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# MEETING NOTES

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*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 as presented.
5. Introduction – Hiliary Sloat, Director of Diversity, Equity & Inclusion

I'm excited to be here. I started on August 1, and already we have a lot of great things happening. I know there was a presentation in April, and I'm here to give you an update. We are looking at our four buckets – professional development, curriculum, discipline/policy, and hiring. We began staff professional development in August. Next, we are going to the community to make them aware of what we are doing to improve everyone's lived experiences. In the curriculum, we are making sure our resources share the multiple-cultural perspective. We want our students to be able to see themselves as well as other cultures. In hiring, we secured the Ohio Department of Education (ODE) Diversifying Education Field Grant. We have one classified staff member who has started classes and three more classified staff members looking to join the education field. Our next step in hiring is looking at "growing our own" by matching students with interest in education with a mentor. And finally, in discipline/policy, we have begun training our teachers on restorative practices and will continue reviewing and updating our handbooks as necessary.

6. Commitment Plan – Sharee Wells, Assistant Superintendent of Curriculum

Tonight's presentation is the beginning of a series of work sessions regarding our commitment plan to ensure you have an in-depth look into our work throughout the school year. We will share the process we used to get to where we are today, introduce our three-year long-term goals, and an overview of our goals for this school year. We will also outline our district priorities, the five focus areas for this school year and share our principal expectations.

In May, our academic team began to look at planning for the 2021-2022 school year. We used a protocol called the "here's what, so what, now what" process. Our goal was to identify the best of all things Hilliard, take what's true to who we are, and develop a plan that will bring consistency back to the district after a year-and-a-half of so much transition while also giving us direction.

We began the "here's what" process by taking a deep dive into our data. The data we reviewed included the state report cards (how we performed relative to other school districts), our district STAR assessment data, survey results, and course passage rates. In considering this data, we asked ourselves what was surprising, noteworthy, and stood out. From here, we began the process of summarizing that data.

“So what?” What does this data mean? What is it telling us about the similarities, the themes, the conclusions, and the questions it draws? This brought us to the “now what” phase. The “now what” means what are we going to do about it? This becomes the basis for our commitment plan for this school year and the next three years.

We developed the following statement as a result of the “here’s what, so what, now what” process. “The Hilliard City Schools will implement innovative approaches to building students’ academics, interests, and mindset, and increase student achievement and strengthen well-being as measured by state and local assessments to ensure our students are ready for tomorrow.”

How will we know, at the end of three years, if we have completed our commitment? We have identified two primary measures. The first is the state report card. While we know the state report card does not give a complete picture of all of the wonderful things we do here in Hilliard, we do find it to be a great measure of how we can compare ourselves to other districts and how we can look at all of the things we all agree are essential. The measures we all know are important to our district are overall student achievement, the gap closing and progress we are making, and the extent to which we have our students graduating and being prepared for success.

Given that we are a progressive and elite district, we all agree that we should have at least a “B” or better on the state report card by the end of the three years. Our second measure focuses on the sense of belonging. This goes back to the importance of building relationships. We cannot have a district where any student feels like they don’t belong. We know this is a key to learning and a key for our staff to be successful. We will look at how students are responding to their feeling of belonging.

Molly Walker, Director of Social Emotional Learning & Measurement

After determining our three-year goals, our next step was to look at what we want to do this school year to ensure we meet our three-year goals. Our first goal for this school year is to increase the number of students on benchmark in STAR reading and math by 10%. STAR is a universal tool that we use K-10 (K-12 in some cases) to monitor our students' progress. These assessments are given three times per year. The teachers can use the STAR data to change their instruction as needed while monitoring their students' progress. Our historical STAR data show that the correlation of our students hitting the STAR benchmark has a very good chance of passing the required state assessments. Our second goal is to earn an 80% on the performance index (PI) measure on the achievement component of the state report card. The PI measure is built on the different levels of proficiency that students achieve – limited, basic, proficient, accelerated, and advanced. Essentially, the PI considers all of these different levels and helps us maximize learning for all kids. Our third goal is to increase the number of EL students who improve their proficiency status on the OELPA (Ohio English Language Proficiency Assessment) by 5%. This measures the student’s acquisition of English skills – emerging, progressing, and proficient. The goal is to move each student through the program to reach proficient status.

