



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 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.

Ms. Whiting offered her congratulations to all of the retirees. We wish them well in their retirement. Dr. Marschhausen shared that Joyce Brickley, Principal Darby HS, will be moving to serve as the Principal at Davidson HS beginning with the 2021-2022 school year. Before serving as Darby HS's Principal for eight years and Heritage MS's Principal for four years, Joyce served as an Assistant Principal at Davidson HS. Joyce is returning to the building where she started her administrative career. Matthew Middleton will become Darby HS's Principal beginning with the 2021-2022 school year. Matt has been an Assistant Principal at Darby HS for the past several years. During this time, Matt has displayed the characteristics necessary to be a successful high school principal.

6. Discussion Topics:
 - a. Tolles Career & Technical Center Presentation

Dr. Marschhausen welcomed Doug Maggied, Board Member, and Jay Poroda, Assistant Superintendent, for attending this evening's meeting. Mr. Maggied commented that due to the pandemic and the Madison County Health Department's guidance, they worked hard to get students back into school. Like Hilliard, Tolles is on spring break next week (week of March 29) and will return to all-in the following week.

Mr. Poroda is attending in place of Emmy Beeson, Superintendent. We had our student orientation days last Wednesday and Thursday since our incoming Juniors had not yet been in school this year. Today, we began all-in five days per week instruction. We are thankful to see our students finally! We are very proud of our seniors for stepping up and helping our juniors find their way around the building.

Currently, we have a total of 238 students enrolled in our satellite programs housed at Hilliard. Our satellite programs in Hilliard are the Business Academy, Health Professions Academy, and Code U. Our enrollment numbers for the next school year are looking good. In Health Professions Academy Year 1, we have 25 students (the maximum number of students) and enrollment in Year 2 is down slightly at ten students. We have 155 middle school students wanting to participate in the middle-level portion of the health professions. Unfortunately, we can only accept 50 into this program (25 students each semester).

Our Business Academy has 26 students in the first year of the program, 12 students in the second year, and 65 requests from middle school students. Once again, we can accommodate only 50 students in the middle-level program.

Due to low enrollment, we have combined our high school Game Design and Web Design courses. We have 88 students participating in this course (students from all three Hilliard high schools). We have 57 in the principle's course and 47 requesting the Computer Science A class in our AP Computer Science courses.

Scheduling for the upcoming school year ends on Friday of this week, so we may see some changes in these enrollment numbers. We are also accepting applications for our on-campus programs. We currently have 661 students enrolled in our on-campus programs compared to 574 students at this time last school year. We have 399 students in level one and 262 students who will be graduating this spring. We have currently accepted 416 students for the next school year, with 172 being Hilliard City Schools students.

Mr. Maggied added that Tolles is currently working with the Madison County Health Department on this spring's Certification Ceremony. We are planning to give our students the best ceremony possible given the current pandemic requirements.

After the last work session with you, Cummins Diesel has contacted us about a partnership. We have a couple of other Hilliard-area businesses interested in partnering with us. We have had a few students intern with them in the last few years. It's great to be able to give our students real-life experience.

Mr. Poroda added that Tolles gets a tremendous amount of support from Hilliard City Schools. We meet regularly with Mr. Bandow and Mr. Tremayne to discuss how to maximize programming within our satellite programs. The flexibility of your building administration and counselors to get students out to tour Tolles is greatly appreciated. We also appreciate the Board and Dr. Marschhausen for your work to make sure students can have career technical experience.

Mrs. Long asked how student interest in Tolles this year (during a pandemic) compares to pre-COVID interest. Mr. Poroda responded that in the past, Tolles would host large groups of students from several high schools at one time. This year we have been much more targeted, with students from only one school coming at a time. Mrs. Long then asked if Hilliard students have been making progress this year and are on track to receive their certifications. Mr. Poroda answered that Tolles is working with all of their associate districts to develop an extended learning plan required by the Ohio Department of Education (ODE). We do not have any finalized plans at this time, but we are working to ensure our students meet all of the requirements necessary to receive their certification.

Mr. Perry asked if tour opportunities were offered to students at all three of our high schools. Mr. Poroda responded yes. At this time, Darby HS is the only school that has not been out to tour, but they will have the opportunity. Mr. Perry also asked for the number of students from each high school that attends Tolles. Mr. Poroda will get that information and send it to Dr. Marschhausen.

Mr. Abate commented that it's very encouraging to know that many middle school students are interested in career technical programs.

