



# MEETING NOTES

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

A1 President called the meeting to order at 6:31 p.m.

A2 Members present: Mark Abate, Paul Lambert, Nadia Long, Brian Perry, and Lisa Whiting

A3 Everyone recited the Pledge of Allegiance.

## **B PROGRAMS / PRESENTATIONS**

B1 Hope Squad – Joanne Xu

Aaron Cookson, Davidson HS Principal, recognized Joanne Xu, one of Davidson’s Hope Squad members, for being selected to be on the Hope Squad National Council. She will be working with 6,000 students nationally and internationally. Last week, Keith Kline came to Davidson HS and presented Joanne an Inspire Award, one of only three students to receive this award this year.

B2 National Merit

### **Semi-finalists:**

Bradley: Caitlyn Bockbrader, Cole Osbourne, Gabriel Paynter

Darby: Rahul Ayanampudi, Elizabeth Mak

Davidson: Henry Byrne, Jacob Garner, Michael Herring, Haanya Ijaz, Joel Laudo, Larissa McInnis

### **Commended Scholars:**

Bradley: Isaac Partida Abaad

Darby: Devin Griesmer, Avery Lyle, Sumana Pothrai

Davidson: Evan Reed, Michael Foster

**Mindy Mordarski, Bradley HS Principal  
Joyce Brickley, Darby HS Principal  
Aaron Cookson, Davidson HS Principal**

Each high school principal recognized and congratulated all of the students. Students qualify for these awards by the score they earn on the PSAT taken during their junior year. This award allows them to receive a significant amount of scholarship money for college.

B3 Fulbright Scholar Award Winner – Beth Boza

Joyce Brickley, Darby HS Principal, congratulated Beth Boza for being selected for the Fulbright Teachers for Global Classrooms, a program sponsored by the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board. Ms. Boza is one of approximately 71 Americans who will travel abroad through the Fulbright Teachers for Global Classrooms Program. Recipients of Fulbright grants are selected based on academic and professional achievement and a record of service, and demonstrated leadership potential.

## **C ROUTINES**

C1 The agenda is correct, as submitted.

- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the September 2020 Treasurer’s Reports.
- C4 The Board of Education approved the minutes from the following meetings:
  - a. September 1, 2020 – special meeting
  - b. September 14, 2020 – regular meeting
  - c. September 28, 2020 – work session meeting
  - d. September 1, 2020 – special meeting notes
  - e. September 14, 2020 – regular meeting notes
  - f. September 28, 2020 – work session notes

**D PUBLIC PARTICIPATION**

*The Board of Education of the Hilliard City School District encourages and appreciates citizen interest in meetings of the board. This place on the agenda is especially set aside to hear comments from visitors. Persons wishing to address the board should make written requests in advance of the meeting or complete the Visitor Form found where the agenda materials are located. When called, each speaker is asked to address the board at the microphone so that remarks may be clearly heard and recorded. The speaker should give his or her name and address and limit comments to three minutes.*

*Board members may ask questions of the speaker for information or clarification and may or may not make comments in response to a speaker’s remarks. It should be noted that this section of the agenda is to hear the views of citizens about their schools. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of the board meeting are being audiotaped.*

Jason Kent, 7871 Morris Road, 43026

In 1987, I started as a new student in the Hilliard Freshman Building. I was short, smart, and awful at sports, which was a combination that added up to ridicule daily. One day in science class, one of my classmates spat a wad of gum into his hand and smashed it into my hair. One of the girls said that it’s going to be difficult to get out. So, they retrieved the scissors, cut the gum out of my hair, and put it on the overhead projector for everyone’s amusement. I was humiliated.

Fast-forward to last year, I was working at home, and a young lady in tattered clothes came to my door. I asked her how I could help, and she said, can you please give me a ride home? I had never met this person. She told me that she was being bullied at school. She had walked out of Memorial Middle School and knocked on a stranger's door, feeling that was safer than being in the school.