For our well-being goals, we believe that principals should choose the best focus for their building. They can choose between the following choices – 1) to increase staff strategies for responding to current events and cultural issues by 10% (as indicated by the 2022 panorama staff survey), or 2) to increase student cultural awareness by 15% (as indicated by the 2022 panorama student equity and inclusion survey). We give panorama surveys to students on a variety of topics. For example, the survey has included questions about their general classroom experiences for the past year, including how they interact with other students and what they are learning in class about different cultures. We also survey

our staff annually on a variety of topics. One of these topics is their comfort level with teaching all students and handling issues as they arise.

The final well-being goals are around social-emotional learning (SEL). Principals can choose between – 1) increasing student relationships with staff by 10%, or 2) increasing peer-to-peer relationships by 10%. As a reminder, we give the SEL panorama survey to students in grades 3-12.

Cori Kindl, Executive Director of Curriculum

After creating our goals for the 2021-2022 school year, we analyzed our data to determine district priorities meaning what areas we should intentionally focus on that will have the most significant impact on our students. Our five areas of focus are:

- Refine quality instruction and learning experiences provided to all students. We know that students have experienced disruption in their learning over the past year and a half and will have specific needs. Therefore, we believe it is critical to provide a renewed focus on teaching and learning. The district has refined what quality teaching and student learning should look like in action and have designed a holistic blueprint to drive our work and provide consistency. Our blueprint centers on relationships, lesson design, the student learning experience, assessment, feedback, reflection, and response to learning.
- Implement the revised response to intervention (RTI) framework across the district. RTI is an ongoing program. A district-wide committee was formed in 2019 to look at how we implement response to intervention and developed several action steps. One of these steps was to design a consistent RTI framework. This framework will be implemented this school year.
- Improve school culture and community through restorative and culturally responsive practices. Our goal is to increase students' sense of belonging in their classroom by fostering student-to-teacher and student-to-student relationships.
- Improve students' mastery of phonics, informational and complex text (an increase in literacy K-12). Our data shows that our students need support in informational text and reading complex text independently. As presented at an earlier board meeting, our literacy task force recommended a more robust phonics curriculum that will be implemented this school year.
- Improve English language learner's language acquisition and achievement. We know that our English language learners are some of our most vulnerable students since they have to learn English and all other academic content.

Sharee Wells, Assistant Superintendent of Curriculum

As you can see, we put a lot of thought and intentionality into this plan. This is not a cookie-cutter kind of plan. We know that each of our schools has its own unique culture, strengths, and areas of opportunity. Our principals and staff are challenged with making this process their own. We have tasked them with studying their data to identify their strengths, resources, and needs to establish their building goals. They will also develop their action plans and progress measures. Principals will present their plans to the academic team in September to have a working knowledge of their plan to support

them better. We plan to visit each school throughout this school year to see their plans in action. Principals will have the opportunity to request feedback for growth and development.

We know we have to focus on high academic expectations to ensure students are mastering their content, especially after the significant disruption caused by the pandemic. However, we also know that our students' well-being is equally important. We believe this plan will help us ensure that our students are ready for tomorrow.

Mr. Lambert asked how soon there would be a draft of the dashboard showing our students' progress. Ms. Wells responded that specific numbers showing our progress would be presented at the work session in October. Mr. Lambert also commented that the single-best data presentation he has seen was Molly's presentation showing STAR data. It was wonderfully informative, and I would like more. Mr. Lambert also doesn't like what he calls "squishy" measures (too many percentages of percentages, etc.). I like the idea that the plan calls for us to get a "B" on the state report card. However, I don't like the "improving by 5%" on some of the goals. It sounds like there is a specific number of where we are, but we're not reporting that number. For example, improving by 5% could mean moving from 10% to 15%, but our bottom line result is still not good.

