



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 6:30 p.m.
2. Members present: Mark Abate, Paul Lambert, Nadia Long, Brian Perry, and Lisa Whiting
3. Everyone recited the Pledge of Allegiance.
4. The Board of Education adopted the agenda as presented.
5. The Board of Education approved the May 2020 Treasurer's Report.
6. The Board of Education approved items E1 through E2, consisting of all certified and classified personnel matters. You can find the complete list of personnel matters as an attached to the *Minutes*.
7. The Board of Education amended and adopted the student handbooks for the 2020-2021 school year:
 - a. Preschool/Elementary Student Handbook
 - b. Sixth Grade & Middle School Student Handbook
 - c. High School Student Handbook
 - d. Athletic Manual for Parents-Athletes-Coaches
 - e. Performing Arts Handbook

Mr. Lambert motioned to amend the resolution to delete the item, which removes the phrase "and local PTO/Booster groups" from the handbooks. Mr. Perry seconded the motion.

This motion is based on Ohio Revised Code 3319.321 (2) (a) that states a board of education shall not impose any restriction on the presentation of directory information to the armed forces, business, industry, charitable institutions, other employers, and institutions of higher education unless such limitation is uniformly imposed on each of these types of representatives. I don't believe removing this phrase complies with the intent of the Ohio Revised Code, so I propose we leave the language in the handbook.

The Board voted to approve the amended motion and then adopted the student handbooks.

8. The Board of Education adopted the following policies:
 - a. BDC – Executive Sessions
 - b. BDDG – Minutes
 - c. GBCB – Staff-Student Relations
 - d. IJA – Career Advising
 - e. IKFC – Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
 - f. JED – Student Absences and Excuses
 - g. JEE – Student Attendance Accounting
 - h. JFCF – Hazing and Bullying
 - i. JFCF-R – Hazing and Bullying
 - j. JM – Staff-Student Relations

9. The Board of Education adopted the following policies:
- a. GBRA – Family and Medical Leave Act Expansion (new policy)
 - b. GBRA-A – Family and Medical Leave Act Expansion (new policy)
 - c. GBRAA – Emergency Paid Sick Leave (new policy)
 - d. GBRAA-R – Emergency Paid Sick Leave (new policy)
 - e. GCBE – Professional Staff Vacations and Holidays
10. The Board of Education approved the following resolution:

FY2021 PERMANENT APPROPRIATION RESOLUTION
CITY, EXEMPTED VILLAGE, JOINT VOCATIONAL OR LOCAL BOARD OF EDUCATION
Rev. Code Sec. 5705.38

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for the current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2021, the following sums be 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:

001 - GENERAL FUND	\$208,838,293
002 - BOND RETIREMENT	16,085,000
003 - PERMANENT IMPROVEMENT	5,302,000
004 - BUILDING FUND	51,200
006 - FOOD SERVICE	5,672,000
007 - SPECIAL TRUST	126,291
011 - ROTARY - SPECIAL SERVICES	3,836,595
018 - PUBLIC SCHOOL SUPPORT	936,344
019 - OTHER GRANT	10,000
024 - MEDICAL BENEFITS - SELF-INSURANCE	36,030,000
300 - DISTRICT MANAGED STUDENT ACTIVITY	1,043,382
401 - AUXILIARY SERVICES	766,287
467 - STUDENT WELLNESS & SUCCESS	1,000,000
499 - MISC STATE GRANT	3,420
507 - CARES ACT FUND	601,000
516 - TITLE VI - B IDEA	3,665,723
536 - TITLE I SCHOOL IMPROVEMENT	77,000
551 - LIMITED ENGLISH PROFICIENCY	252,955
572 - TITLE I	1,974,838
587 - EARLY CHILDHOOD SPECIAL EDUCATION GRANT	98,393
590 - TITLE II-A TEACHER QUALITY	362,688
599 - MISCELLANEOUS FEDERAL GRANTS	430,650

Mr. Wilson explained that this is the final phase of the budget process. The above information is concerning the budget presentation given at the last Board meeting.