When I called the administration to let them know a student was on a walk-about, I told them she stated she had been bullied. The administration office asked me what she had done and begun what I assume was victim-shaming. I stopped that and said, that is not why I’m calling. The administration doesn’t understand that victim-shaming is terrible.

When I walked in and said, one of your students went off on walk-about, the leadership at Memorial immediately rolled their eyes at the student and began another course of victim-shaming. I stopped them and said, that is not what we are here to discuss.

My son is a sophomore at Bradley HS. The administration tried to stop him from getting into advanced math. He is the only sophomore in his pre-calculus class and received a 100% on his test today. I think you are missing what I'm trying to say here. You might have a policy in place that says no bullying, but you do not have empathetic staff. When I asked my son what he would do in the same situation, he said he wouldn't tell the staff.

It's important to understand that you don't know about the students who are being bullied. You don't know who they are. I want you to understand that victim-shaming is a simple illustration that you don't get it.

Robert Murdoch, 3056 Hemlock Edge Drive, Hilliard, OH 43026

I am here to tell you that your instructional approach needs to change now. You don't want to hear that. I believe that the superintendent and the school board are so firmly committed to the hybrid mode of instruction that even updated data will not change their minds. You put so much effort into setting up hybrid instruction that even when the data shows that in-school instruction five days per week is possible, you cannot adapt to the new reality. You lead us to believe that once you had CATS data to support in-school instruction, you would be willing to shift to five days a week in school. However, I think you are looking at the CATS data in such a way as to prevent our students from attending school five days per week.

The media and so-called experts have ridiculously over exaggerated the facts about coronavirus. You are taking advice from a health official with degrees in marketing and public administration. Those are your experts.

Certain school boards, like this one, cannot seem to engage in serious, independent thinking in light of current data and the knowledge of the extremely low...rate of this virus. Other school districts understand that the risk of death is small relative to the cost of keeping children out of school. That's why many school districts, even ones in red counties, are all-in five days per week. Cases are not the issue. Deaths are the issue. This school board is concerned with cases, and that is just absurd.

A few weeks ago, you stated that the Online Academy has about 3,000 students. That leaves about 13,000 students walking into school buildings a few times per week. Of those 13,000 students, only twelve have tested positive for coronavirus. That means that 99.99% of the students walking into your schools every day do not have coronavirus. I cannot emphasize that enough. Stop doing what you think is best. Accept the reality of the data, and do what you know is best. Anything less is unacceptable.

Lance Murdoch, 3056 Hemlock Edge Drive, Hilliard, OH 43026

Thank you for allowing me to speak tonight. I know you have heard a lot from adults, but I thought you should hear from a student living with the choices you have made about my education. It is very frustrating because I cannot think of anything to say that will change your mind about the need for in-school instruction five days per week. You seem to be overreacting to the situation. You have not changed your approach to this virus since March. The worst part is knowing that students in other parts of

Ohio get to go to school five days per week, and students in other parts of the world do not even have to wear masks.

The whole point of school is for me to learn, but you don't seem to be learning from what the rest of the world and scientists know now about this virus. Even a football coach adapts a strategy at halftime if he is losing. Why do you insist on doing the same thing even though Hilliard students are not getting sick and dying at the rates you thought they would? You will probably rationalize this by saying that you are doing this to protect us, but you are not. You are taking away several months in one of the most formative years of my life.

You remember what it was like during your first year of high school. Think about football games, parties, hayrides, and hanging out with your friends. I don't get to do any of this. No one has fun in school, and no one talks. You can't talk to someone halfway across the room. This is no kind of life. I understand you want to protect us, but this is not your job. Your job is to educate both intellectually and socially. Instead, you are depriving me of things that make being a teenager any fun. Do you intend for your students not to have a life for an entire school year? I am asking you to find a way to get my friends and me back to school five days per week. I have been in school in front of a teacher exactly fifteen times this year. This isn't right.