Mr. Maggied announced that Emmy Beeson is leaving Tolles at the end of this school year, and Mr. Jay Poroda is taking the Superintendent position at the Delaware Area Career Center. We will be experiencing some growing pains for the upcoming school year.

b. New Early Literacy Framework – Mr. Herb Higginbotham, Elementary Curriculum Director

I am excited to update you on the work we began in 2018. I'll be talking about the task forces' recommendations, a new phonics program, and future considerations due to the newly passed HB 436.

In 2018, we implemented our Dyslexia Awareness Commitment Plan. This plan was crafted in collaboration with parents, teachers, and building principals. This plan includes goals and action steps the district will take over the next three to four years. This plan has significantly improved our intervention toolbox to better respond to the needs of our students. We also investigated practices and curriculum in other school districts. We visited Dublin City Schools to look at their instructional coaching model. We met with Marysville Exempted School District to see how they reformatted their literacy program. We met with Upper Arlington City Schools to see how they implemented their phonics program. We have also begun implementing the DMG audit recommendations we received last school year.

In October 2020, we established a Literacy Task Force comprised of our preschool principal, elementary principals, special education coordinators, teachers, teacher leaders, and intervention specialists. It was an all-hands-on-desk approach to identify what we need to improve in our primary literacy to continue working from the dyslexia commitment plan. Our task force identified four areas of focus – instruction, intervention, assessment, and professional development. Each of these four areas became a subcommittee led by a principal to do a more in-depth study.

Each of the subcommittees identified two key areas we need to prioritize. First, we need more professional development on the connection between brain science and learning to read. Second, we need to implement a more robust phonics curriculum based on current reading research that provides a clear scope and instruction sequence. The phonics curriculum should also provide assessments for student mastery of skills and concepts and recognize that teachers, not programs, drive instruction. The program we found is called the "95 Phonics Core Program," developed for students in kindergarten through third grade. This program can be used in class as well as remotely.

This program is intended to be in place with our current literacy framework that includes twenty minutes of word study per day. We have always included work-study in our literacy framework but not to this new program's extent. That systematic, direct instruction that builds upon each lesson each day is what we know kids need. It introduces rules and concepts and goes through a cycle of I do; we do, and now you do for each lesson. The program also includes manipulatives, meaning it has a multi-sensory aspect that we know our young learners need to develop and master skills.

It's incredible how vital these twenty-minute lessons are per day, and they have a significant impact on our reading and writing. Each lesson will cover phonemic awareness, knowing the sounds that make up the words we say and write every day. It also focuses on phonics patterns, high-frequency words, fluency, writing, passage reading, and spelling.

The other aspect of this program is the professional development piece. "95 Percent Group, Inc." was a professional development company before they were a product company. This resonated with our teachers and principals.

Mr. Higginbotham then played a video that explains the science of reading. The science of reading helps everyone understand that there are parts of the brain that do specific things with the language we use every day. A part listens to understand, and then a part codes the sounds of speech into written symbols. We are teaching our students to code. Scientific research collected over the past four decades reveals what happens in the brain and what must happen in the classroom to enable skillful reading. Reading is not hard-wired in the brain, and the neural pathways involved must be developed through successful instructional experiences. The parts of the brain that allow us to process sounds and recognize visual images are already in place at birth in the left hemisphere. However, the phonological region is not intact at birth. This is the part of the brain that allows us to connect speech sounds with visual images such as letters and enables reading. It must be built through explicit, systematic phonics instruction and practice with decoding.

As you can see from the video, phonics isn't just about sounds, words, and spelling. It is truly about understanding how different activities support different parts of the brain and our understanding of language acquisition and decoding.

We know that the implementation of any program needs to be successful through support. We want to use the program from "95 Percent Group" because every teacher who puts this program into practice would get support throughout the school year. In the absence of our instructional coaches that we had to reassign, we knew that we needed something our teachers could utilize for support throughout the school year.

We met with "95 Percent Group" recently to talk about professional development, and the feedback from our staff was fantastic. Each elementary principal has identified an implementation point person for teachers who will be providing this instruction to students.

Recently, HB 436 was signed into law. HB 436 requires ODE to identify screening and intervention measures that evaluate students' literacy skills using a multi-sensory structured literacy program. It requires school districts to administer annual dyslexia screenings, beginning in the 2022-2023 school year, and phases in over three years' dyslexia-related professional development requirements for teachers.

We feel we are off to a great start and know we have more work to do.

