



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, Nada Long, Brian Perry, and Lisa Whiting
3. Everyone stood and recited the Pledge of Allegiance.
4. The Board of Education adopted the agenda with late-breaking action items.
5. The Board of Education approved the contract for Sharee Wells, Assistant Superintendent, Central Office, 3 year, 3 month contract, effective 05/01/2021.

The Board and superintendent welcomed Ms. Wells to HCSD. Dr. Marschhausen complimented her on going through a rigorous process. Mr. Abate and Mr. Perry took part in the second interviews.

Mr. Abate welcomed and congratulated Ms. Wells. He said that struck him during the interview was a question about non-negotiables. One of your answers was a high level of expectation. This aligns with who we are as a district and a leadership team. From the way you addressed questions in the interview, I got a sense that you bring the ability to balance the needs of the students, teachers, the leadership team, and the Board.

Mr. Perry echoed Mr. Abate's sentiments. Your organization, attention to detail, and preparedness stuck out to me during your interview. You answered questions respectfully and with a basis of knowledge. When asked what the district owed you as an employee, you responded with fairness, openness, and open communication. We hope that we can provide this for you.

Ms. Wells expressed her excitement and gratefulness for the opportunity to join an elite school district. I am truly honored. I look forward to the charge of transitioning our students back into school, leading the Next X vision, and working collaboratively together. I am excited to be part of the team and am looking forward to the great work ahead. Thank you so much for welcoming me as your new Assistant Superintendent. I look forward to continuing to ensure our students are Ready for Tomorrow.

6. The Board of Education approved the following resolution:

HILLIARD CITY SCHOOLS
BOARD OF EDUCATION RESOLUTION
February 22, 2021

WHEREAS, the Hilliard City School District Board of Education adopted resolutions on September 28, 2020 and December 14, 2020 consolidating its prior resolutions and further clarifying the Board's plans for movement and transition among the District's student learning models for the 2020-2021 school year (the "Responsible Restart Resolutions");

WHEREAS, the Board hereby rescinds, effective at midnight February 23, 2021, the Responsible Restart Resolutions in their entirety, to be replaced by the Returning Together Plan incorporated in this resolution. This action shall in no way change the agreement set forth in the Memorandum of Understanding with the Hilliard Education Association, executed on August 14, 2020 and amended on November 11, 2020;

WHEREAS, the Board remains committed to providing its students with face-to-face classroom learning while maintaining student safety protocols and considering the guidance from federal, state, and local health experts as it relates to COVID-19 and the safety of students in school;

WHEREAS, the Board requests that the Superintendent provide an update on COVID-19 conditions within the local community and Hilliard City Schools at each Board of Education Meeting,

NOW, THEREFORE, BE IT RESOLVED, that the movement and transition among the District's instructional learning modes will occur as follows:

1. The Hilliard City School District will continue in the Hybrid learning mode through Thursday, March 11, 2021 for all students not currently enrolled in the Online Academy.
2. The learning mode will move to All-In instruction for all students on Monday, March 15, 2021, with the exception of students currently enrolled in the Online Academy.
3. Any district wide changes in the student learning mode or related timelines will be made and approved by the Board upon review of the following data:
 - a. Proportion of COVID-19 of school-aged children in the Hilliard City School District;
 - b. COVID-19 Analytics and Targeted Surveillance (CATS) data in three areas:
 - i. Percent of student absences
 - ii. Percent of staff absences
 - iii. Rate of nurse visits of CLI/ILI per 1,000 students;
 - c. Positivity Rates and Case Counts in Hilliard City School District Community;
 - d. Other data as deemed relevant by federal, state, and local medical experts.
4. The Superintendent may transition all or some buildings to eLearning, or Hybrid if staffing issues arise, or the Franklin County Public Health Commissioner or Ohio Department of Health direct such a move, or if a localized outbreak occurs as determined by internal data and the coronavirus task force.

BE IT FURTHER RESOLVED, that this resolution will remain in effect through the final day of the 2020-2021 School Year or until modified by the Board.

