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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 (arrived at 6:35 p.m.), 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. National Merit Scholars

**Bradley Commended Scholars:** Jaelyn Hopson, Aidan Hennes

**Darby Semi-finalist:** Leo Lipker, Christopher McDevitt, Josua Sims

**Darby Commended Scholars:** Amar Dabbagh, Rhea Supekar

**Davidson Semi-finalist:** Olivia Chase, William Knapke, Zhiyue Lin, Tristan Miller, Alexander Torres

**Davidson Commended Scholars:** Jackson Aldridge, Sylvia Hallak, Carmen Lamberjack

The building principals congratulated their students and asked them to introduce themselves. Each student gave their name, the name of their family members in attendance, and their future educational plans. The Board congratulated all of the students and presented them with a Hilliard City Schools pin.

6. Student Achievement Data – Molly Walker, Director of Social Emotional Learning & Measurement

Mr. Stewart introduced Molly Walker and stated that she would be presenting information on student achievement and our commitment plan goals. Molly has done a tremendous job working with our building principals, gathering this data, and putting it into a format that's easy to interpret.

Molly stated that the last eighteen months of disruptive learning had affected everyone. Our overall goal is to recalibrate, see where we are, see where we've been, and focus on where we are headed.

Our 2021-2024 three-year commitment:

- Hilliard City Schools will implement innovative approaches to building students' academics, interests, and mindset; increase student **achievement**, and strengthen **well-being**, as measured by state and local assessments, to ensure students are ready for tomorrow.

Our 2021-2024 measurable district goals are:

- Raise the district's Achievement, Progress, Improving K-3 Readers, and Prepared for Success component grades to a B or better as indicated on the state report card by the end of the 2023-24 school year.
- Increase students' sense of belonging, as measured by the Panorama student survey to at least 80% of students responding favorably to the sense of belonging questions.

## **2021-22 District Goals**

### **Achievement**

- Increase the number of students on benchmark for STAR reading and math by 10%.
- Increase in the number of EL students who improve their Proficiency Status on OELPA by 5%.
- Earn an 80% on the performance index measure of the state report card Achievement Component.

### **Well-Being**

- Increase staff's strategies for responding to current events and cultural issues by 10%, as indicated on the 2022 Panorama Staff Equity and Inclusion survey.
- Increase students' cultural awareness by 15%, as indicated on the 2022 Panorama Student Equity and Inclusion survey.
- Increase student relationships with staff by 10%, as indicated on the Panorama student survey.
- Increase peer-to-peer relationships by 10%, as indicated on the Panorama student survey.

**Achievement Goal:** Earn an 80% on the performance index measure of the state report card Achievement Component.

- The performance index (PI) is one score that calculates achievement based on Ohio State Tests (currently English Language Arts & Math only).
- The district receives "partial credit" for students below proficient and "extra credit" for students who score above proficient.
- The district receives "no credit" for students who don't test. **Note** – For 2021, this category had a significant effect on our PI (as well as other districts across the state).

Proficiency Level	Weight
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Test not Taken	0.0

Below is a table showing our historical PI information over time. Previously when looking at PI, we were only looking at the Performance Index Score number (see column below) calculated using the Weights (see table above). However, to compare and rank school districts more meaningful to the public, the state turned the PI score into a percentage beginning in 2016.

Year	Performance Index %	Performance Index Score	Percent of Students Below/Limited	Percent of Students Basic	Percent of Students Proficient	Percent of Students Accelerated	Percent of Students Advanced	Percent of Students Advanced Plus
2016	75.2%	90.262	12.9	17	26.6	23.3	17.9	1.8
2017	75.5%	90.573	12.4	16.6	29.3	23.7	16.1	1.6
2018	74.4%	89.301	13.8	16.7	28.4	23	16.1	1.6
2019	74.5%	89.459	13.4	16.5	29.3	23.2	16.1	1

The table on the right shows how the PI percentage is calculated. The percentage is calculated by multiplying the percentage of tests given by the

“Weight” (shown in the table above) for each test level, which equals the PI score. If you remember, a percentage is a part divided by the whole. So, to get the percentage, the state divides the total score by 120 to get the PI percentage. 120 is the score you get if all of your students test at the Advanced level. In other words, a PI score of 120 equals 100%. Our PI score of 76.19 divided by 120 equals 63.49% PI for 2021.

Level	# of Tests	Weight	Points
Advanced Plus	139 (0.67%)	x 1.3 =	0.87
Advanced	2,497 (12.01%)	x 1.2 =	14.41
Accelerated	3,791 (18.23%)	x 1.1 =	20.05
Proficient	5,314 (24.68%)	x 1.0 =	24.68
Basic	3,701 (17.79%)	x 0.6 =	10.67
Limited	3,819 (18.36%)	x 0.3 =	5.51
Untested	1,718 (8.26%)	x 0.0 =	0.0
			76.19
			/ 120 =
			63.49%

Add Down



The 8.26% of untested students this year has made a dramatic difference in our PI percentage. Typically, we have less than 1% of students who don't take the test.