Mrs. Long asked if there are any supports for our preschool families. Mr. Higginbotham responded that while there isn't anything in the program identified explicitly for preschool

students, there are some interventions that are practical and applicable to the preschool setting. Our focus at the preschool and kindergarten level is primarily on phonemic awareness.

Mr. Lambert commented that many students attend private preschools before starting kindergarten in Hilliard City Schools. It might be a good idea to make those schools aware of our new program. We also have volunteer reading programs come into our schools as part of the Columbus Tutoring Initiative. I believe it would be beneficial to make those programs aware of our new phonics curriculum. My interest has always been to get the PreK-3 students on the right path to succeed throughout their school careers.

Mr. Abate asked if this program will replace what the district has been doing. Mr. Higginbotham answered that yes, it is. We have curriculum resources in place that support phonics, but the “95 Phonics Core Program” provides a more robust scope and sequence. It lays out in specific detail what teachers should say, when to say it, how to support, and what to do next.

- c. High School Literature Process – Mrs. Samantha Althouse, Director of Secondary Curriculum & Mrs. Nikole Abate, Secondary Literacy Instructional Leader

Our elementary team prepares our students and teaches them how to read. As they transition into middle school, students will be reading to learn. By the time they get to high school, students analyze, critique, and interpret everything they are reading.

Adolescence is a unique and critical period in every child’s life. Young adults search for their self and identity, constantly growing and changing biologically, cognitively, emotionally, and socially. We must provide books that students can and want to read. We can do this through the books they read in our classrooms. We know that optimal development for our kids is filled with mistakes and exploration. We want adolescents to see themselves in books, to connect with the characters, and have opportunities to learn compassion, empathy, and understanding for others.

Our teenagers today are different. The literature we read in school is probably not the literature students may be reading today. It shouldn’t be because what they are facing today is very different, and literature has evolved.

Over a school year, teachers will engage students in different types of reading – independent reading, small group reading, and shared classwide reading. For independent reading, students select books from classroom libraries and our media centers. Students have the choice of the books, authors, and genres they want to read. Small group reading is independent reading that is shared with other students in a small group. Students may select a book that they all agree on and have some classroom discussions about that book. Shared classwide reading is where the entire class reads the same book. The reason for this type of reading is that it creates a shared community of readers and fosters collaboration and discussion. It exposes students to different themes, perspectives, and cultures.

Research tells us that students need teacher-led, explicit instruction from our shared classwide readings, and students need to read a lot from their choice books. Teachers are professionals and experts in their field. They create safe spaces for students to think critically about literature and real-life experiences shared by book characters.

For the shared classwide reading, parents are given the names of the books in advance. Schools send a letter at the beginning of the school year describing all of these types of reading. When teachers are ready to begin a classwide reading assignment, they send the book title and description to the parents if it was not already provided in the letter sent at the beginning of the school year. Parents have time to review the book if they wish. Our goal and hope are that parents are reading the book with their children.

All of these reading types are based on our standards-based curriculum. Standards are set by ODE, and our curriculum provides flexibility for teachers to select texts that help students achieve these standards. We do not have a complete list of books in our curriculum. Suggested texts are listed in our curriculum guidebooks, but as students' needs change and new literature are released, teachers can select new texts. We developed criteria for teachers to use when selecting texts, and these criteria are aligned to Board policy. We referenced the policies regarding academic freedom, adoption of resources and textbooks, instructional materials, and teaching about controversial issues.

If at any time a parent decides they do not want their child to participate in an assignment or read a book, they have the choice to opt-out of that assignment or book. They need to reach out to their child's teacher or principal and let them know they would like the alternative assignment. Regarding classwide books, the teacher will find a similar book so the student can meet the same standards and have the same learning opportunities and goals as the other students in the class.

Mrs. Abate will review the criteria shared with you at the November 25, 2019, Board of Education meeting.

The document for the selection of literature begins with our statement of belief: Literature is a mirror, allowing readers to see themselves reflected in texts. Literature is also a window, allowing readers to see into the realities of other perspectives and glimpse the possibilities of imagination. We must work to understand others as well as the possibilities around us to understand ourselves better, and literature is a powerful tool toward this end." Also, a window can become a sliding glass door allowing a deeper connection and the opportunity to step into another's shoes and develop empathy.

The following are our commitments when selecting books. These are the guidelines teachers' use when selecting texts:

- *Providing literature that serves as both a mirror and a window for our students.*
- *Providing students opportunities to engage with literature that represents various perspectives.*

Representation is key when it comes to the "mirror" and "window" and those various perspectives. Students need to see themselves represented in literature and learn from the representations of authors and characters from different backgrounds and cultural viewpoints.