Dr. Marschhausen began with the viewpoint that leads him to make this recommendation to the Board. As I discussed at our last meeting, there are four pillars on which I based this recommendation:

- a. Successful vaccination of teachers and staff
- b. The continued decline in positivity rate
- c. The continued decline in cases in Hilliard School District
- d. Internal school data proportional to community data

Beginning tomorrow through Saturday, Kroger will deliver the second vaccination dose to over 9,000 Central Ohio educators at Davidson High School.

One of the things that struck me over the last two weeks is that many people are sending comments and expressing concerns through only one lens – the COVID-19 lens. If the COVID-19 were the only factor in whether we were returning to all-in or not, our decision would be much simpler. If COVID-19 were the only thing affecting our lives, the epidemiologists would be setting our track. We have to look through multiple lenses at what has COVID-19 done to us as a school district. We have to consider the impact COVID-19 has had on academics, mental health, and economics. To all of our students and parents, we hear you and understand your concerns. We have the same concerns, and I hope you will consider all of the lenses we need to consider for our district.

ACADEMICS

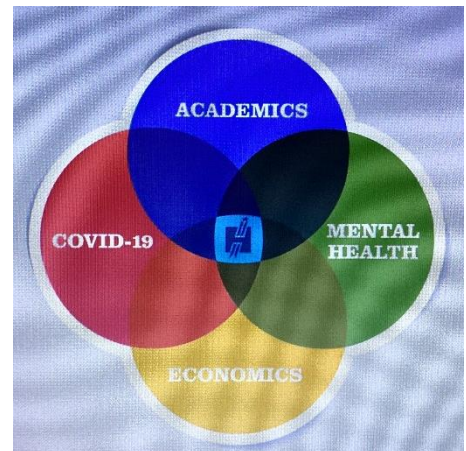
Mrs. Molly Walker will give a comprehensive presentation later this evening regarding our academic progress. Only 63% of our students meet the benchmark in reading, and 37% of our students require intervention. Hybrid and eLearning are working for some students but not for all students. In looking through the academic lens, COVID-19 has hurt some kids.

COVID-19

We know that when someone shows symptoms or doesn't feel well, they need to stay home. We also know that wearing masks, frequent hand washing, cleaning, disinfecting protocols, and social distancing keep us safe. There have been many conversations about three feet versus six feet social distancing. In discussion with the Governor's office today, over 400 school districts (50% of Ohio's students) have returned to all-in education. We do not see mass outbreaks of COVID-19 in the districts that have returned to all-in. We do not see any difference in the spread of COVID-19 in schools that are all-in versus schools in hybrid or eLearning. The more we learn about COVID-19, the more COVID-19 is not spread in the school setting even when we don't maintain six feet of social distancing.

MENTAL HEALTH

During this school year (*3/4 of the school year*), we have had seven students hospitalized due to COVID-19 and eighty-four students hospitalized for mental health issues and suicidal ideation. In a typical school year (entire school year), the number of students hospitalized for mental health issues is in the low twenty's. For those who say hybrid's working, I would disagree. Hybrid may be working for some, but it is not working for everyone.



ECONOMICS

We live in a community that has diverse socio-economics. With approximately 25% of our students in the economically disadvantaged category, we serve a lot of free breakfasts and lunches. A mom who stopped me at Kroger, who in tears said thank you, finally got to go back to work every day. We have been just making ends meet because I have to stay home with my kids on “B” day. Hybrid may be working for the families whose income has not been affected by COVID-19, but we have many families in our district who are having to choose to limit their income, quit their jobs, or supervise their kids. Earlier this year, a ten-year-old student told me that he was sad on “A” days because his mom went to work and was alone for ten hours. So, we also need to consider the economic issues of our families.

It’s not merely an epidemiological issue or how we deal with COVID-19. It’s how we as a district deal with life during a pandemic which includes academics, mental health concerns, and the economic impact our schools have on the community. For years, our schools are part of our Hilliard community's fabric, and our schools provide an essential service to our community. When we are not fulfilling that obligation, our economy and our lives are disrupted.