Mr. Lambert remarked that the percentage calculation seems unfair. Mrs. Walker agreed that measuring all students against the Advanced level is slightly skewed relative to assigning a “grade” to schools.

Mr. Abate asked about the typical number of untested students. Mrs. Walker replied that only 0.2% of students in 2018 and 0.4% of students in 2019 did not take the test. Mr. Abate then asked what caused the percentage to be so high for this year. Mrs. Walker answered these are mainly our Online Academy students whose parents refused to bring their kids in to test. There may also have been some students unable to take the test due to being quarantined. The state requires students to be present in the building to take the test.

Mr. Stewart added that while the calculation method may be bizarre, the benefit is that you get a picture of how all of your students are performing. It provides an incentive to move all students to a higher achievement level even if they are already proficient.

Mrs. Long asked which grade levels were tested. Mrs. Walker answered that students in grades 3-12 are tested in math and reading/language arts.

Our goal is to increase our performance index score to 80%. We know we have quite a ways to go, but we believe we have the strategies in place to reach this goal. Although we have this listed as our goal for 2021-2022, we expect to attain this goal within our three-year commitment plan. In addition, having students back full-time this school year will give us a better idea of achieving this goal for our students.

**Achievement Goal:** Increase the number of students on benchmark for STAR reading and math by 10%.

#### STAR Scale Score

- STAR is an adaptive test, which means the test adjusts based on the student's answers.
- The STAR Scaled Score can be used to compare student performance over time and across grade levels. Ideally, this score should increase with each test administration.
- **Scaled Scores (SS)** are calculated based on the difficulty of questions in a student's test and the number of correct responses. They can be used to compare student performance over time and across grade levels. This goal is for the Enterprise Scale, where Star Reading Scaled Scores range from 0–1400.

#### STAR Percentile Rank

**Percentile Ranks (PR)** is a norm-referenced score that indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. Percentile Rank scores range from 1–99. STAR uses national percentile rankings to establish score classifications:

- Urgent Intervention: 1<sup>st</sup> – 9<sup>th</sup> percentile
- Intervention: 10<sup>th</sup> – 24<sup>th</sup> percentile
- On Watch: 25<sup>th</sup> – 39<sup>th</sup> percentile
- On Benchmark: 40<sup>th</sup> + percentile

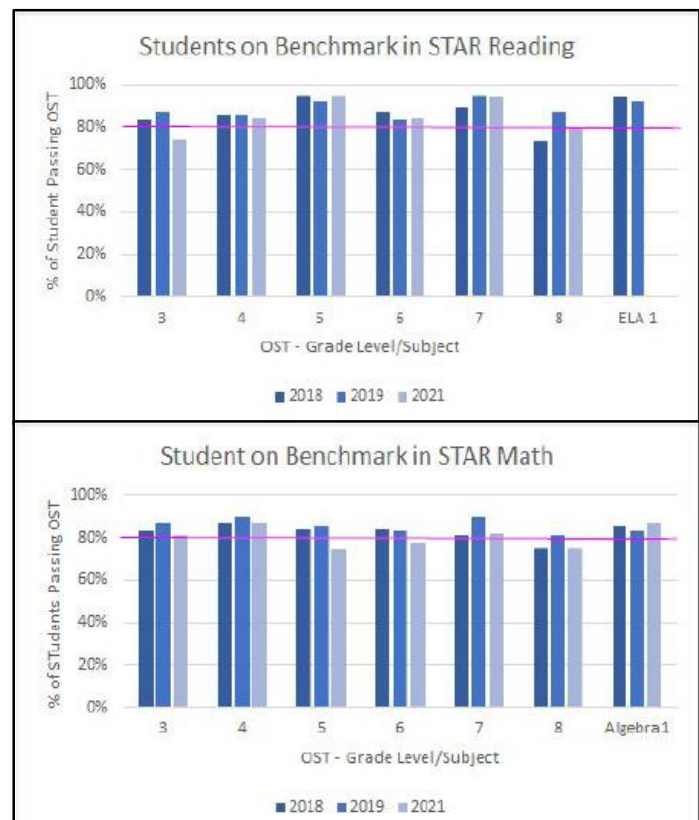
*\*HCS D historical data has shown, students who reach "On Benchmark" have an 80% or greater chance of being proficient on Ohio Achievement tests.*