Mr. Stewart added that we believe that attaining the smaller, short-term (yearly) goals (improving by 5%) makes reaching the long-term goals (like a "B" on the state report card) inevitable.

Mrs. Long expressed concern about the delay in receiving the state report card data. Ms. Wells explained that the district gets preliminary state report card data (achievement levels). However, the value-added data will not be available until late this fall. This is one reason we have chosen our STAR data on which to build our plans. We have seen a correlation between the report card and our STAR data, and we can monitor and analyze it throughout each school year. The STAR assessment is given three times per school year – September, January, and May. We also have three optional progress monitoring windows used mainly to track student progress, such as our special education and EL students.

7. Summer Bridge Program – Cori Kindl, Executive Director of Curriculum

In May, I shared that the Governor had charged all school districts to develop a plan to respond to any potential learning losses experienced due to the pandemic. As a result, a group of school superintendents met and defined a framework for districts to use when designing their response. The framework centered on a holistic approach to academic advancement, a commitment to social-emotional well-being, culture and climate, and ensuring equity and accessibility to all students.

As usual, we offered online courses to high school students, extended school year services to qualified students, and an EL summer school program. In addition, this past summer, we offered a comprehensive K-8 academic intervention experience. In May, we didn't know if we would have enough teachers to accommodate all students or if we would have to utilize a lottery system. However, we are happy to report that we could accommodate every parent (if they could do either session) who wanted their child to participate.

We offered our K-5 students a morning intervention program, an afternoon enrichment program, or both (a student could have a half or full-day experience). In middle grades 6-8, students could participate in either reading or math intervention program in the morning and an interest-based class in

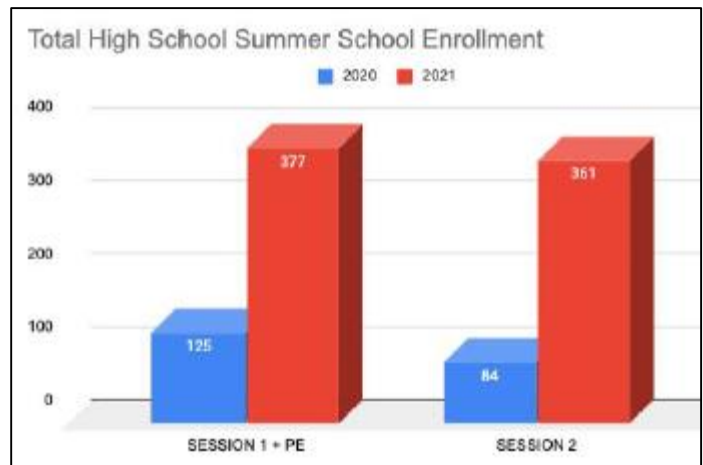
the afternoon, including art, music, and woodworking (to name a few). Finally, we opened up our full online program for high school students, and students could take courses for first-time credit or credit recovery classes.

We considered the following key features when designing the Summer Bridge program:

- Classes taught by Hilliard Teachers
- Small class sizes – 1:15 Teacher/Student ratio (*only had students for 10 days*)
- Identification of students in most urgent need of intervention (*based on STAR reading and math scores*)
- Personalization of instruction
- Personal outreach to families
- Balance of academics and fun (*since experiencing the disruption caused by the pandemic*)
- Transportation provided to all students
- No financial implications for families