We know there is a low transmission of COVID-19 in schools. The evidence is clear that what’s going on in schools mirrors what is happening in the community. I am asking the Board to change our responsible restart plan, adopted initially earlier this school year, to a learning model that considers all of these issues and different options, but doesn’t operate by hard numbers. I’m proposing that we look at the proportion of positive COVID-19 cases by grade level compared to its proportion of the Hilliard City School District's total population. We will continue to monitor our CATS data. Recently one of our staff members asked why we weren’t using the CATS data. I explained that we use the CATS data all the time, and this data has not forced us to change our learning mode. The information has raised red flags, but we’ve been able to identify why the flag was raised through contact tracing. That is what the CATS data is designed to do. Of course, we will continue to our staff availability and work with our local health officials.

FACTORS			1/13-1/26	1/20-2/02	1/27-2/09	2/03-2/16
HCSD Attendance Area Case Count per 100k	<100	ALL IN				
	100-200	HYBRID or ALL IN				
	> 200	HYBRID or eLearning	795	543	349	304
Percentage Positive						
School Age 6 -18yrs	< 20%	ALL IN	18.46%	18%	12.38%	14.24%
	20% -30%	HYBRID or ALL IN				
	> 30	HYBRID or eLearning				
	Case Count		133	106	63	45
HCSD Thresholds	Student Absences	> 15	Not Met	Not Met	Not Met	Not Met
	Staff Absences	> 5	Not Met	Not Met	Not Met	Not Met
	Nurse Visits	> 5	Not Met	Not Met	Not Met	Not Met

So when looking at the data, I’m asking you to switch to the purple box (*above*). We will continue to report cases per 100,000, but as you can see, the numbers continue to decline. Dr. Roberts shared last week that our positivity rate is below 6%. We also look at our case count by school-aged children, and it

has continued to decrease over the past few weeks. With school-age children being about 20% of the population, we are still only 14% of the positive cases, and we are not meeting any of our thresholds. My recommendation is that we look at this data at each Board meeting. If we start seeing red flags, I will request a special board meeting to give you the data and recommend how to proceed.

In January, we were averaging fifteen cases per day. This month, we are averaging only six cases per day. For the parents who mentioned all of the letters they keep getting, it is because, by law, we must notify parents when there is a case in your school. Six cases per day could mean that we have a case in six different buildings, and we must send letters to parents of students in each building. Our case count is trending down.

Dr. Marschhausen shared a chart of our data (Hybrid), New Albany's data (All-In), and Columbus City School's data (eLearning). All three charts show case counts trending down.

My recommendation with this resolution is that we continue in hybrid through Thursday, March 11, and we return to all-in instruction on Monday, March 15.

Ms. Whiting commented on the numerous letters received from students and parents concerned about the three-foot social distancing versus six-foot social distancing. She asked Dr. Marschhausen how we plan to address this issue. Dr. Marschhausen responded that the data from districts that are all-in and have only three feet of social distancing do not see an increase in cases. I am concerned about the letters saying that students don't always wear their masks correctly. I am worried that in some areas, three feet of social distancing is going to be tight. Our commitment is to install shields on desks in areas that will be very tight on three feet social distancing. We are doubling the number of barriers on our cafeteria tables to create "pods" during lunchtime. Lunchtime will be our most significant risk for possible transmission and needing to quarantine. We will have to be vigilant in making sure masks are worn correctly and that everyone is wearing the correct type of mask. Likely, we will not permit gaiters, and that acceptable masks will include ear loops and covers from the top of the nose to under the chin. We know that when everyone wears a mask correctly, we protect both ourselves and the people around us.

Ms. Whiting is also concerned about the letters from students that teachers are not wearing masks all of the time and pulling them down when they speak. I know that most of our staff follow the safety guidelines, and I'm very appreciative, but I'm concerned that we have some staff who are not following all of the safety guidelines. I encourage our administrators to pay attention and be vigilant in reminding staff of the safety protocols as needed. Dr. Marschhausen suggested that students also report any issues to a staff member. Parents may also want to email or talk to the building principal.