#### **HCS D Students' Historical STAR Correlation to Ohio State Assessments**

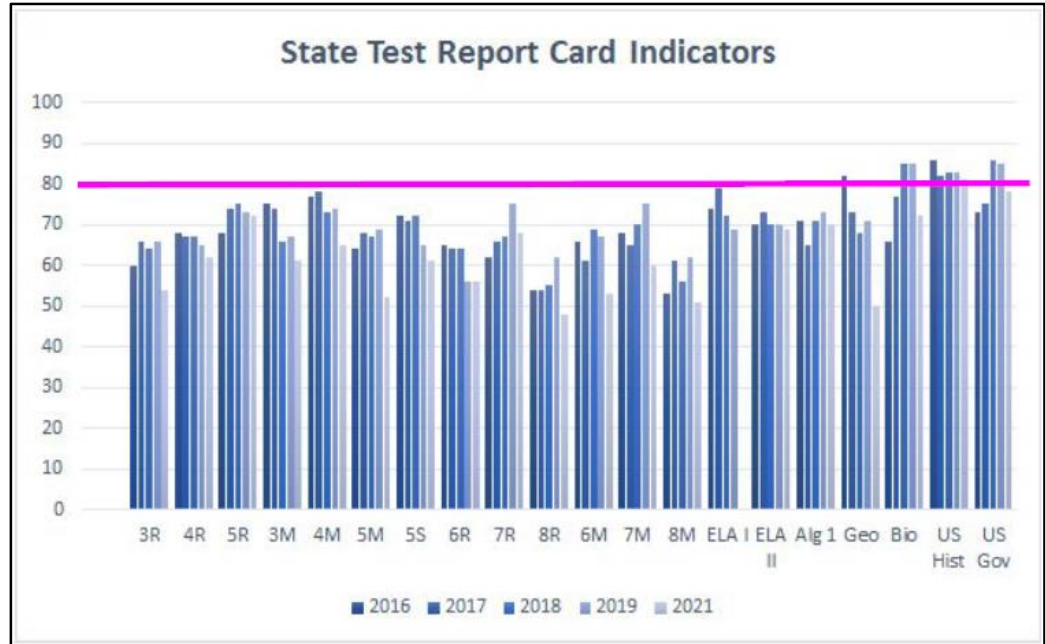
These graphs show the percentage of students "on benchmark" per STAR that pass the state tests.

We feel good that STAR helps us determine if students are headed in the right direction.

Since state tests are given only once per school year, and the results come back the next school year, it's hard to adjust our teaching. However, since we administer the STAR assessments three times universally and progress monitoring in between assessments, teachers can monitor and adjust instruction as needed.



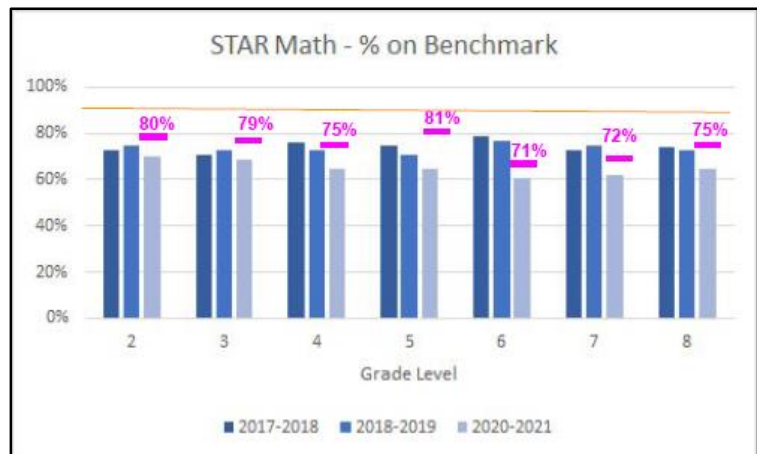
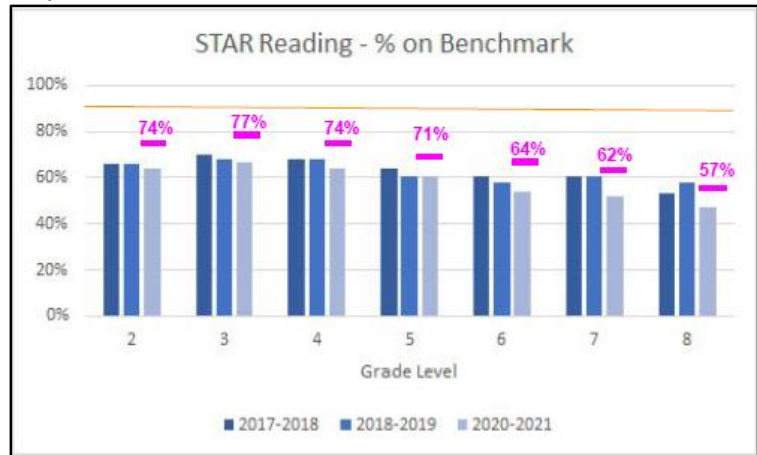
This chart shows our state report card indicators. Every test given by the state is an indicator on the report card of whether students have passed the test or not. The performance index shows how well they passed the test. The state requires that



80% of your students be proficient to hit the indicator. The pink line on the chart shows when we hit the indicator. We have some areas to grow and feel that STAR will help us with our instruction and getting students to meet the state proficiency level.