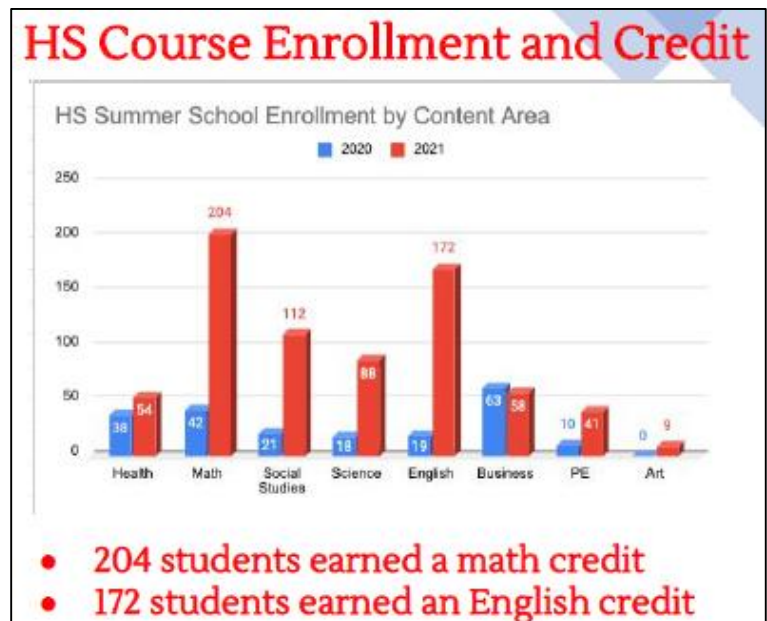
We feel very good about this program and the success that our students experienced. We had 2,661 students and 304 teachers participate in the Summer Bridge program.

- 1,022 students were in grades K-5
- 593 students were in grades 6-8
- 162 students participated in our EL summer program
- 148 students with disabilities received extended school year services
- 736 students were in grades 9-12



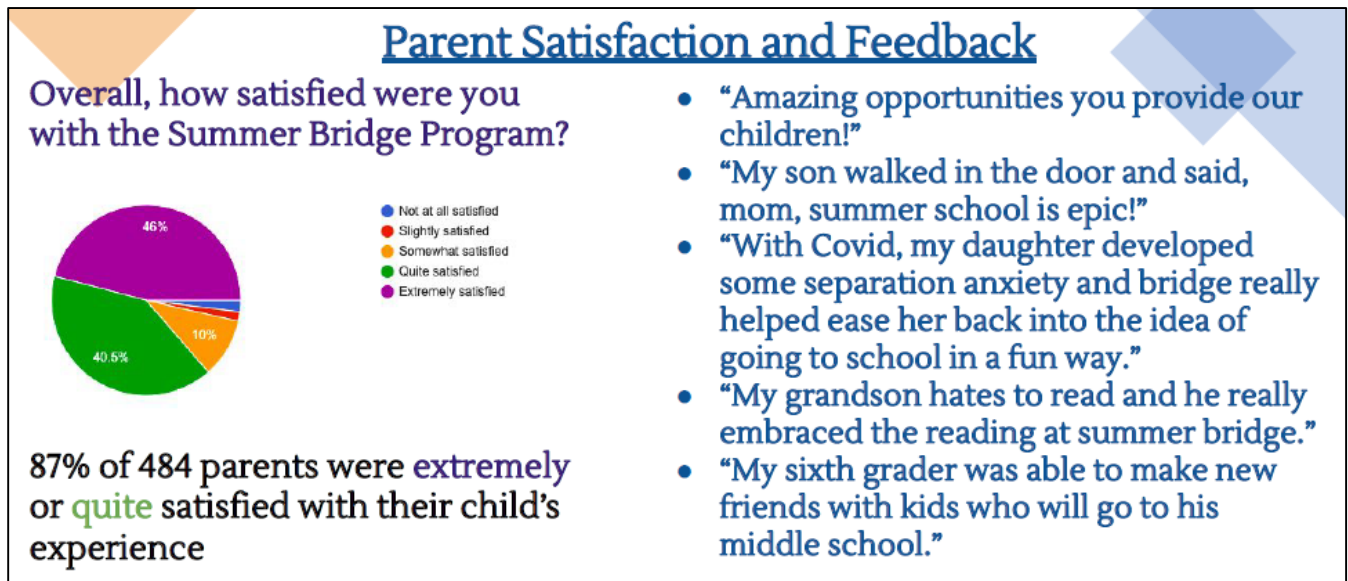
**Student Achievement & Growth**

- 204 high school students earned a math credit (compared to 42 in summer 2020)
- 172 high school students earned an English credit (compared to 19 in summer 2020)
- 48.5% of K-8 students increased their STAR reading and math scores from the May assessment
- Students received personalized instruction for less than 10 days



You might look at 48.5% and think that only half of the participating students showed any progress. But, remember, we didn't know if any student would progress with just 10 days of instruction. Typically, when we use an RTI, we progress monitor that student for four to six weeks. So, it is impressive that nearly half of the participants demonstrated achievement with just ten days of instruction.