Mr. Lambert stated that this resolution is derived from the annual budget document available on the website, along with the comprehensive annual financial report and the five-year forecast. Our district Treasurer publishes these three financial reports. This resolution is the mechanism provided for in the

Ohio Revised Code for the school board to authorize the administration to execute and plan for the coming year. Overall, this budget is a little less than a 1% increase over the fiscal year 2020, with a 2% increase in the general fund budget, mostly compensation, and an 8.6% increase in our medical self-insurance funding. These are offset by reductions in several other categories, like the bond retirement fund. The bond retirement fund is 20% less than last year, nearly \$4 million. Because our operating budget is driven primarily by personal costs, I always pay particular attention to the headcounts in various functions. For 2020 our overall headcount will remain about the same as 2019, but we will be adding 15 intervention teachers required by law to serve our growing special education population. We are also reducing the number of math and literacy coaches by about the same amount and reassigning them as classroom teachers to replace teachers who have retired or otherwise left the district. As I have said on numerous occasions recently because we have exercised fiscal discipline over the past years, we are in a position even with the state funding cuts we can continue to make progress on the goals laid out in the Next X plan. We cannot put off a levy indefinitely, but we have the option to wait another year.

11. Discussion Topics:

a. Commitment Plan Update – Mrs. Clark, Mr. Tremayne & Mrs. Althouse

Mrs. Clark began by recognizing the collaborative effort of the academic team in creating the commitment plan for the 2020-2021 school year. Everyone had significant input, insight, thoughts, and ideas on what is in the plan.

We began developing this document back in February, and then COVID-19 happened. So, we adjusted, adapted, and started by reminding ourselves of the importance of culture. Our culture is the heart of our school system. It makes Hilliard City Schools a special place to learn and work, and it gives us a unique advantage. Building and sustaining the Hilliard culture requires intentional effort from everyone in the district. This plan was built with whichever education model we need to use to restart school this fall. This plan allows us to be flexible and focus on the current needs of our students.

Our foundational goals are academics, interests, and mindset. In academics, our goal is to personalize student learning to inspire, challenge, and achieve. In interests, we will encourage student exploration and discovery of individual interests. Mindset is to develop and support the whole child. Included in each foundational goal are strategies to meet the goal, metrics to measure our progress, and ongoing practices to keep in front of our teachers and administrators.

The mindset goal states all staff will cultivate learning environments that foster a sense of belonging and wellbeing. One of the focused strategies is restorative practices. Restorative practices promote inclusiveness, relationship-building, and problem-solving. We will be focusing on the sense of classroom community in solving problems together. We will be encouraging students to reflect and take responsibility for their actions – changing from a punitive to a restorative mindset. We will measure progress with the Panorama student and staff surveys, the AIM tool, and the principal mindset survey. As part of the ongoing practices, we will continue with the ROX (Ruling our eXperiences) program and responsive classroom practices.

Mr. Lambert asked how we will measure the goals. For example, one of the metrics states that 60% of students will know all of their classmate's names. Mrs. Clark said that there are questions

on both the student and staff Panorama surveys and the AIM tool that will collect the data to determine this metric.

Mr. Abate remarked that a “sense of belonging” is something we’ve been discussing for a while now. How have those metrics been trending? Mrs. Clark stated the metrics show that our sense of belonging is moving slower than expected. So, the metrics for this year were developed to target some specific research strategies that help foster a sense of belonging.

Mrs. Long has heard from some parents that are concerned with their child’s mindset. Are we planning to survey students in the fall? Yes, we will do the Panorama survey in the fall so that we can respond appropriately for each student. The survey will be given to students in grades 3-12.

We have added a few focused strategies as a result of the current crisis. Those strategies are health and hygiene education, building level mental health teams, and implementing the Inclusivity and Justice Task Force. Some of the ongoing practices for these strategies are trauma-informed care, HOPE squads, staff training, and community partnerships.

