount, or too little?

		Subgroup	Too Much	Right Amount
32%	Too much	Parents:	26%	61%
57%	Right amount	Non-parents:	35%	55%
4%	Too little	For voters:	10%	78%
7%	Unsure	Against voters:	53%	39%
		Taxes too high:	49%	40%
		Taxes pretty fair:	10%	81%

We also tested some various components of a funding plan to see how respondents prioritize them.

How much of a priority is it to....	High	Medium	Low	Unsure
Maintain the current amount of teachers and instructional staff, so class sizes do not need to be increased, and students can continue to get personalized attention?	73%	18%	5%	4%
Continue to offer programs that provide innovative, personalized education and continue to educate the whole child?	64%	27%	6%	3%
Overhaul some heating and climate control systems and construct new roofs on older buildings to keep them operational?	58%	29%	11%	2%
Expand all-day kindergarten, so there are enough spots for all students in the school district?	49%	28%	18%	5%
Add more pre-school learning classes, to accommodate more of the families who have had to seek programs outside the district because of limited space?	37%	30%	28%	5%
Maintain the current alignment and grade configurations for the existing schools to minimize or avoid the disruption that would be created by redistricting neighborhoods and reassigning students to other schools?	35%	38%	20%	7%

Funding Priorities Among Parents

How much of a priority is it to....	High	Medium	Low	Unsure
Maintain the current amount of teachers and instructional staff, so class sizes do not need to be increased, and students can continue to get personalized attention?	83%	12%	2%	2%
Continue to offer programs that provide innovative, personalized education and continue to educate the whole child?	80%	15%	3%	3%
Overhaul some heating and climate control systems and construct new roofs on older buildings to keep them operational?	60%	29%	10%	1%
Expand all-day kindergarten, so there are enough spots for all students in the school district?	60%	22%	15%	2%
Add more pre-school learning classes, to accommodate more of the families who have had to seek programs outside the district because of limited space?	38%	33%	25%	4%
Maintain the current alignment and grade configurations for the existing schools to minimize or avoid the disruption that would be created by redistricting neighborhoods and reassigning students to other schools?	41%	39%	16%	4%

We also did something known as split sample testing, where we randomly assign respondents to one of two treatment conditions or question versions.

How much of a priority is it to...		High	Medium	Low	Unsure
VERSION A	Build another elementary school to prevent overcrowded class sizes in the existing ones?	36%	45%	13%	6%
	Among parents	23%	63%	9%	4%

VERSION B	Build another elementary school to accommodate increased enrollment due to growth in the community?	31%	33%	27%	8%
	Among parents	39%	38%	20%	3%

At the end of the survey, we conducted a ballot simulation to find out how people would vote on a combined property tax and bond issue that would cost property owners about \$140 each year in additional taxes for each \$100,000 of property value.

43% For
 49% Against
 8% Unsure

Subgroup	For	Against
Parents:	57%	35%
Non-parents:	37%	55%
18 to 44:	57%	35%
45 to 64:	39%	56%
65 and older:	26%	65%
Owners:	40%	53%
Renters:	58%	31%

Key Findings

- The community appeared to be bristling at the rate of growth within the community and saw the School District as a primary catalyst for it
- The rating for the quality of education was, once again, high and appeared to be stable, with even dissenters – that is against voters – largely concurring, which means it will not be an opinion point on which decisions about the levy will rest
- A difficult sentiment to assuage, there was high sensitivity to the rate of property taxation and opinions were consistent among most of the key voting sub-groups
- The most profound and precipitous difference in the opinion environment over the last year or so was about the work being done to manage tax dollars, and there was a marked change among parents and non-parents alike, which indicates that confidence in this area will need to be bolstered
- While voters appeared poised to preserve teachers & learning programs and provide environments conducive to learning, they appeared indifferent about new buildings to accommodate new enrollment, which may be due, in part, to the emotionally-charged sentiments about growth
- The colloquial ballot test at the end of the survey portended a tremendous challenge that will warrant a well-funded and comprehensive effort to vie for passage, with lackluster parental support being a notable harbinger of the difficulty that could be faced

g. Financial Update – Brian Wilson, Treasurer

In looking at our revenue sources, 64% of our revenue comes from local taxes (real estate and public utility personal property taxes) totaling about \$132 million. The remaining revenue sources are \$53 million in state foundation aid and about \$12 million in state reimbursement for the state rollback in the homestead. As you know, House Bill 920, enacted in 1976, does not allow voted property taxes to grow, so the only increase in local taxes comes from new residential and commercial growth. The brightest spot in our revenue is the public utility personal property tax that is expected to increase by 4.1% each year in 2020 and beyond. At \$10.7 million per year, roughly 5% of our total revenue, it is an important revenue source but not as significant as the real estate taxes and the state school foundation dollars.

In looking at our expenditures, 86% of our budget is labor-related. The projected percentage increases for the next five years match the increases in the past five years. Due to the allocation of state funds for student wellness, we moved the personnel costs for student wellness to purchased services (instead of personnel services). There may be a slightly higher percentage increase in personnel services in 2022 due to the possible elimination of state student wellness dollars. Although, Governor DeWine is currently saying we will continue receiving the student wellness dollars. We will see how that goes in the next state budget.

Breakdown of Salaries

- Over 75% includes the certified (teachers, guidance counselors, nurses, etc.), supplemental contracts (extracurricular), and classified staff (custodians, bus drivers, secretaries, etc.).
- Over 7% includes building and district administrators.

Retirement/Insurance Benefits

- Health insurance is the big-ticket item. With the help of the insurance committee, we seem to have these costs under control.

Purchased Services

- The average increase from 2015 through 2019 was 6.5%. We are estimating a 2% increase moving forward due to the decrease in community school and scholarship costs this year. The big concern in this area is the cost of private placement for special education students. This cost continues to climb for all Central Ohio school districts.

Beginning July 1, 2020, our expenditures will outpace our revenues, which is typical at the end of a levy cycle. Thus the need to be on the ballot in November. We said this in 2016 when the last operating levy passed. Reality is as costs continue to increase, so the district is likely to be on the ballot every 4 years.

h. Board Goal Setting and Prioritization

Area	Goals
Academics	<ul style="list-style-type: none"> • Dashboard (something better than report card) • Staff diversity • IEP and Gifted student success plans • College-style high school scheduling (include Tolles) • Well-being (caring groups, test anxiety) • Links to commitment plan
Operations	<ul style="list-style-type: none"> • Transportation that supports college-style scheduling • PI funding/safety infrastructure (vape detectors, physical barriers) • Use swipe ID cards to pay for lunch • MFP/10-year vision plan for buildings • Research renewable energy
Finances	<ul style="list-style-type: none"> • More communication about what we do • November ballot issue
Communications	<ul style="list-style-type: none"> • Share commitment plan • Share athletic group results • Community conversations (listening leaders tour) • Share message with the community • Add committee reports to Board work session agendas
Governance	<ul style="list-style-type: none"> • How do we lead/change management (need to communicate better about changes) • Review of OSBA & NSBA conferences (national conference versus retreat)

10. The meeting adjourned at 5:58 p.m.