Mr. Perry is happy we are addressing the concerns of our parents. He asked how social distancing will work on school buses. Dr. Marschhausen responded that our goal is to get two students per seat. We are working to have students from the same household and social group share a seat. We are planning to cohort first by household/social group and then by classes. Our transportation staff is working with building secretaries and teachers to create assigned seats.

Mr. Perry stated he believes the local data, whether it's a similar size school district, a geographically close district, and our specific HCSD data, are the most important. When looking at the local data, how do these similar districts compare to our low in-school transmission rate? Dr. Marschhausen responded that we do not see an internal spread as a result of contact in school. We continue to experience the

largest quarantine numbers in our middle schools and high schools with athletic participation. Dr. Marschhausen spoke with the Lakota School District superintendent today, who said they see the same thing as us with quarantines being caused by athletic involvement and social activities outside of the school.

Mr. Perry also confirmed that if we start seeing internal spread in one or a few of our buildings, we can switch the learning mode as needed in any specific building while continuing all-in for the district's remainder. Dr. Marschhausen stated we do have the authority to shift one or more buildings if necessary.

Mrs. Long asked what measures we are taking to protect students during their lunchtime. Dr. Marschhausen stated that we are adding dividers, cleaning and disinfect the cafeterias between lunch periods, and keep students in their “pods” as possible.

Mrs. Long is also concerned about this huge transition for our students, families, and staff. Will the videos that were available at the beginning of the school year be available again? Dr. Marschhausen said that we would release the applicable videos and create some new videos for the all-in learning mode.

Mr. Abate asks everyone to understand that while this change is exciting, it also causes a significant amount of anxiety and concern for others. This change is by no means a punishment to anyone. We are doing our best to make the best decisions for all of our students and families. Please remember that All-In is not going to look normal (like school before the pandemic). Everyone still needs to wear a mask, wash their hands frequently, and stay socially distant.

Mr. Lambert expressed his excitement for being able to get the kids back to school full-time. He thanked the administration, teachers, and staff for making this happen.

7. Discussion Topics:

- a. Academic Progress Update – Molly Walker, Director of Social Emotional Learning & Measurement

Winter STAR Score Update

Students in grades kindergarten through eighth grade take a version of the STAR Score in reading and math (*in most grade levels*). It's a useful data point to use for comparing our student's progress. This comparison gives us helpful information about how the pandemic has affected our students.

Key Considerations of the Data

In order to track student achievement over time, the data presented is for students who have a score in **both** testing windows (*reading and math*). The data we are comparing is from Fall 2020 to Winter 2021 and Winter 2020 to Winter 2021. We are missing scores for current students (for a variety of reasons) at the following rates:

- Fall 2020 – 5% (roughly 50-60 kids per grade level, approximately 950 kids total, 30%-40% enrolled in the Online Academy)
- Winter 2021 – 5% (roughly 50-60 kids per grade level, approximately 950 kids total, 30%-40% enrolled in the Online Academy)

- Winter 2020 – 22% (roughly 255 students per grade level, approximately 3500 total)

We use two types of STAR Scores to determine how our students are doing – the STAR Scaled Score and the STAR Percentile Rank. STAR is an adaptive test, which means the difficulty adjusts based on the student's answers. The test gives a student a question, and if the student answers it correctly, the system will increase the difficulty. If a student provides an incorrect answer, the system decreases the difficulty. The system keeps going through this progression until it figures out the student's capability, and then the system turns that into a scaled score. Scaled scores go from zero (0) to fourteen hundred (1,400). Ideally, this score should increase with each test administration. The STAR Scaled Score can be used to compare student performance over time and across grade levels. For example, we could have a third-grader, a fifth-grader, and a seventh-grader with the same scaled score. This means that academically all three students are in the same spot in their learning. The third-grader may be advanced, the fifth-grader may be right on benchmark, and the seventh-grader may be behind.

The second score is the STAR Percentile Rank, and this score is comparative. Essentially, they take all of the scaled scores and line them up in order by grade. They then look at all scores across the nation by grade level and break them up into groups by percentile. STAR uses these percentiles to put students into classifications:

- Students in the 1st – 9th percentile are designated as needing Urgent Intervention.
- Students in the 10th – 24th percentile are designated as needing intervention.
- Students in the 25th – 39th percentile are designated as On Watch.
- Students in the 40th+ percentile are designated as On benchmark.