We also had our Summer Bridge students participate in a panorama survey about social-emotional well-being at the end of each session. 70% of students in grades 3-5 responded favorably to questions about a sense of belonging, which is consistent with our students' responses in the spring. In addition, 59% of students in grades 6-12 responded favorably to the same questions, which is a significant increase compared to the 41% of students who responded favorably in the spring.



Mr. Lambert offered his thanks and congratulations to everyone who helped with the Summer Bridge program a success. The federal government helped with the resources, and I'm happy so many of our teachers participated. He noted that the class size for K-8 students was 15 compared to our usual 25-30 and wonders how the smaller class size affected the students' achievement and sense of belonging. Mrs. Kindl responded that there is research supporting both sides of this issue. For example, I've seen research that says class size can affect the community and that the student-teacher relationship is more important than class size. Mrs. Walker added that the academic team provided the teachers with guidance on building relationships. She believes this intentionality made a difference in students' sense of belonging.

Ms. Whiting also offered her thanks and congratulations to everyone for their work on such a successful program. Your team put this program together in a short time following the Governor's charge. As a result, we now have an excellent model for providing additional help to students in the future. However, we don't know the full impact of COVID-19 on our students' education yet.

Mr. Abate remarked that there is a focus on social-emotional learning in the commitment (presented earlier). It will be interesting to see if the class size or intentionality has more of an impact. This will be an interesting data point to compare in the future—great job to the team.

Mr. Stewart commented that the academic team created a successful program in a short amount of time. He also acknowledged the work of the Operations team, including transportation for the program and working around this program to complete all of their usual summer projects.

8. Alton Darby Creek Campus – Cindy Teske/Paige Canale

We are happy to announce the opening of the Alton Darby Creek Campus. It was quite a journey. We began in February 2019 with our community meetings in each building to launch the idea. It was challenging initially, but we worked through it by offering all-day kindergarten for all kindergarten students at Darby Creek for the 2020-2021 school year. This first step toward our campus merge was a huge success.

We had several parent committee meetings during the past school year to gain our families’ insight and perspective. We formed four separate committees – logistics, school culture, special education, and transition. We also had the same four committees for our staff. Each committee met virtually (due to COVID-19) four times. We had great support from the central office staff. They guided us through the entire process. We are grateful for their leadership and wisdom in working through all of the details.

In November, we worked to create a school mascot. We gave our students several choices, and they voted on the jaguar cub. Our technology teacher created a video that we shared with the entire student body showcasing the new mascot.

In January, we started involving both PTO groups and had voted to merge into one PTO group for the campus by the end of the school year. At the end of the last school year, the PTO held a successful spirit wear sale, which helped transition to feel like a campus. We are planning to have some community events during this school year.

June 6 was our move date with every Alton Darby teacher and all but two Darby Creek teachers changing classrooms and/or buildings. We couldn’t have done it without the Operations team and the moving document prepared for the Britton/Norwich campus. It was a huge success with everything being moved to the correct location!

On August 9, we welcomed approximately 130 new students for the kindergarten assessment day. In addition, we had about 30 volunteer teachers (from all grades, specialties) who helped with this process.

Ms. Whiting congratulated them on a successful transition. Although there have been many changes over the years, this campus still has the same great atmosphere.

9. The Board of Education adopted the following resolution:

PURCHASED SERVICES AGREEMENT  
(INDEPENDENT CONTRACTOR)

The Board of Education of the Tolles Career and Technical Center, (“Tolles”), the Board of Education of the Hilliard City School District (“Hilliard”), and Aramark Corporation (“Aramark”) (Hilliard and Aramark are collectively “Contractors”) hereby enter into an agreement for the provision of services as an independent contractor as follows:

**1. ENGAGEMENT**. Tolles engages Contractors as independent contractors for the performance of certain services, namely, to provide cafeteria services at Tolles during the Term and pursuant to the conditions set forth herein.