The charts to the right show the percentage of students on benchmark over the last three years, and the pink line represents our goal.

Ultimately, we want to reach the gold line, which would mean 80-90% of students on benchmark. This, in turn, would mean more students likely would pass the state tests.



**Achievement Goal:** Increase in the number of EL students who improve their Proficiency Status on OELPA by 5%.

Essentially, our English Learners are in three categories:

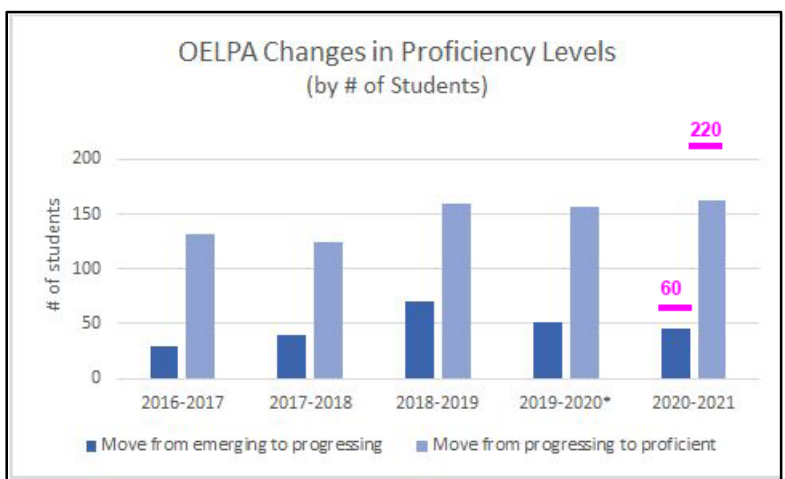
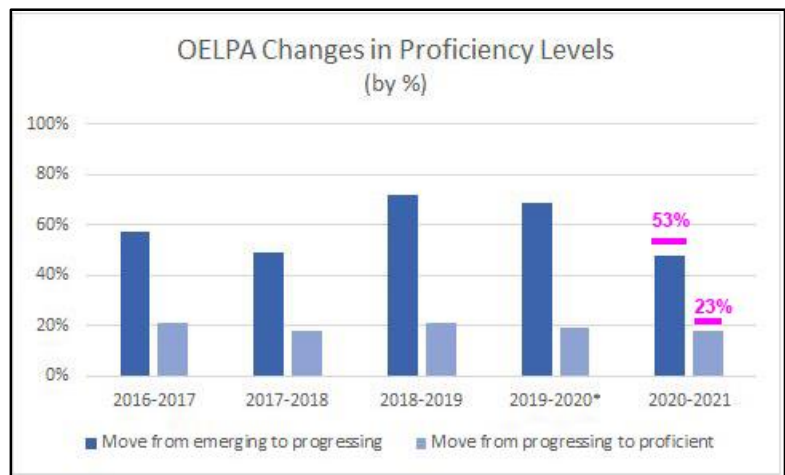
- Emerging – students with the lowest level of proficiency (many are students new to the country)
- Progressing – students can be in this category for multiple years while learning English
- Proficient – ultimate goal

We want to improve by 5% the number of students moving from emerging to progressing and the number of students moving from progressing to proficient.

Looking at the change in proficiency levels by percentage during the 2020-2021 school year, you can see that 53% of students moved from emerging to progressing, and 23% moved from progressing to proficient. The considerable difference in percentages is due to the more significant number of students in the progressing category.