Based on HCSD's historical data, students who reach "On Benchmark" have an 80% or greater chance of being proficient on Ohio Achievement tests. We have found that STAR is a good predictor of future success on the State tests, which is especially important for high school students.

FALL 2020 TO WINTER 2021 COMPARISON

READING (grades 2-8) – SCALED SCORE

The graphic to the right shows each student's score (each dot represents a student). The horizontal axis is where the student scored in Fall 2020, and the vertical axis is where they scored in Winter 2021. If a student scored precisely the same on both tests, they would be on the black line. The graph on the left shows how students progressed in a "Typical" year (Fall 2019 to Winter 2020, before the pandemic). The chart on the right shows how students



have progressed this school year (*Fall 2020 to Winter 2021*). Our ultimate goal is to have all students above the black line. The graph on the left (*typical year*) shows most of our students are above the black line, a few hovering on the line, and a few below the line. The graph on the right (this school year) shows that we have more students below the black line, but we have many students above that line, which means they have grown academically.

We broke this same information down into three subgroups – African American students, economically disadvantaged students, and students with disabilities. We have a similar breakdown (compared to all students) of scores in each subgroup.

READING (grades 2-8) – PERCENTILE RANK (How our students rank nationally)

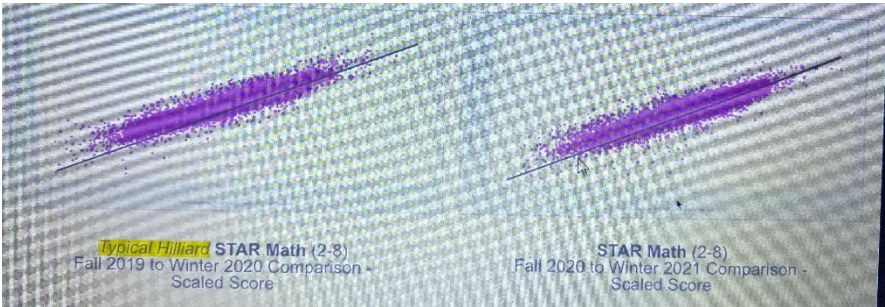
In a “typical”
(meaning
before the
pandemic)
school year,
our
percentages
dropped in the

	Typical Fall to Winter (Before COVID-19)		Fall to Winter (Current School Year)	
	Fall 2019	Winter 2020	Fall 2020	Winter 2021
ON BENCHMARK	59%	66%	59%	64%
ON WATCH	15%	14%	15%	15%
INTERVENTION	13%	11%	14%	12%
URGENT INTERVENTION	12%	8%	12%	10%

“off benchmark” categories and showed considerable growth in the students’ “on benchmark.” Our numbers for the current school year don’t look much different than a “typical” school year. We see a reduction in the bottom two categories and growth in the “on benchmark” category.

MATH (grades 2-8) – SCALED SCORE

Again, each dot
represents a
student, and our
goal is to be above
the black line. This
graph shows many
of our students
have progressed
academically in
both the “typical”



(*graphic on the left*) and current school year. We have a few more below the black line in the current school year, but we have many more than anticipated above the line. The same is true for our three subgroups (African American students, economically disadvantaged students, and students with disabilities).

MATH (grades 2-8) – PERCENTILE RANK (How our students rank nationally)

In a “typical” school year, we dropped in the categories that are “off benchmark” and grew in the students who

were “on benchmark.” We see a similar pattern for the current school year with a little more considerable growth for students who are “on benchmark”

	Typical Fall to Winter (Before COVID-19)		Fall to Winter (Current School Year)	
	Fall 2019	Winter 2020	Fall 2020	Winter 2021
ON BENCHMARK	73%	77%	67%	77%
ON WATCH	11%	10%	14%	10%
INTERVENTION	10%	8%	12%	8%
URGENT INTERVENTION	5%	5%	7%	5%

EARLY LITERACY (grades K-1) – SCALED SCORE

This test is for our students in grades kindergarten and first grade who are not reading yet. We don’t have much comparison data for this group because we added kindergarteners for the first time this year. Again, most of our students are above the line, with a few who need additional intervention.