**2. TERM**. This Agreement is effective from August 16, 2021 to October 1, 2021. The Superintendents of Tolles and Hilliard may mutually agree in writing to extend this Agreement if necessary. Tolles may also terminate this Agreement whenever Tolles determines that the services of Hilliard and Aramark are no longer needed. Hilliard and Aramark may jointly terminate this Agreement at their option upon written notice to Tolles.

**3. SERVICES AND PAYMENT**. Tolles will compensate Hilliard for the Workers' normal total cost rate for hours actually worked plus a 3% administrative fee. Hilliard shall assign one or two Workers, as Hilliard determines are available, to Tolles on school days during the Term. The Workers will report to Tolles between the hours of 8:30 AM to 1:30 PM, working five (5) hours per day. Workers will report to and be supervised by Ervin Baldwin, Facilities & Maintenance Supervisor, while at Tolles. Hilliard will select Workers from a pool of individuals within a pay range of between \$12 and \$15 per hour. These payments shall be payable without deduction, including no deduction for federal income, Social Security, or state income taxes. Tolles will not be responsible for any benefits for the Workers.

Insofar as Workers may have unsupervised access to a child on a regular basis, Workers may at any time be required to provide a set of fingerprints and be subjected to a criminal records check.

**4. DUTIES**. Contractors shall hold themselves available to render, and shall render at the request of Tolles, the services set forth in paragraph 1 above for the benefit of Tolles. Contractors shall devote such time as may be reasonably required to perform their duties under this Agreement. Contractors will maintain, for the duration of this Agreement, any certificate or license required by law to perform the services required by this Agreement. Should any Worker be deemed unacceptable by Tolles, Hilliard shall provide a different individual to serve as a Worker.

**5. INDEPENDENT CONTRACTOR**. In consideration of this Agreement, Contractors acknowledge, recognize, and define themselves as being independent contractors of Tolles and not an employee of Tolles. **Any claims to employee status are hereby waived.** Tolles shall carry no Workers' Compensation insurance or any health or accident insurance to cover Contractors. Contractors shall not be a participant in any fringe benefits of Tolles, including pension or profit sharing plans, life insurance, paid vacations, or paid holidays. Tolles shall not pay any contribution to Social Security, STRS, SERS, unemployment insurance, federal or state withholding taxes, nor provide any other contributions or benefits which might be expected in an employer-employee relationship. Contractors agree to report and pay any contributions for taxes, unemployment insurance, Social Security and other benefits for themselves and their employees, if any. Contractors shall determine the manner in which the work shall be performed and shall determine the specific procedures to be performed to render the services requested by Tolles. Contractors shall exercise independent professional judgment in the rendering of services for Tolles.

**6. RISK**. Contractors and their employees shall perform work under this Agreement at their own risk. Contractors assume any liability and secure insurance coverage related to any conduct of the Workers' while assigned to Tolles.



**7. DISCLOSURE OF INFORMATION.** Contractors and their employees shall not disclose or appropriate to their own use, or to the use of any third party, at any time during or subsequent to the term of this Agreement, any secret or confidential information of Tolles of which they become informed during their relationship with Tolles, whether or not developed by Contractors, including, but not limited to, personally identifiable student information.

**8. ENTIRE AGREEMENT AND RELEASES.** This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement, whether written or oral. This Agreement supersedes any prior written or oral agreements between the parties. Each of the parties hereby releases and discharges the other from any and all obligations and liabilities previously existing or now existing by reason of any prior agreement or relationship, it being the intention of the parties that this Agreement shall supersede and be in lieu of any and all prior agreements or understandings between them.

**9. AMENDMENT.** This Agreement may be modified or amended if the amendment is in writing and signed by all parties.

**10. SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds any provision of this Agreement is invalid or unenforceable, but by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed and enforced as so limited.

**11. WAIVER OF CONTRACTUAL RIGHT.** The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel compliance with every provision of this Agreement.