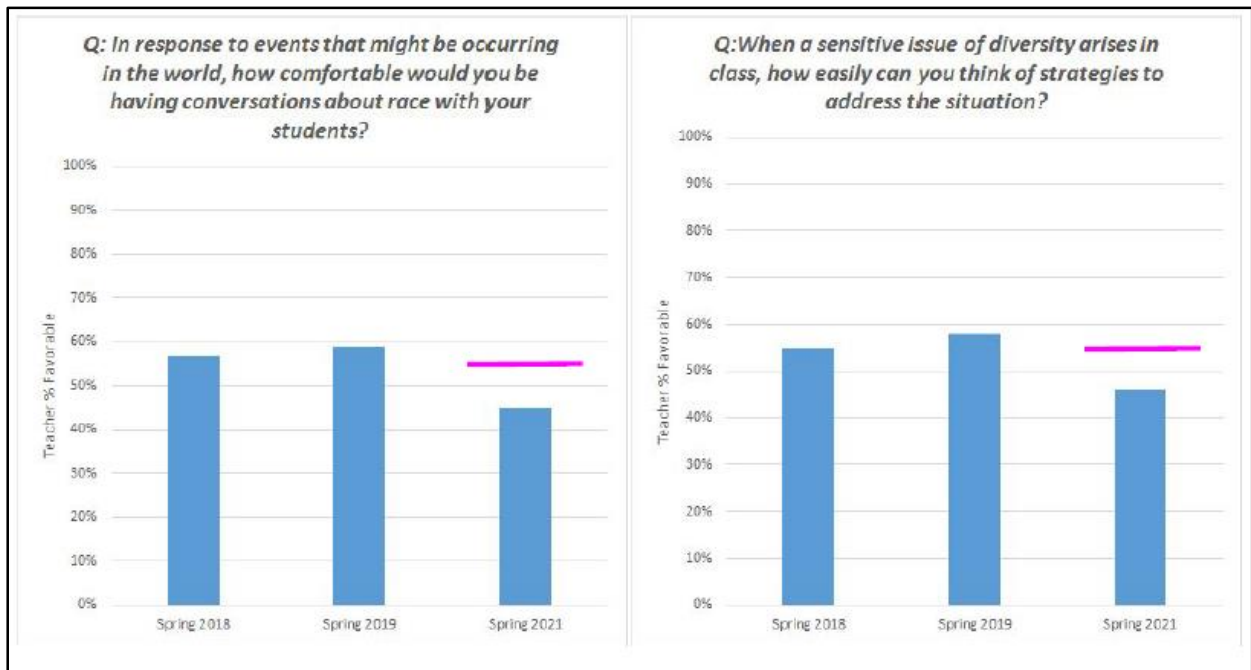
In the chart showing proficiency levels by the number of students, you can see that we need an additional 14 students to move from emerging to progressing and 57 students to move from progressing to proficient to attain our goal.

Mrs. Whiting asked what happens when students become proficient. Do they move onto typical testing, or do they stay in the EL grouping? Mrs. Walker answered that these students take both tests. Once the student attains proficiency, we get credit for getting them there, and the student is no longer listed as a subgroup when they take the state test.





**Well-Being Goal:** Increase staff's strategies for responding to current events and cultural issues by 10%, as indicated on the 2022 Panorama Staff Equity and Inclusion survey.

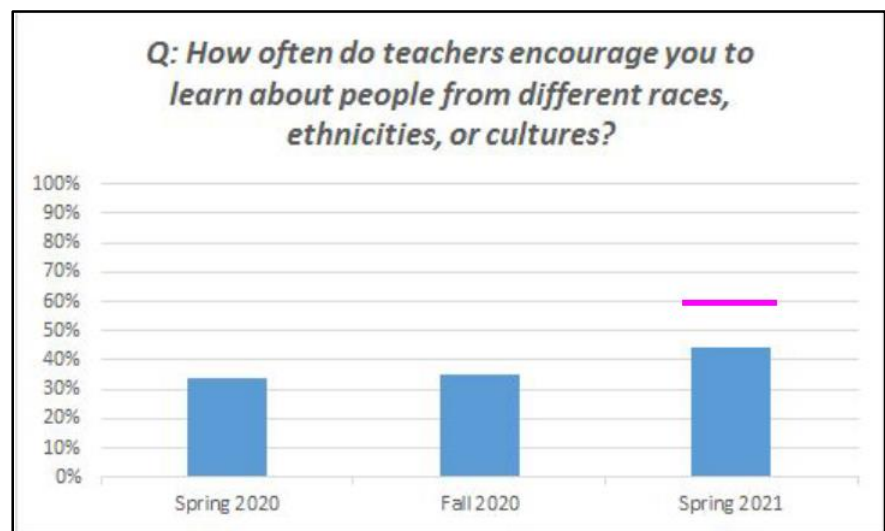


We are not surprised to see this drop, with all that has happened in the world between spring 2019 and spring of 2021, it is understandable that staff would be uneasy about these topics in the classroom. We think staff are actually becoming more aware, and we know we have very conscientious teachers who want to do what's best for kids - and that is a good thing! We are looking to ensure that teachers are gathering developmentally appropriate strategies given the grade level of their students.

**Well-Being Goal:** Increase students' cultural awareness by 15%, as indicated on the 2022 Panorama Student Equity and Inclusion survey.