- *Providing students access to current/recent texts, as these texts push students to think critically about the world as it is.*
- *Providing students access to texts deemed “classics” as these texts push students to think critically about the human condition over time.*

Both current and classic texts promote critical thinking about the human condition. Additionally, these texts allow readers to explore the evolution of writing over time, allowing for critical consideration of how styles grow and change.

- *Providing students with access to texts of varying complexity.*

This goes well beyond the words on the page to consider levels of meaning, text structure, background knowledge, accessibility, or readability, among other ideas.

- *Considering works of literature (books, short stories, poems, etc.) as a whole, rather than passages taken out of context when selecting instructional materials; in this, we will affirm our commitment to the truthful exploration of the various perspectives set forth in the literature.*

This is where we look at overall meanings and important messages of a text as a whole and the literary elements within a text that includes structure or form, and the use of literary elements to develop theme and characterization, among others.

- *Engaging with learners through literature, thereby encouraging critical thinking, personal choice, and sound decision-making.*

We want students to think critically to become strong, independent thinkers. We commit to using literature to encourage them toward that end.

- *Creating safe places for our students to learn about and discuss the sometimes controversial ideas that arise in texts, without endorsement or approval of the views and values suggested by these works nor the views and values expressed by students in discussion of these ideas.*
- *Considering student academic needs, emotional needs, and relative maturity when selecting class literature.*

Therefore, class text choice may vary year-to-year and class-to-class as each group of students and each moment in time presents unique challenges and necessary areas of focus.

Mrs. Althouse stated that a lot of time and thought had been put into how teachers select texts. Teachers read the books and consider all of the above criteria. Our next goal is to diversify our curriculum literature in alignment with our Board Resolution (July 2020) and the Inclusivity and Equity Task Force. Our high school language arts teachers will diversify their classwide reading/anchor texts. It’s important to note that we want to diversify the classwide readings because those are the books that all students are reading. Our students are diverse and complex and deserve to see themselves represented in the books we read. We want all

students to know that we value them and to read about different perspectives. The 2021-2022 school year's goal is that each high school course will incorporate one book by a person of color. This is the first step of many in diversifying our literature. Our teachers are the experts, so they select books and pilot them this year to determine the best fit for their classes next year. They are getting feedback from students, other teachers, and parents to determine if this book meets our literary criteria and our diversity goals.

I want to emphasize that our teachers have been trained to do this. They analyze literature, create a safe classroom environment, and plan purposeful, thoughtful lessons reflective of their students' needs.

Mrs. Althouse ended her presentation with the following quote: *"When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part."*

Sims-Bishop, Rudine. "Mirrors, Windows, and Sliding Glass Doors,"
Perspectives, vol. 6, no. 3, 1990, p. ix. Scenic Regional

Therefore, our book selection needs to be diverse. We offer no mirrors for some of our students, and it's difficult for them to tackle tough questions. On the other hand, our students who do have a mirror cannot learn about different perspectives and cultures.

Mr. Lambert stated that it was a different world fifty years ago when he was in school. It's even a different world now than twenty years ago when my kids were in school. I like to think I understand what the world is like for the kids today, but the truth is I don't. So, I count on people like Sam, Herb, and Nikole to tell us what the real world is like. I can't imagine being the parent of a high school student right now. Blessings to all of you who are out there. I think there has always been tension and a balance between the community's interests to raise kids in a way that they become good members of our society. There is always a tension between this, and the absolute authority parents have to raise their kids as they choose. I remember reading "The Catcher in the Rye" in high school, and it was a pretty interesting reading for a lot of us at that age. Maybe some of the books on today's reading list fill that same kind of role.

One of my questions is who approves the teacher's selection of books. I believe you stated in your presentation that it is the teachers who have the authority to choose texts for their classes. Is there approval at a higher level? Mrs. Abate responded that there is no higher level of approval, which is why we have our commitment document to select texts. It is essential as English teachers that we have a united, standard way to select literature. There are Board policies that we appreciate and adhere to that allow teachers that professional judgment.

One of the things you mentioned is that the reading list is sent home to parents ahead of time, so they have a chance to review it. I also assume that parents can get this information through Home Access. As stated in Policy INB, Teaching about Controversial Issues, parents can have their child opt-out. I trust our teachers to select appropriate reading material, but it is ultimately the parent's decision. There is a good balance between a faculty member selecting appropriate material and the parent opt-out choice.