Tiffany Epling, 5379 Taylor Lane Avenue, Hilliard

My husband and I have three daughters. Our oldest attends Tharp Sixth Grade, and our twins are first graders at Avery Elementary. At last month's board meeting, the superintendent announced that he would not allow outside groups to use the school facilities and specifically mentioned Hilliard Optimists. As a coach and a parent, this was incredibly discouraging to hear. Soon after the meeting, I reached out to the league commissioner, Deryck Richardson. At the time, Deryck was searching for a new location to find a place to host Optimist basketball. Unfortunately, last Wednesday, we received the commissioner's email canceling this year's season.

Superintendent, you spoke about your concerns and the reasons that ultimately led you to keep the facilities closed. I respect those. I am here this evening to make a proposal. Now that custodians are no longer working that third shift, what if the league added an extra fee at registration? This fee could cover custodians' cost to return in the evening to clean the facilities as mandated by the COVID-19 regulations. Is this something that you would be willing to consider and discuss with your staff?

Our district has recently created mental health days. If you feel so strongly that students need to have this as an option, we need to continue looking at the whole picture. Canceling extracurricular activities will continue to have a negative impact on our youth. This is much more than a game. Kids need to be in an active environment that promotes physical activity, socialization, and emotional support. These are their schools, and this is their community. What will it take to open these gyms and allow these athletes to have a season?

I'm merely standing here offering to take on any roll it might require to give these kids an opportunity. As a coach, I don't believe we have exhausted every option. If we have hit every road block that comes up at the end of the day and we cannot have a season, I will respect that decision and continue with skills clinics.

**E CONSENT AGENDA**

The Board of Education approved item E1 through E2, consisting of certified and classified personnel matters. You can find the complete list of personnel matters as an attachment to the *Minutes*.

Employment – Stipends-Non Contractual – 21st Century Grant Program – effective for the 2020/2021 school year: The Board establishes the hourly rate of pay for the New Horizons teachers at Horizon Elementary, paid from the 21st Century Grant, at \$55.00 per hour.

Employment – Stipends-Non Contractual – Title I Grant Power Hour – effective for the 2020/2021 school year: The Board establishes the hourly rate of pay for Power Hour teachers at JW Reason Elementary, paid from the Title I Grant, at \$55.00 per hour.

**F ACTION AGENDA**

F1 The Board of Education approved the following Certified Personnel actions:

Employment – Supplemental Salaries – effective for the 2020/2021 school year:  
All are 100% level unless otherwise indicated.

STAFF MEMBER	ASSIGNMENT	BLDG	PERCT	STEP	SALARY
Abate, Nikole Marzano	Cheerleading-Freshman Basketball	HBR	6.00%	4	\$3,018.00

F2 The Board of Education approved the following resolution:

**RESOLUTION APPROVING REAL ESTATE OPTION CONTRACT**

WHEREAS, the Board of Education of the Hilliard City School District (the "Board") is the owner of the real property commonly known as 4617 Leppert Road, Hilliard Ohio, consisting of 20.0153 acres, more or less, being Franklin County Parcel No. 050-009807-00, along with all improvements located thereon, and all appurtenances thereto (the "Property"); and

WHEREAS, the City of Hilliard, Ohio, (the "City") is the owner of adjacent real property consisting of 84 acres, more or less, and described as substantially all of Franklin County Parcel No. 050-011197-00-00 and Franklin County Parcel No. 050-011455-00, exclusive of the existing parking lot and retention pond areas located on such parcels (the "City's Property"); and

WHEREAS, the City currently leases the Property from the Board pursuant to the terms and conditions of that certain Second Lease Agreement dated November 8, 2017; and

WHEREAS, the City desires to obtain from the Board, and the Board desires to grant to the City, an option to purchase the Property; and

WHEREAS, if the City exercises the option to purchase the Property, it is the City's intent to purchase the Property, and then immediately sell it to a third-party (a "Developer"), which Developer will also simultaneously purchase the City's Property from the City; and

WHEREAS, it is intended that the Developer will then develop the Property and the City's Property as one project for use as a data center and ancillary uses; and

WHEREAS, the Board and the City have negotiated that certain Real Estate Option Contract (attached hereto as Exhibit A).