EARLY LITERACY (grades K-1) – PERCENTILE RANK

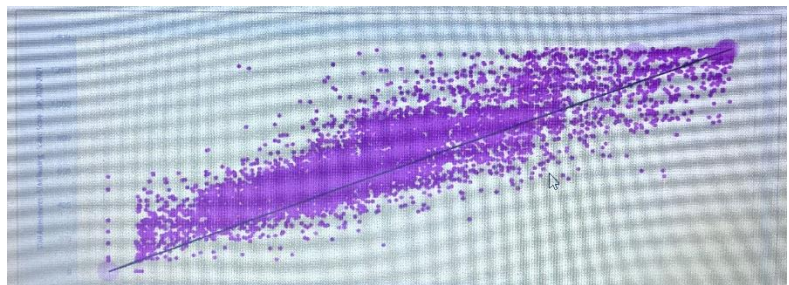
We see a drop in the number of students who were “off benchmark” and significant growth in the number of students “on benchmark.”

	Fall to Winter (Current School Year)	
	Fall 2020	Winter 2021
ON BENCHMARK	65%	76%
ON WATCH	13%	10%
INTERVENTION	13%	9%
URGENT INTERVENTION	9%	5%

WINTER 2020 TO WINTER 2021 COMPARISON

READING (grades 3-8) – SCALED SCORE

Again, each dot represents a student, and our goal is to be above the black line. As you can see, we have a



similar growth pattern from winter to winter as we have from fall to winter. The same is true for our subgroups.

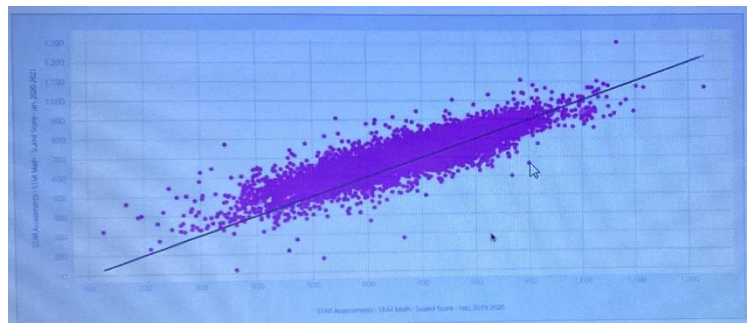
READING (grades 3-8) – PERCENTILE RANK

As you can see, we are not in the same place as last year, but we are making progress.

	Winter 2020	Winter 2021
ON BENCHMARK	67%	63%
ON WATCH	14%	16%
INTERVENTION	11%	12%
URGENT INTERVENTION	8%	9%

MATH (grades 3-8) – SCALED SCORE

The graphic to the right shows the number of students (dots) above, below, and on benchmark (black line).



MATH (grades 3-8) – PERCENTILE RANK

It looks like we have closed some gaps in Math.

There are more students on benchmark in Math than in reading.

	Winter 2020	Winter 2021
ON BENCHMARK	77%	77%
ON WATCH	10%	10%
INTERVENTION	8%	7%
URGENT INTERVENTION	5%	5%

Mrs. Walker thanked the teachers who worked very hard to educate their students in ways and methods they have never used before (eLearning, hybrid and online academy). She also thanked the parents who have been engaging in their child's education this year. And, a huge thank you to the students who have shown that they can persevere, be resilient, and learn even during a pandemic.

Mr. Lambert commented that he is impressed with how well our students have performed during this crisis. He also stated this is his favorite data presentation ever! He likes charts! As you have already noted, the most important thing is to thank the teachers, students, and parents for their efforts.

b. Preschool Expansion

Debbie Cochran, Director of Special Education & Mike McDonough, Deputy Superintendent

Mrs. Cochran described the preschool as the most joyful place in Hilliard Schools. IDEA, the federal law that guides our work with students with disabilities, requires school districts to find

and identify students with disabilities before their third birthday and then provide them with a free and appropriate public education. We work with early intervention agencies to help us identify these children. We also provide contact information to local pediatricians, other preschools, and even on the district website. Once these children are identified, many of them may be eligible to attend our preschool as students with disabilities.