Ms. Whiting commented that she hopes this information will help parents understand how well texts are vetted and how teachers decide which texts to use. I appreciate you clarifying this for the community and us.

Mrs. Long asked if parents are required to purchase books or do we provide them on iPads. Mrs. Althouse responded that it varies. Sometimes we have books in stock, but we do ask families to purchase them for the most part. If a family cannot buy the book, the curriculum department will provide the book to them. We always want students to have their own copy.

Because of the pandemic and our instruction being different this year, did parents receive the book list at the beginning of the school year? Mrs. Althouse responded that it varied by school. Some schools decided on the books they used every quarter or throughout the year. Because our instruction looked different this year, they may not have been able to get through all of the texts they would during a “normal” year. Schools may not have given out all of the titles at once, but they were always shared in advance. This information is sent to parents via School Messenger, email directly from the teacher to the parent, and is available for parents to view in Canvas.

Mr. Perry asked to have more information about the alternate book option and how it meets the same educational standards as the assigned classwide book. Anytime an alternate text is requested, we do our best to find a text that will serve the assigned text's instructional goals. In terms of form, if we have a narrative written in prose, then we look for another narrative written in prose. In other words, we look for an alternative with the same structure. We also consider the standard we are working toward with that text. We look for a text that will lend itself well to the practice and learning around those same instructional pieces. When a student requests an alternate text, the teacher provides the learning materials for that text. If multiple students are using the alternate text, teachers help those students to be able to discuss the book even if they are in different class periods. If only one student requests an alternate text, it is more of an independent study assignment where the student discusses the book with the teacher.

Mr. Lambert asked if there is an alternate text that provides the same instructional purposes and is less controversial; why not just use that text? Mrs. Althouse answered the books we select using all of the criteria are the “five-star” books. They meet the most criteria, and we believe they are the best books for classwide reading. While we can find an alternative text, it may not be up to par with exactly what we were looking for, but it is similar enough to meet the state standards.

Mr. Abate commented that one of the important points you made is considering texts as a whole versus taking passages out of context. You can probably find controversial passages in any classic literary work. I trust our teachers (professionals) to make the best choices considering all of the criteria.

Ms. Whiting commented that she believes one of the most important points is the “window” and “sliding glass door.” We need to realize that we don't know how every child feels about themselves and if they feel like they fit in. Reading books that make us feel a little uncomfortable is an opportunity to discuss to dig deeper.

- d. Commitment Plan – Mrs. Molly Walker, Director of Social Emotional Learning
Mrs. Cori Kindl, Director of Professional Development
Mr. Mark Tremayne, Director of Innovation and Extended Learning

Mrs. Molly Walker began with a few quotes to put into perspective what we have been looking at:

“Innovation is the ability to see change as an opportunity – not a threat.” - Steve Jobs

We started working on this Commitment Plan last February, and not long after, we were hit with the pandemic. We need to do some adapting and adjusting.

“Pivoting isn’t Plan B; It’s part of the process.” – Jeff Goins

Change, looking for what is next, and how to do things better is how we roll in Hilliard City School.

“Pivoting is not the end of the disruption process, but the beginning of the next leg of your journey.” – Jay Samit

We’ve had many innovative things happen over this year that we were forced to do because of the pandemic, but they will suit us well as we move forward.

This is a mid-year update, so you may not see the numeric pieces because we are still completing our commitments. We have many data still to collect, such as student surveys, common assessments, and staff surveys. You will see all of this data at the end of the school year.

Our Commitment Plan pillars are Academics, Interests, and Mindset. In academics, we will personalize student learning to inspire, challenge, and achieve. With interests, we want to encourage student exploration and discovery of individual interests. And finally, with mindset, we are striving to develop and support the whole child.

I am beginning with Mindset and our specific goal for this year is that all staff will cultivate learning environments that foster a sense of belonging and well-being. This year's five areas of focus are restorative practices, health and hygiene, implement inclusivity and justice task force, building level mental health teams, and reinventing the K-12 school counselor model.

Restorative practices are a philosophy that focuses on having high expectations and high support for students. The support is coming from the community built in the classroom. So it fits nicely with the student belonging and responsive classroom work we have been doing. At the middle school level, we have instituted “Pack Time.” At the sixth grade level, we are in the second year of “Power Up.” These programs are specified times set aside in the school day to foster community and create connections between student and student to teacher.