**NOW, THEREFORE, BE IT RESOLVED** by the School Board that:

1. The Board hereby authorizes and approves the Real Estate Option Contract;
2. The Superintendent, Board President, and Treasurer are hereby authorized to execute said Real Estate Option Contract; and
3. The Board hereby ratifies and confirms all prior actions taken consistent with and related to the Real Estate Option Contract.

All formal actions of this Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board, and all deliberations of this Board and of any of its committees that resulted in such formal action, were in meetings open to the public, in compliance with all legal requirements of the Ohio Revised Code.

Discussion:

Mr. Lambert commented that he congratulates and thanks our colleagues on the Hilliard City Council and Administration for bringing this opportunity to our community. This is a tremendous opportunity to provide a considerable amount of funding to help relieve our need for additional property taxes.

F3 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, 2021, 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:

509 – 21 <sup>st</sup> Century Grant	\$232,195	Decrease of \$146,00 due to COVID-19
510 – CARES Relief Grant	\$904,380	Increase of \$92,000 for a grant received by Technology Dept
516 – Title VI-B IDEA	\$4,090,000	Carryover of \$237,000
551 – Title III Grant	\$269,455	Increase of \$16,000 from carryover
572 – Title I Grant	\$2,114,450	Increase of \$139,000 from carryover
590 – Title II-A	\$420,000	Increase of \$57,000 because of carryover
599 – Misc FED Grant	\$179,950	Increase of \$35,000 due to carryover

Mr. Wilson explained that due to the federal fiscal year ending September 30, 2020, we now know the carryover amounts in these federal funds requiring an update to our budget.

**G REPORTS / INFORMATION / EXHIBIT ITEM**

G1 Policies submitted for a second reading

- a. AC – Nondiscrimination
- b. ACA - Nondiscrimination on the Basis of Sex (***New Policy***)
- c. ACAA – Sexual Harassment (***New Policy***)
- d. ACAA-R – Sexual Harassment Grievance Process (***New Regulation***)
- e. DFA - Investments
- f. GCPD – Suspension and Termination of Professional Staff Members
- g. GDPD – Suspension, Demotion and Termination of Support Staff Members
- h. JED – Student Absences and Excuses
- i. JEGA – Permanent Exclusion
- j. JFCF – Hazing and Bullying
- k. JFCF-R – Hazing and Bullying
- l. JG – Student Discipline
- m. JGD – Student Suspension
- n. JGDA – Emergency Removal of a Student
- o. JGE – Student Expulsion
- p. KLD – Public Complaints about District Personnel

## G2 Committee Reports

Mrs. Whiting reported that the Insurance Committee met last week. We reviewed data and started planning for next year. Mr. Wilson added that our actuary had estimated a 25% cost increase for our stop-loss insurance, but the actual increase is 4.6%, which will help us with how much we charge this coming year.

Mr. Abate reported that the Business Advisory Committee met at the end of September. It was a virtual meeting, and we discussed how COVID-19 had impacted each of our business partners. It was a good conversation. Business's operations are forever changed, and we need to prepare our students to be ready for these changes.

The OSBA conference will be virtual this year, and you will receive your invitations by email. Dr. Marschhausen and Mr. Abate will be participating in one of the live panel discussions during the conference.

## G3 Enrollment

## G4 Superintendent's Update

- a. Safety Officer – Mike McDonough

Mr. McDonough talked about plans to add safety officers to our staff. Officer Parkey worked with us for several years as a reserve officer with the Hilliard Police Department. Officer Parkey has retired from the Police Department. He worked about twenty-five hours per week and served as a resource for our elementary schools, sixth-grade schools, and Innovative Learning Campus. He made daily visits to each building.

Due to his retirement, we began discussions on how we would fill the loss. We have been working with the district's legal counsel over the last few months to establish a school safety officer position. I included, for your review, a board resolution and safety officer qualifications in Canvas. We intend

to employ Mr. Parkey to serve in this role for the immediate future. This safety officer would be required to complete the same peace officer training as our school resource officers. Our next step is to work with the Hilliard Police Department on how our safety officer will interface with our school resources officers. We currently have four school resource officers – one at each high school and one officer that works with all three middle schools.