Research tells us that when students see themselves reflected in the curriculum and resources, they have higher academic achievement levels. So as we increase strategies and resources for teachers, this question allows us to see if that is coming through to the students.

As you can see, we had some growth from Spring 2020 to Fall 2020 and more substantial growth from Fall 2020 to Spring 2021.



### **Well-Being (Belonging) Goals:**

- Increase student relationships with staff by 10%, as indicated on the Panorama student survey.
- Increase peer-to-peer relationships by 10%, as indicated on the Panorama student survey.

Research also tells us that students who have good relationships with their teachers and feel a part of the classroom community also have higher academic achievement. So the overall sense of belonging data incorporates both students and teacher relationships.

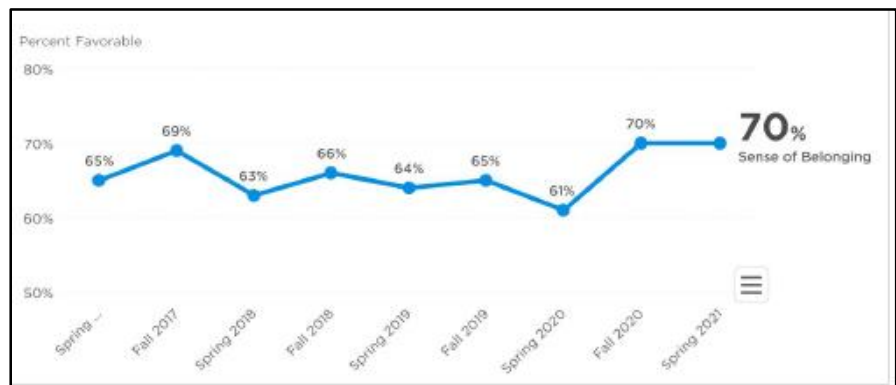
### **Sense of Belonging – Spring 2017 to Spring 2021**

How many students feel that they are valued members of the school community.

#### **Grades 3-5**

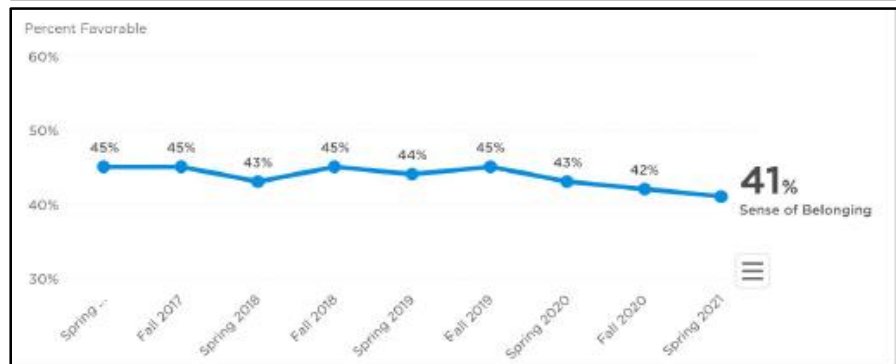
(2,923 responses)

- Jumped 9 points last fall and remained there throughout the school year.



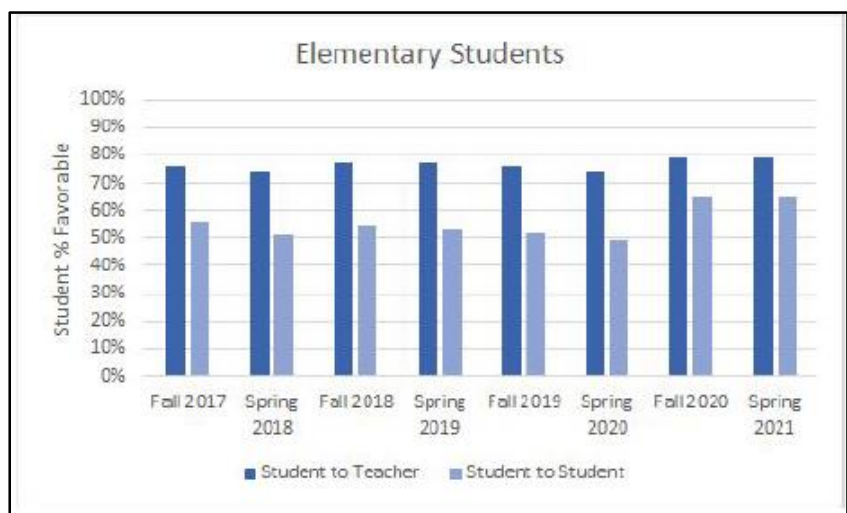
#### **Grades 6-12**

(6,678 responses)