Our work on the Inclusivity and Justice Task Force has been happening all year and is wrapping up. You will be updated about their work progress coming in April. We have already started work with district administrators and principals.

Last February, we didn’t think that health and hygiene would be part of our focus, but due to the pandemic we adapted and adjusted. We asked our teachers and staff to step up our

cleaning, handwashing and hygiene habits. The pandemic also caused us to focus in on kids and their well-being. All of our schools have implemented building-level mental health teams. They are keying in on looking for patterns. Many of our elementary schools have started to institute daily check-ins by taking a few minutes to ask the students how they are feeling. They can look at patterns over time to determine if a student is having a bad day or may need additional support.

We are also looking at the best way for our counselors to be productive and supportive of our students. We have been looking at reinventing the school counselor model. As discussed earlier, being in school is very different from when many of us were in school, and the mental health needs are much higher. We are looking at shifting staff to their strengths to better support students. Some of our counselors will focus on classwork and college planning, while others will focus on students' mental health and well-being.

Despite the pandemic, we have been able to do some of our traditional programmings in a nontraditional format. We were able to provide ROX, our girls' empowerment program, to students virtually. Our Hope Squads have also still been supporting students in our buildings.

Where are we heading next regarding Mindset? We will continue our restorative practices, which is a five to seven-year process. We will be starting the work of the Inclusivity and Justice Task Force. Also, we will continue to evolve the K-12 school counselor model.

Mrs. Kindl began her presentation regarding academics. This year, our goal is to demonstrate growth toward meeting or exceeding grade-level expectations in reading and made across all content areas. Ensuring students master reading and math standards is an important foundational goal for the district, especially during a pandemic that necessitated unique learning environments and instruction modes. We identified three focus strategies to accomplish this goal – eLearning 2.0, common assessments, and response to intervention, all of which work together and sequentially to maximize student achievement and growth.

The first strategy, eLearning 2.0, encompasses our efforts to reimagine what exceptional teaching and learning looks like, sounds like, and feels like in various learning modes. When writing this plan, we were amid remote learning last spring. We learned a lot about what went well and what needed to be implemented this school year differently to succeed. eLearning 2.0 defines specific best practices around student's social, emotional well-being, classroom community, instructional design, assessment, and the digital learning environment. We provided professional development to teachers on how effective eLearning is different from remote learning. We asked parents, students, and teachers about what went well and what need to be changed for this school year. The result of that feedback was the development of our Canvas "must haves" which were designed to provide a common experience for students and families to access, express, and engage with content via Canvas.

In addition, our work included expanding our Online Academy to provide educational choices for families. At the end of last school year, our Online Academy offered around seventy courses to students. We expanded our course offerings to one hundred fifty different courses for students in grades kindergarten through twelve during the short two to three months over the summer. We grew from thirteen online teachers to one hundred fifty and welcomed over three thousand students to our Online Academy.

Finally, we spent an equal amount of time preparing for hybrid learning and how teaching and learning would be impacted by having only half of our students every other day. We provided over eighty percent of therapy services to students with disabilities via Zoom. Also, we welcomed our most severely disabled students into classrooms every day during hybrid and educated over four hundred disabled students through the Online Academy.

All of these efforts have led to the success of our students this year. The district data Mrs. Walker presented to the Board a few weeks ago outlined our progress toward meeting our goal for reading and math. We look forward to analyzing our common assessment data via STAR in May to determine how close we are to meeting this academic goal.

The second focus strategy this year centers on common assessments. Coming out of remote learning last spring, it was very important that we created and implemented common assessments in reading and math at each grade level. These common assessments were used to assess student achievement and identify students who need specific intervention. These common assessments provide data points for understanding our students' academic journey and help inform our teachers' instruction. In addition, common assessments have led to critical conversations amongst teachers about how well students are mastering the standards and which standards need further attention in the grades to follow. Vertical alignment conversations help teachers know how students are progressing and how to best support them in mastering standards.

Our final strategy is response to intervention. This is a strategy you will see consistently embedded in our previous district commitment plans and will most likely continue to be embedded because of how it helps our students grow and achieve. In January 2020, a district Response to Intervention (RTI) team was formed to revise our RTI framework and identify growth areas. A few of the important aspects of RTI are tiered framework, universal screeners, and progress monitoring. We implemented a new student success plan software that helps teachers write individualized student success plans. Student success plans include specific interventions to address student needs in reading, math, behavior, attendance, and well-being. We currently have over one thousand students who are on individualized student success plans and are monitoring their progress toward their individualized goals. We are also creating a district RTI Canvas course that will warehouse all of our resources for our staff.