Mr. Lambert is wondering what authority an armed civilian has compared to a police officer. We need more discussion on ensuring the safety officer understands their limitations with not being a police officer.

Dr. Marschhausen commented that he has been talking about this type of position with Chief Fisher for the last couple of years. We would hire only retired officers. They would understand that if a police situation arises, they would need to contact the police department rather than handle the problem themselves. Unfortunately, we have many challenging situations in our elementary schools, including but not limited to custody disputes and residency issues. The safety officer would be trained on how to de-escalate these types of situations. We also need to be mindful that it may be necessary at some point for the individual in this position to be able to use deadly force in an emergency. Sometimes just having a presence in the building de-escalates difficult situations, and a retired police officer would know when it is necessary to get the police department involved.

Mr. Abate asked if the safety officer would be required to take any continuing education courses. Mr. McDonough responded that the safety officer would be required to take the same continuing education courses and attain the same certifications as our school resource officers.

b. Social and Emotional Mental Health Concerns  
 Molly Walker, Director of Social Emotional Learning & Measurement

We have monthly team meetings to review district-level data and have some data on how the school closure last spring has affected students’ achievement skills. One of our tools for determining our students’ achievement skills is the STAR assessments given two times each school year.

The first set of data we reviewed is the typical change from a student’s spring and fall scores. The three sets of scores on the chart below show that change over time. The column highlighted in green is the average change of those three years. As you can see, we have an average of 5% of our students who dropped below the benchmark for those three years.

**STAR Reading – Percentage of Students on Benchmark**

Grade	Spring 2016/2017	Fall 2017/2018	Change	Spring 2017/2018	Fall 2018/2019	Change	Spring 2018/2019	Fall 2019/2020	Change	Average Change (Spring-Fall)
3	68%	63%	-5%	69%	61%	-8%	68%	59%	-9%	-7%
4	69%	70%	1%	71%	68%	-3%	70%	64%	-6%	-3%
5	72%	68%	-4%	70%	64%	-6%	72%	61%	-11%	-7%
6	69%	66%	-3%	66%	59%	-7%	65%	57%	-8%	-6%
7	63%	64%	1%	63%	61%	-2%	60%	56%	-2%	-1%
8	64%	60%	-4%	63%	59%	-4%	63%	61%	-2%	-3%
<b>Average</b>	68%	65%	-2%	67%	62%	-5%	66%	60%	-6%	-5%



The chart on the right shows the change in achievement skills from last school year when we shut-down in March due to the coronavirus pandemic. Students took the STAR Reading assessment in February 2020. The final nine weeks of the 2019/2020 school year were in eLearning, and then students were on summer break. We tested the students again in September, and the percent of change is shown in the column highlighted in yellow. The average change is a 7% decrease in the number of students on the benchmark. Therefore, the impact of COVID is an average drop of 2% from a typical summer change.

Winter 2019/2020	Fall 2020/2021	COVID Change
68%	59%	-9%
70%	62%	-8%
72%	58%	-14%
68%	59%	-9%
61%	60%	-1%
60%	57%	-3%
67%	59%	-7%

In summary, the learning loss from the COVID closure plus a summer break was not as significant as anticipated, with only an average of 3% fewer students on a benchmark when comparing to the average summer break (spring to fall). The percentage of students on benchmark from last fall (2019) to this fall (2020) was down only, on average, 1%. Looking into subgroups, we noticed our most vulnerable learners, Students with disabilities, and English Learners showed comparable differences. However, our economically disadvantaged students did show a slightly larger impact with a 6% difference versus the average of 3%.