### **Elementary Students**

The chart to the right shows the student-to-teacher (dark blue) and student-to-student (light blue) relationships over time. When looking at questions that refer to student-teacher relationships, elementary responses are much higher than secondary. We believe this is because students spend most of their day with the same teacher, which helps to build familiarity

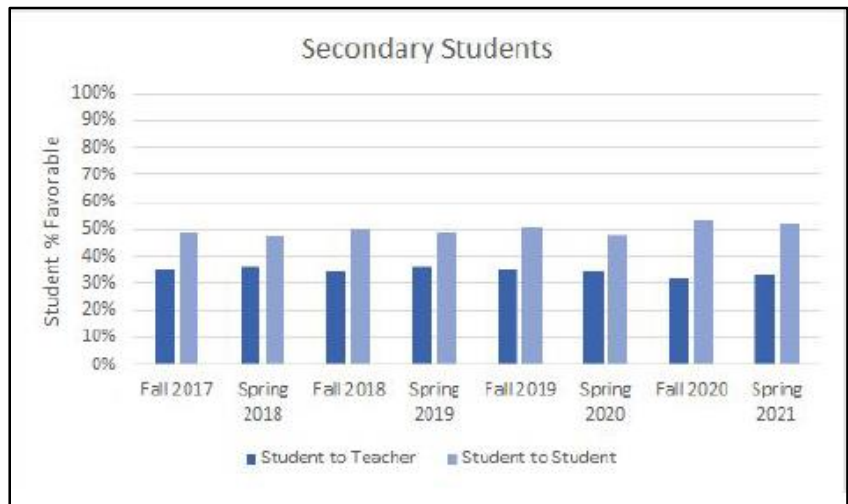




and connection. Likewise, teachers are looking to build relationships with one classroom of students.

### Secondary Students

And while secondary responses are lower, 86% of our students report feeling respected by their teachers, which holds up across all subgroups. Still, they are looking for a deeper connection to their teachers. So our professional development for secondary teachers this year will focus on making subtle but intentional changes to their practices that will allow them to build better connections with a large number of students they only see for 45-50 minutes a day.



Most of our elementary buildings are concentrating on their peer-to-peer relationships, while most of our secondary buildings have chosen to focus on teacher/student relationships.

### Where students are currently

Our goal is to earn 80% on the state report card Achievement Component's Performance Index (PI) measure. As of Fall 2021, our scores are at or above what our PI was this past Spring.

Our goal is to increase the number of students on benchmark for STAR Reading and Math by 10%.

This table shows STAR Reading scores by grade level for May & September 2021 and the goal we hope to reach. We will be tracking our scores throughout the year.

STAR Reading - % By State Benchmark - Fall Window							
Window (grades 2-8)	Limited (x 0.3)	Basic (x 0.6)	Proficient (x1.0)	Accelerated (x 1.1)	Advanced (x 1.2)	P.I. Points	P.I. %
Fall	30%	19%	19%	14%	19%	77.6	65%

STAR Math - % By State Benchmark - Fall Window							
Window (grades 2-8)	Limited (x 0.3)	Basic (x 0.6)	Proficient (x1.0)	Accelerated (x 1.1)	Advanced (x 1.2)	P.I. Points	P.I. %
Fall	28.6%	18.5%	20%	16%	16%	76.48	63.7%

STAR Reading - % on Benchmark Spring Window					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	64%	56%			74%
3	67%	57%			77%
4	64%	65%			74%
5	61%	59%			71%
6	54%	55%			64%
7	52%	53%			62%
8	47%	52%			57%

This table shows STAR Math scores by grade level for May & September 2021 and the goal we hope to reach. We will be tracking our scores throughout the year.

STAR Math - % on Benchmark Spring Window					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	70%	62%			80%
3	69%	71%			79%
4	65%	69%			75%
5	65%	65%			81%
6	61%	59%			71%
7	62%	61%			72%
8	65%	63%			75%

The high school tests are not taken by students enrolled in AP and Honors classes since we use STAR as an identifier of students needing remediation or intervention. This is the first year we are testing 10<sup>th</sup> graders, so we don't have any data from May 2021.

STAR Reading - % on Benchmark Spring Window					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	33%	38%			43%
10	N/A	40%			50%

STAR Math - % on Benchmark Spring Window					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	55%	61%			65%
10	N/A	58%			68%

We are also giving more common assessments that measure what's happening in the classroom. For example, we are using the exact Algebra 1 assessment that we used last year. This will show the difference between disruptive learning and what we accomplished this school year.