This is a small snapshot of the academic work we have been focusing on up until this point. Where are we going? For eLearning, our goal is successful All-In education and the refinement of the Online Academy. We have completed our first week of all-in with students. We ensure new best practices are being implemented in terms of how having students in the classroom every day with masks and social distancing impacts instruction, assessment, collaboration, and communication. We will continue to evaluate the Online Academy and build our capacity to meet more students' needs. Regarding common assessments for the next school year, we will continue to revise and implement district common assessments to ensure all grades have common data to inform instruction and identify any needs for intervention. Lastly, you will continue to see RTI as a focus strategy for the next school year as we implement the revised framework and design bridge programs to meet our students' needs who may have experienced a loss of learning during this pandemic.

Mr. Tremayne began his presentation regarding Interests. Our goal was for all students to have access to and engage in student experiences that integrate interests and careers. We have been assisting teachers with embedding careers and interests into lesson designs with the career connections component. We have been giving students voice and choice around careers and interests to provide learner autonomy and align with the standards. We have provided tools like surveys, aptitude, exploration, Naviance, Ohio Means Jobs, and other school-created opportunities. We have continued with our targeted programs and events with partners focusing on experiential learning. We created a repository of resources centered around careers and interests for our teachers. We have seen remarkable growth with virtual connections (a by-product of the pandemic). As a result of our strategic planning, students have an increased awareness of careers and interests, time and resources to explore, and purposeful planning for their future.

We want to ensure our graduates are ready for their tomorrow, and we categorize that through three “E’s” – enroll, enlist, or employ. Enroll in higher education or career technical training. Enlist in a branch of the military to serve and further learn and grow. Employed with career credentials and tools that make them marketable right out of high school.

One of the things we did this year was creating a Canvas course for our teachers, a repository of resources for them. Nearly one thousand teachers and support staff have enrolled in this course to assist in lesson design. We have virtual field trips and guest speakers they can embed into their lessons. Resources on career awareness and exploration by grade. There is challenge-based learning, elementary career resources, and career survey tools.

Naviance is a tool that we use for sixth through twelfth grade. We see responsive teaching based on the feedback provided from Naviance. Naviance includes supermatch college search, strengths explorer, learning style inventory, career cluster finder, do what you are, and career and interest profiler. Embedded in Naviance is a program called “Road Trip Nation,” where they can search for career opportunities and learn more about a specific career from people in that profession.

As I mentioned earlier, virtual guest speakers have been a fantastic by-product of the pandemic. We have increased access to experts in the field for students. There have been Zooms with SpaceX, the national parks system, and students from different countries. This is one of the innovative practices that will continue by leveraging technology to increase our students' and teachers' access.

We had an excellent opportunity due to our partnership with Amazon Web Services, where we were part of a young STEM initiative in our high school computer science classes. They were using innovative things and cloud computing to program a magic wand. Our students were collaborating with a team of Amazon Web Services employees throughout the country. It was a great representation of professionals that look like them, and they all shared their journey on how they got there. That was an amazing opportunity and experience for our students.

Another by-product of our situation (pandemic) is family engagement that provided increased access to intervene and respond with intention. Virtual meetings happen all of the time with our parents. We have created family engagement kits with a focus on interests and careers.

Tools to help make thinking visible to help students understand how they learn. The parent engagement as a partner on the learning journey has proved to be very powerful.

We have developed purposeful partnerships. An extension of family engagement is leveraging the expertise of parents or guardians at each school. Our building level leadership has done a great job of tapping into those experts that students in their buildings. Zoom and video conferencing have been great tools for students to explore careers through parents that live in our district. Amazon Web Services helped us host Girls' Tech Day virtually this year. We had over two hundred fifty students participate. We are also growing the "Think Big" space at the Hub. We continue to do elementary coding with our partners at Cardinal Health.

The Worthington Industries workforce experience for apprenticeships is virtual, and they have an opportunity to get into the manufacturing facilities. Coming this week is a middle school partnership with JPMorgan Chase called the "Break Through Program." We have thirty eighth-grade girls who will be seeing and learning from women in technology. On April 21, we will have a ready for tomorrow career and college expo with our partners at Dawson. With General Motors (GM) and the International Society of Technology and Engineering (ISTE), we had a cohort around artificial intelligence in education.