Mindset is a great place to start because it’s so important. We understand that academics, interests, and mindset are not achieved in isolation. It’s every classroom, every student, and every teacher every day.

In interests, all students will have access to and engage in student experiences that integrate interests and careers. Our focused strategy is to incorporate student interests and careers into lesson design intentionally. The metrics will be recording data using the AIM tool, and the staff and student blended learning survey. The ongoing practices are professional development on Naviance, using Naviance in the classroom, and experiential learning opportunities such as Girls Tech Day, Passion Projects, Career Days, etc. Several of the experiential learning opportunities will be held virtually.

As principals are building goals for their unique building, there is a “Career Connections” tool developed by the Ohio Department of Education that is directly aligned with Ohio Revised Code and our career advising policy. It emphasizes the three levels of a student’s K-12 experience. In grades K-5, it is about career awareness, where students become more familiar with careers. There is a lot of research that students as young as five-years-old are getting a disposition on what they can and cannot do as a career.

In the middle level (grades 6-8), the focus is career exploration. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. At this level, we introduce students to the Naviance tool, and students begin taking self-discovery and aptitude surveys. Students begin planning for their high school courses that should have a direct correlation to their future careers.

At the high school level, career planning strategies focus on making explicit links between career options and educational decisions. Our goal is to have a post-secondary plan for every graduate – enroll in post-secondary education, enlist in the military, or be employed.

We want to integrate the Academic, Interests & Mindset (AIM) tools throughout the district. Some examples are building community with morning meetings, read aloud/classroom libraries that connect to interests, and empowering students to choose topics of their interest.

And in academics, all students will demonstrate growth in meeting or exceeding grade-level expectations in reading and math across all content areas. Our ongoing practices are continuing with blended learning, mastery learning, data teams, SAMR, and making sure we are doing elementary literacy instruction with fidelity. Our data teams continue to be a critical component, especially as we go between eLearning and face-to-face instruction.

We have three focused strategies that are all related and relevant regardless of our restart plan for this coming fall – Response to Intervention (RTI), eLearning 2.0 best practices, and implementing the common ELA and math assessments K-10. We have refined our RTI goal from last year to make sure we are providing every student with what they need with timely and targeted intervention. We know that RTI is a proven best practice to increase student achievement and will be more critical this year as we return to school in the fall. We will be monitoring the student success plans very closely this coming school year.

Due to the pandemic, there is a high probability we will be in an eLearning platform at some point next school year. We know that we were not fully prepared for eLearning this past spring and that we need to be better. We will be providing our teachers with more professional development support. We have developed guidelines to help our teachers feel more comfortable and to give a better eLearning 2.0 experience. The goal of eLearning 2.0 is that it will be personalized, provide more skills, a combination of online and off-line learning, and more opportunities for students to collaborate. The focused strategies are social-emotional wellbeing, design and function of a digital environment, and instructional design and assessment. The data collection metrics are the staff and student blended learning surveys and the AIM tool.

The final focused strategy is implementing common language arts and math assessments in grades K-10. Due to the crisis, we don't have any common assessment data beyond February. We know that we have to have more data next year. Balanced assessment means using multiple measures. We are developing assessments that can be used in both an eLearning and face-to-face environment. We will set our metrics (*to show student progress*) after the first administration of these new assessments.

b. Athletic Restart – Mr. McDonough

As you know, we began the restart for athletics on June 1. From conversations with coaches and athletic directors, this restart has gone very well. We started with pods of nine athletes with one coach, and we designated five high school locations that they could use. These locations included the turf field (*each half of the field considered to be separate locations*), two of the three fieldhouse courts, and the weight room. We do the health screenings upon entering the area. Our coaches and athletic directors have done a great job of coordinating the safety measures for our student-athletes.

Phase two of our athletic restart will begin on Monday, June 22. We will be adding a few more locations for practices, including the main gyms at the middle and high schools, and a grass practice area. The most significant change with fall athletics is those who are practicing outdoors

will be permitted to have five pods working at the same location. We will still allow only one pod per location inside the buildings. We will also welcome winter athletes for phase one of their practices. They will have to adhere to the one pod per location.