Fall 2019/2020	Fall 2020/2021	Fall-Fall Change
59%	59%	0%
64%	62%	-2%
61%	58%	-3%
0.57	59%	2%
58%	60%	2%
61%	57%	-4%
60%	59%	-1%

**STAR Math – Percentage of Students on Benchmark**

Grade	Spring 2016/2017	Fall 2017/2018	Change	Spring 2017/2018	Fall 2018/2019	Change	Spring 2018/2019	Fall 2019/2020	Change	Average Change (Spring-Fall)
3	77%	79%	2%	76%	79%	3%	79%	78%	-1%	1%
4	73%	75%	2%	74%	75%	1%	75%	73%	-2%	0%
5	75%	74%	-1%	78%	74%	-4%	77%	73%	-4%	-3%
6	76%	73%	-3%	76%	71%	-5%	76%	70%	-6%	-5%
7	77%	71%	-6%	81%	75%	-6%	79%	74%	-5%	-6%
8	78%	71%	-7%	75%	72%	-3%	78%	75%	-3%	-4%
Average	76%	74%	-2%	77%	74%	-2%	77%	74%	-4%	-3%

Looking at STAR Math scores, the learning loss from the COVID closure plus summer break had a more significant impact, with an average of 9% fewer students on a benchmark when compared to the average summer break (spring to fall). The percentage of students on benchmark from last fall (2019) to this fall (2020) was down, on average, 9%.

Winter 2019/2020	Fall 2020/2021	COVID Change
79%	72%	-7%
78%	61%	-17%
75%	60%	-15%
78%	62%	-16%
77%	65%	-12%
76%	72%	-4%
77%	65%	-12%

Looking into subgroups, we noticed our most vulnerable learners, Students with disabilities, and English Learners showed a comparable impact. However, our economically disadvantaged students did show a slightly larger impact, with a 13% difference versus the average of 9%.

Fall 2019/2020	Fall 2020/2021	Fall-Fall Change
78%	72%	-6%
73%	61%	-12%
73%	60%	-13%
70%	62%	-8%
74%	65%	-9%
75%	72%	-3%
74%	65%	-9%

This year's focus is on Response to Intervention (RTI), and we have used STAR data to identify students who need urgent intervention. We are working to provide intervention face to face when possible and on at home days as well. We are focused first on the power standards in our curriculum that students need each year. We are working on filling these gaps while also being mindful of grade-level standards essential not to create new gaps.

The most powerful part of these assessments is when the district data team works with teachers in each building. From there, teachers can see the scores for each student and can work on their specific needs.

c. COVID Update

As mentioned earlier, part of our CATS data is looking at the number of cases. It appears that young people are not as adversely affected by COVID as older people. Statistically, the risk of serious illness or death is less in young people. At the next work session, we will be joined by some social-emotional experts to talk about what is the "other side" of our COVID numbers. We want our community to know that we (the district) have these concerns as well.

We are currently at 114 cases per 100,000 in our district. The number of cases in the county is rising. There are some concerns about the number of visits to non-emergency rooms (urgent cares, doctor's offices) for COVID. It will be interesting to see if Franklin County goes back to red on Thursday. I am pleased to report that the buildings we were concerned about have leveled off. Although the current cases remain high, the balance among our schools has leveled off. I am also pleased to report that we do not have any transmission in our schools. Our six feet social distancing is keeping our students safe in the instructional setting.

d. Work Session Preview

Mr. Wilson will provide a five-year forecast that will accompany our discussion about the district's finances. This may also lead to a potential conversation about operating levy needs. We will also discuss our elementary enrollment.

e. State of the Schools

As we get through the October and November work sessions, I hope we can update the community about finances, facilities, and next steps.

f. As we transition into the second half of the 2020/21 school year, we want to honor our commitment and allow you to decide if you wish to be a part of the Online Academy or the Flexible Learning Modes. All families will have from October 16 until 11:59 pm on October 30 to decide if their student/s will attend the Online Academy or our Flexible Learning Modes. If your student is

currently in a building and wants to continue with that learning mode, you don't have to do anything. If you wish to enroll, re-enroll, or leave the Online Academy, the primary guardian will need to fill out the Intent form before the deadline for each of your students.

- g. We are planning our Parent University event. It will be a virtual event this year, and we will have additional online sessions throughout the school year.

**H EXECUTIVE SESSION / ADJOURNMENT**

H1 The meeting adjourned at 7:51 p.m.