**12. APPLICABLE LAW.** This Agreement shall be governed and construed in accordance with Ohio law.

Mr. Stewart explained that this resolution states we will be assisting Tolles while completing their proposal process for a food service company. We will send two Aramark employees to Tolles for a short time. Tolles will pay us for the employee costs plus a small administrative fee.

10. The superintendent recommended that subject to Board of Education Policy KJA, Section 7, the Board of Education approve the resolution to grant an exception to policy KJA to allow literature and materials in support of official candidates for the Board of Education to be displayed, not distributed, only on vehicles and apparel during high school football games held on school grounds on August 27, 2021 (Hilliard Bradley vs. Hilliard Darby), September 10, 2021 (Hilliard Darby vs. Hilliard Davidson), October 1, 2021 (Hilliard Davidson vs. Hilliard Bradley). Literature may be distributed and displayed at the ISPTO Meet the Candidate event on September 29, 2021. All such literature and material shall otherwise comply with the guidelines in Policies KJA and KJA-R.

Mr. Lambert opened the discussion of possibly amending the resolution to include any candidate for any office and allow them at all home football games that take place before election day. I believe we should allow them to distribute material with the understanding they help with clean up the following morning.

Ms. Whiting expressed concern with bombarding our community/parents with politicians at all home football games. I see the value in school board candidates, but I'm hesitant to open it up to any candidate for any office. We have tried telling people they could pass our literature if they come and help clean up the next day, but rarely does anyone show up.

Mrs. Long stated she thinks the specific game dates should be removed. I don't know why vehicles or apparel need to be addressed in the resolution. Due to freedom of speech, spectators can wear whatever they want on their shirts (within reason) and have stickers on their vehicles. The spirit of the discussion at the last meeting was whether we would allow candidates to pass our literature. I support Ms. Whiting's hesitation in creating more clean-up for our staff. But, candidates must be able to promote themselves.

Mr. Perry commented that vehicles and apparel are in the resolution due to current policy language:

“7. Literature that promotes or opposes any political figure, candidate or issue, including ballot issues of any kind, shall not be approved for distribution/advertisement/ promotion. Exceptions may be granted by the Board for issues that directly affect Hilliard City Schools including, but not limited to, District levies and bond issues. These exceptions must have Board resolution.

Literature includes, but not limited to, a notice, placard, advertisement and written/printed material of any nature.”

Mr. Perry continued with this resolution is to exempt (meaning permit) literature on shirts and vehicles. The specific football game dates are because the spectators will be Hilliard City School, parents, and community members. I also share your concern with the distribution of literature creating additional work for our staff.

Mr. Stewart added that we know from years of experience that pieces of literature don't go home or make it to the trash can. Therefore, it would be a significant increase to the workload of our grounds staff. Another consideration is that we don't have many administrative staff on duty at football games, so it would be challenging to enforce these exceptions to the policy. Lastly, we should also consider how many candidates do we want to stop spectators on their way into the stadium. For the upcoming election, there are eight certified candidates. Again, I'm not advocating for a particular decision from you, just giving some factors for your consideration.

Mr. Lambert stated that our football games are some of our community's biggest gatherings, so it is a good time for candidates to interact with the parents/residents. I also believe it's a teaching opportunity for the students to see the democratic process at work.

Mr. Lambert made a motion to modify this resolution by removing the specified language:

Subject to Board of Education Policy KJA, Section 7, the Board of Education approved the resolution to grant an exception to policy KJA to allow literature and materials in support of official candidates ~~for the Board of Education~~ to be displayed, not distributed, only on vehicles and apparel during high school football games held on school grounds ~~on August 27, 2021 (Hilliard Bradley vs. Hilliard Darby), September 10, 2021 (Hilliard Darby vs. Hilliard Davidson), October 1, 2021 (Hilliard Davidson vs. Hilliard Bradley).~~ Literature may be distributed and displayed at the

ISPTO Meet the Candidate event on September 29, 2021. All such literature and material shall otherwise comply with the guidelines in Policies KJA and KJA-R.