During phase one, athletes did not exchange balls (*not throwing to one another*), but some of this will begin in phase two. There will be disinfecting of all equipment before, during, and after each training session. We are still honoring the shutdown of athletics for the period of Saturday, June 27 through Sunday, July 5. The middle school phase one athletic restart will begin following the shutdown period. We are hoping to start phase three of high school fall sports on July 13.

Late last week, we received information from the health director that the band is considered the same as athletics. Mark Sholl and the band directors began working on a restart plan. Phase one restart for the band is Monday, June 22.

All of the athletic and band restart plans and dates can be found on the district website.

Based on what we have used so far and what we anticipate using for the fall season, we estimate the cost, just for supplies alone, to be \$61,000. We haven't even begun to think about the cost of using/disinfecting the locker rooms. We don't anticipate using the locker rooms anytime soon. We have estimated the cost of labor for the additional disinfecting time at \$30,000. It's not additional labor, but it is diverting the custodian's time from other duties.

Dr. Marschhausen received information from the health department that a parent of one of our athletes has tested positive for COVID-19. In collaboration with the health department, that athlete has been quarantined for fourteen days and will not be participating in athletics during the quarantine time. If this student tests positive, we will then quarantine the rest of the athletes and coach from the pod for fourteen days.

The Franklin County Health Department has been incredible. I believe that Mark Sholl is responsible for the band being considered to be like sports. He created a plan for the band that is similar to our plan for athletes. We sent Mark's information to the county health department, and they contacted the state health department, which ultimately approved the plan. Dr. Marschhausen is thankful to Mark Sholl and the band directors for thinking and acting rather than complaining that band was not permitted to practice.

Dr. Marschhausen thanked Mr. McDonough and his team and also the coaches for all of their work in getting students back together. Coaches are working more hours per day with small groups rather than a couple of hours with the entire team. Dr. Marshhausen thanks all of them for making this possible. It's nice to see students engaged in an organized way.

c. Responsible Restart Hilliard Progress and Update

I was encouraged by the number of community and staff members that participated in the recent Zoom meetings. I know that there are some with anxiety and even some with anger over the plan. We need to keep in mind that we are in the very beginning stages of planning for this coming fall. As the superintendent, I don't have a preference on what plan we use other than I want to do what is best for our community. I'm so proud of our team for working through so many different plans with the detail it will take to make them successful.

Our goal is to have a plan finalized and prepared for public release by our administrative team on June 30. This plan is only going to have the different conditions we may need to use this coming school year. It will not be a commitment to how we will open school in August (*still two months before school starts*). Of course, “Plan A” is for our kids to all be in school every day, but it would be extremely foolish if we didn’t prepare the necessary mitigation efforts for a possible spike in COVID-19 cases. We will roll-out the plans to the community on July 1 and July 14. We already have Zoom meetings scheduled for public engagement for both of those dates. We will also update our FAQ pages throughout the summer.

In early July, we will open registration for Hilliard Online Academy (HOLA). We will close registration in late July so that we can reassign staff as necessary, depending on enrollment. For example, if we have seventy-five third-graders register for HOLA, we will need to reassign three classroom teachers to the online program. We will need some time to make these adjustments before school starting in August.

We are waiting for Governor DeWine, the Ohio Department of Health (ODH), and the Ohio Department of Education (ODE) to release their final version of the “Reset & Restart Education Planning Guide for Ohio Schools and Districts.” I believe the final version will be issued within the next ten days. We will also continue to partner with the Franklin County Department of Health per Board policy. We have always listened to the health department concerning contagious diseases.

d. Paul Fallon Information & Summary

We have had some questions about the recent Fallon research survey. There is a big difference between a voluntary survey and a scientific public opinion poll. Statistically, Fallon's research has been very accurate in the past. I understand some neighboring districts have done voluntary polls and received thousands of responses. There is no quality control with voluntary surveys. For example, anyone can complete the survey (*district resident or not*) or someone could complete the survey multiple times. When we use the professionals at Fallon Research, we are confident that we get an accurate account of public sentiment. The survey will be available on the district website.