In 1990, my first year at Hilliard City Schools, I taught at J.W. Reason and had the pleasure of having the first preschool class across the hall from me. The first preschool class had three students, and I can still picture in my mind the teacher walking down the hall with these tiny, three-year-old children. Over the next eleven years, enrollment in the program continued to grow, and it was moved from school to school until our current preschool (attached Alton Darby Elementary) opened in the fall of the 2001/2002 school year.

Our eleven classrooms at the preschool have both morning and afternoon classes. In the 2014-2015 school year, the preschool reached its capacity of 352 students. Each classroom can house eight students with disabilities and eight peer students. In 2018, we had to add another class mid-year and then spilling over into some Alton Darby Elementary classrooms.

Because we are required to identify children before their third birthday, we are constantly at the preschool identifying and evaluating children throughout the school year. We may start the school year in the fall with space in some of our classrooms and be full capacity by November/December. Many times in May, we can predict that our program will be at maximum capacity for the following school year. This school year, we are using three Alton Darby Elementary classrooms for our preschool program. We have maximized all of the preschool space and even have therapists working with children in the hallways.

An advantage of adding classrooms to the existing building is that it will allow space for our preschool students and the potential of more peer students from the community. The addition of classrooms at the preschool means Alton Darby Elementary will regain three classrooms for their growing enrollment. Another advantage to adding space to the preschool is having the entire administrative, teachers, therapists, and support personnel in one location rather than spread across the district in multiple locations.

This is a brief history of our Preschool program. We also have different licensing requirements than K-12 programs.

Mr. Lambert asked if we are turning away any kids who would otherwise qualify for the preschool program. Mrs. Cochran responded that we are not permitted to turn any students away.

Mrs. Long asked if there is an all-day option or if it will continue to be a half-day program. Mrs. Cochran responded that we would not have the capacity for a full-day program even with the requested addition.

Mr. McDonough began with information from the Master Facilities Plan. Two of the most significant issues from the Master Facilities Plan are the expansion of all-day kindergarten, which we have done, and the need for additional seats at the preschool. We looked at providing additional preschool capacity by using space at Washington Elementary and Hilliard Crossing

and building an extension onto the current preschool. We have the space available to add classrooms to our current preschool, and we have all of the special equipment necessary for this program. A secondary location would require additional licensing. It would be very costly to purchase other equipment and make the necessary accommodations (i.e., playground equipment) at Washington or Hilliard Crossing.

We worked with Fanning Howey Architects on planning for an addition to the current preschool. We are proposing to build eight additional classrooms and an electrical/mechanical room, a total of 10,400 square feet. We are also planning to add parking lot spaces for staff at both the preschool and Alton Darby Elementary. We will have a safety plan in place to have no risk to students and staff throughout the construction process.

We have looked at a couple of similar projects to gauge the possible cost of this project. We estimate the price to be from \$315.00 to \$370.00 per square foot, roughly \$3.5 to \$4 million. We anticipate having the design phase of this project completed by the end of this school year. Over the summer, we will complete the construction documents need for bidding on the project and plan to accept bids in August or September. Construction would begin near the end of September and be complete in July 2022, and addition would be opened to students and staff beginning with the 2022-2023 school year.

c. Future Work Session Topics

1) March

- i. Commitment Plan
- ii. Scheduling Update
- iii. Tolles Update

2) April

- i. Projects Update
- ii. Financial Update

d. Graduation/Spring Plans

Dr. Marschhausen announced that we had secured three dates in May at Huntington Park. The Governor has expanded seating at outdoor venues for professional sports to 30% of capacity, 3,000 seats. This would allow each graduate to have five tickets for the family to attend graduation. Details will be forthcoming.

Dr. Marschhausen has asked the high school principals to develop possible plans for holding spring bands, orchestra, choir concerts, and other awards programs at outdoor locations.

8. The meeting adjourned at 8:20 p.m.