Mr. Perry seconded the motion. The motion failed 3-2. Ms. Whiting, Mr. Abate, and Mr. Perry voted no, and Mr. Lambert and Mrs. Long voted yes.

Ms. Whiting commented that maybe our history teachers could invite students to attend a candidate's night event to witness democracy at work.

Mr. Abate made a motion to modify this resolution as follows:

Subject to Board of Education Policy KJA, Section 7, the Board of Education approved the resolution to grant an exception to policy KJA to allow literature and materials in support of official candidates for the Board of Education to be displayed, not distributed, only on vehicles and apparel during high school football games held on school grounds on August 27, 2021 (Hilliard Bradley vs. Hilliard Darby), September 10, 2021 (Hilliard Darby vs. Hilliard Davidson), October 1, 2021 (Hilliard Davidson vs. Hilliard Bradley). Literature may be distributed and displayed at the ISPTO Meet the Candidate event on September 29, 2021. All such literature and material shall otherwise comply with the guidelines in Policies KJA and KJA-R.

Mr. Lambert seconded the motion. The motion passed 4-1, with Ms. Whiting being the one dissenting vote. The Board then voted 4-1 to approve the modified resolution, with Ms. Whiting being the one dissenting vote.

11. Enrollment

Mr. Stewart said that our enrollment on the first day of school was 6,985 PreK-5 students, 1,250 sixth grade students, 2,458 middle school students, and 5,180 high school students. So, our total enrollment is 16,298, which is a little less than 200 fewer students than last school year. Also, there are approximately 200 students currently in the enrollment process, bringing us up to where we were last school year.

12. Discussion Topics:

a. COVID-19 Update

Keep in mind that we have been in school for only two days. For the twelve days from August 11 – August 23, we have a total of seventy-three positive COVID-19 cases reported. Of those seventy-three, thirty-seven are students in grades K-6, twenty-eight are students in grades 7-12, and eight are staff members. During this time, seventy students have been quarantined, with an additional ten students qualifying for the modified quarantine.

As a comparison, the following data is for twelve days in January 2021. For January 3 – January 15, we had ninety-one total positive cases of COVID-19. Twenty-six were students in grades K-6, forty-nine were students in grades 7-12, and sixteen were staff members.

Franklin County Public Health (FCPH) provided some information for zip code 43026 (only part of our district). Seventy-two percent of the population is fully vaccinated. Unfortunately, in the

last two weeks, there have been one hundred sixty-nine new cases of COVID-19, with a case rate per 100,000 is 271.4.

We should begin receiving CATS data very soon.

b. Summer Projects

- The Alton Darby parking lot is complete.
- The Darby HS cooling tower project is substantially complete. We are waiting on the permanent pump, which should be installed in late September, but the building is cool and fully operational.
- The Bradley HS turf replacement is complete. The track is substantially complete, and the painting began this morning.
- The tube television removal and monitor replacement project at seven elementary schools is complete.
- The air handling unit replacement at nine buildings is complete.
- The addition of modular classrooms at Ridgewood Elementary is substantially complete. We have been granted temporary occupancy and expect permanent occupancy very soon.
- The roof replacement at Horizon and Norwich are substantially complete. The work will continue into the fall, but we do not anticipate any disruption to daily school activities.

Mrs. Long asked when the roof at Horizon is expected to be complete. Mr. Hetzel responded that weather permitting, it should be complete within the next two weeks. Next, Mrs. Long asked if it would be possible to have the porta-pot moved out from the front of the building. Mr. Hetzel answered that he would call the contractor and make that request.

c. Transportation

We have one hundred thirty-two full-time bus drivers and routes and fifty shuttles. We estimate we are transporting seventy-eight hundred students and traveling eight thousand forty miles per day (over 1.4 million miles annually). We are still working through some traffic pattern issues as always for the first couple of weeks. However, there was a significant improvement from Thursday to Friday at all sites.

Mrs. Long asked that the impact on transportation be added to the COVID-19 updates. Mr. Stewart said this could be done.

13. The meeting adjourned at 8:04 p.m.