Community Opinions Vary

Pace that Ohio is re-opening businesses and other public places	Too Fast: 28.2%	Too Slow: 18.1%
	Right Pace: 48.8%	Unsure: 3.9%
If schools open with in-person classes, do you prefer all students to go every day or a modified, alternating day schedule?	Traditional schedule: 46.7%	Unsure: 11.5%
	Modified Schedule: 41.9%	
How would you rate the job that the HCSD did to provide eLearning?	Excellent: 34.0%	Poor: 4.4%
	Good: 39.6%	Very Poor: 1.6%
	Fair: 13.6%	Unsure: 6.7%

Financial Perspective

As a result of coronavirus, have you or anyone in your household lost income?	Yes: 36.0%	No Answer: 0.5%
Is your preference to have in-person classes due to the cost and availability of childcare?	Yes: 19.1%	No: 78.4% Unsure: 2.4%

We are not making decisions based on this poll. We just wanted to get a sense of where our community is. We need the ODH and ODE plans before we can start making final decisions. If there are orders (*mandates*) from ODH, we will follow those orders.

Mr. Lambert asked what will be announced on July 1. Dr. Marschhausen replied that we would announce all of the plans (green – yellow – red) that we will be ready to implement in August. Green is all students in school all day, every day. Yellow will be some type of hybrid plan to meet social distancing requirements. Red is eLearning at home. We won't know which scenario we will begin the year with until we receive the orders from Governor DeWine, ODH, and ODE. We will announce our official start plan as soon as we have all of the necessary information.

e. Inclusivity and Justice Taskforce

The Hilliard City School District is proud to announce the immediate formation of the Inclusivity & Justice Task Force. Mrs. Samantha Chatman, Principal at Alton Darby Elementary School, has been appointed by Dr. John Marschhausen, Superintendent, as the district's Diversity and Inclusivity Coordinator. Mrs. Chatman will serve as Taskforce Chair.

The steering committee members are:

- Mrs. Samantha Chatman - Chair
- Mark Abate & Lisa Whiting – Board of Education
- Michelle Crandall & Chief Fisher – City of Hilliard
- Mike Abraham & John Marschhausen – Central Office
- Jeremy Markewicz & Corina Pierce-Tucker – Parents
- Kristen Clausen & Hilary Sloat – Principals
- Sara Barley & Lauren Hall – Teachers
- Sherise Thompson – HEA Appointed Representative
- Joshua Stephens, Psychologist & Cameron Foster, Counselor
- Nikki Henkel – Media Specialist
- Chad Smock – Business Owner/Coach

All interested participants will have an opportunity to serve on the full task force.

The steering committee will meet within the next seven to ten days. We will have opportunities for our community to participate before the start of the school year. We know that we have some challenges ahead. One of our biggest concerns is to listen to our black students, parents, and

employees to find out where the gaps are, and how we as a school district can live up to our mission to ensure that every student has the opportunity to be ready for tomorrow.

We will also be part of a Central Ohio group of school districts working to make sure we are doing everything as a region. We are excited to get together and share resources.

f. Economic Development Update

- 470 Residential units on 29 acres, northside of Riggins Road
 - Approved by Hilliard Planning & Zoning May 14, 2020
 - Clubhouse, Outdoor pool, 10 detached garages
 - 167 one-bedroom units, 245 two-bedroom, 58 three-bedroom
 - Part of Britton Central Planned Unit Development Areas approved in 2004
- Alton Place Development
 - Mixed-use development *may* be beneficial for district financially
- Rezoning of Grener Property to include Data Center
 - The district joined the City of Hilliard to see approval to rezone this property

12. The meeting adjourned at 8:32 p.m.