Where are we going in Interests? We will continue to leverage blended learning to connect to experts and opportunities. The expansion of our elementary and sixth-grade media centers is centered around innovation and discovery. They will be renamed innovation and discovery centers. We have a software platform called Transeo which helps personalize graduation plans. The state requirements are dynamic, with multiple pathways toward graduation with seals and credentials students can earn. Another goal is to increase career-ready opportunities to obtain credentials and certifications. We also want to partner with industry on future programming and training.

Mr. Lambert commented that this is great information and appreciates all of the team's work, but he still would like to see quantitative data. He asked if the team could produce the same type of graphs for the secondary STAR assessment scores that Mrs. Walker did a few weeks ago for elementary scores. He believes the big question on everyone's mind is whether our students do okay this year and to what extent their academic year was impacted by the pandemic. Mrs. Walker explained that we don't have the results yet, and students are still taking some of the common assessments. We plan to have the data and graphs available for you in June.

e. Staffing and Scheduling Update

We have received some comments about requiring a full-year commitment for students to enroll in the Online Academy. After hearing from our community, we have adapted and adjusted. We have changed the commitment to only a semester commitment. We will make the necessary adjustments regarding staff as we get closer to the next school year.

Ms. Whiting stated that there had been some comments about needing to make their decision so early before the next school year. Have we been able to push the deadline back a little bit? Dr. Marschhausen answered that our compromise is to offer the semester commitment rather than a full-year commitment, and the deadline is the week of April 5-9. For more details, click

on the following link to our website <https://www.hilliardschools.org/change-in-the-online-academy-commitment-for-2021-22/>.

f. Elementary Transportation

Dr. Marschhausen stated there had been some conversations about possible policy conflicts with Alton Darby and Darby Creek. Mr. Mike McDonough received guidance from Pete Japikse at Ohio School Boards Association (OSBA). The service we will be providing next year to students attending Alton Darby and Darby Creek is considered an optional transportation service. Those kids can walk to the campus for families with multiple kids who live in the walking zone. The students in kindergarten through second grade would get on a bus at the Darby Creek collection point and be transported to Alton Darby. We did measure walk distances in that area, and the longest distance to walk is 1.07 miles. Students may choose to walk directly to Alton Darby instead of riding the shuttle from Darby Creek. If we need to make adjustments because of student safety, we will make those adjustments just like we did at the Britton/Norwich Campus.

Mr. Perry asked if there will be a crossing guard for the students who choose to walk to Alton Darby. Mr. McDonough replied that there would not be a crossing guard, but staff will be available to walk the students across the “car line” behind Alton Darby. There is a path from Darby Creek to Alton Darby, and staff will be available to help students safely cross the “car line” to get to the school.

g. COVID-19 Update

FACTORS			1/13-1/26	1/20-2/02	1/27-2/09	2/03-2/16	2/10-2/23	2/17-3/02	2/24-3/09	3/03-3/16
HCSA Attendance Area Case Count per 100k	<100	ALL IN								
	100-200	HYBRID or ALL IN								
	> 200	HYBRID or eLearning	795	543	349	317.64	292.31	250.1	204.72	181.51
Percentage Positive										
School Age 6 -18yrs	< 20%	ALL IN	18.46%	18%	12.38%	13.36%	14.60%	14.29%	16.17%	
	20% -30%	HYBRID or ALL IN								20.54%
	> 30	HYBRID or eLearning								
	Case Count		133	106	63	45	59	51	33	32
HCSA Thresholds	Student Absences	> 15	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
	Staff Absences	> 5	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
	Nurse Visits	> 5	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met

The 181.51 case count in the far-right column should be in the “yellow.” It is in the 100-200 cases per 100,000 range, which means hybrid or all-in. The number of cases as a percentage of the overall district population is now 20.54%. We will monitor this number closely as the number of cases decreases. In January, we had 133 cases in the schools, and this week we had 32 cases. If the number of cases in the schools decreases to 8 and only 4 in the entire community, the percentage positive will read 50% (meaning the percentage would be in the “red,” which is hybrid or eLearning). Still, we need to consider the overall size. We did not meet any of our thresholds.

We are now at 3.9 cases per day, down from 15 cases per day in January. We had a principal call to let us know that we would get a flag for their building because they had 3 positive cases on a specific day. It was an elementary building the 3 students were siblings. Another elementary had 2 positive cases, and they were also siblings. So, the 5 cases were from only two households. We don't have any data yet for our all-in mode.



The county has provided us with a large supply of test kits. We are still determining the best way to use them. Parents, we are not testing students without your permission.

7. The meeting adjourned at 8:29 p.m.