Grade	Assessments Math				
	2020-21 HCSD Algebra 1 Unit 1A Exam V2 2020-2021				
7	1%	16%	41%	41%	82%
8	11%	29%	32%	28%	60%
9	44%	27%	20%	9%	29%

Grade	Assessments Math				
	2021-22 HCSD Algebra 1 Unit 1A Test 2021-2022				
7	0%	6%	49%	44%	93%
8	3%	23%	47%	26%	73%
9	31%	34%	27%	8%	35%

### HCSD Algebra 1 Fall Common Assessment

Grade	Change				
7	-1%	-10%	8%	3%	11%
8	-8%	-6%	15%	-2%	13%
9	-13%	7%	7%	-1%	6%

#### Color Key

Red & Yellow – Not passing  
Green – Passing  
Blue – Advanced or Accelerated  
White – Added Green & Blue (% Passing)

This assessment was given to all students in the district taking Algebra 1 – students in grades 7, 8, and 9. We expect our 7<sup>th</sup> and 8<sup>th</sup>-grade scores to be higher because they are more advanced (taking the course early, math is their strength). However, more students are passing this year than last year – 11% more

7<sup>th</sup> graders, 13% more 8<sup>th</sup> graders, and 6% more 9<sup>th</sup> graders. What's more important at 9<sup>th</sup> grade, there are 13% fewer students in the lowest category (red). So this shows that students are making progress.

Mr. Abate asked for an explanation about the number of assessments given to a typical student in a school year. Mrs. Walker explained that we give STAR universally (all students) three times per year – September, January, and May. The STAR assessments take students an average of fifteen minutes to complete, so they are not missing a lot of instructional time to take these assessments. Some students will receive progress monitoring assessments no more than another three times throughout the year. Most students will take the STAR assessments three times per year, and a small percentage may take it up to six times. State tests are given once a year in April. We also give course common assessments two times per year in Math and Language Arts.

Mr. Perry asked if we have any data measuring our performance before and after the pandemic and how our decline due to the pandemic compares to other school districts. Mrs. Walker replied that she doesn't know that information but can research it and let you know.

7. TOLLES – Dr. Todd Hoadley, Superintendent

Dr. Hoadley began with the Hilliard enrollment at Tolles. There are 289 students attending classes on the Tolles campus, which makes up approximately 40% of Tolles' total enrollment.

School	Enrollment
Bradley HS	93
Darby HS	104
Davidson HS	92
<b>Total</b>	<b>289</b>

Following is a list of programs your students are enrolled in:

Animal Management Services	Construction Tech	Pharmacy Tech
Auto Collision Repair	Cosmetology	Power Sports & Automotive Services
Art Design Communication	Criminal Justice	Pre-Nursing
Auto Tech	Culinary Arts	Pre-Vet Tech
Career Exploration Academy	Early Childhood Education	Welding
Computer Network Support Tech	Engineering	
	Exercise Science	
	Firefighting	
	Outdoor Careers	

There are also 212 students in satellite programs located in Hilliard high schools: Project Business (HUB), Business Academy (HUB), Health Professionals MS/HS (ILC), Code U (HBR & HDV), and Project Search (Dublin Methodist).

The following are satellite programs we have in our other partner school districts:

**Dublin City Schools:** Career Based Intervention, Digital Graphics/Social Media, Broadcast Video, Business Academy, IT Academy, & Project Search

**Fairbanks Local Schools:** Bioscience MS/HS & Interactive Media MS/HS

**Jonathan Alder Local Schools:** Career Connections, Engineering Mfg. MS/HS, IT Academy MS/HS, & Project Search

**Jefferson Local Schools:** Logistics MS/HS

**London City Schools:** Project Search

You should be incredibly proud of your students. They are leaders and are thriving.

The following is a detailed enrollment report from October 14, 2021. This report shows enrollment from each of our seven partner districts, the percentage of students with disabilities, and withdrawals.

MONTHLY ENROLLMENT SNAPSHOT – October 14, 2021					
Program Enrollment Snapshot					
PROGRAM	Year		Total	Peak Enrollment*	Change
	1	2			
ANIMAL MANAGEMENT & SERVICES	21	20	41	43	-2
ART DESIGN & COMMUNICATION	24	17	41	44	-3
AUTO COLLISION REPAIR	11	11	22	25	-3
AUTO TECHNOLOGY	23	20	43	44	-1
CAREER EXPLORATION ACADEMY	20		20	21	-1
COMPUTER NETWORK	13	13	26	30	-4
CONSTRUCTION TECHNOLOGIES	21	13	34	42	-8
COSMETOLOGY	24	23	47	46	1
CRIMINAL JUSTICE	19	16	35	38	-3
CULINARY ARTS	23	11	34	35	-1
EARLY CHILDHOOD EDUCATION	19	11	30	37	-7
ENGINEERING & MANUFACTURING	18	8	26	30	-4
EXERCISE SCIENCE	16	12	28	31	-3
FIREFIGHTING/EMS	25	21	46	48	-2
OUTDOOR CAREERS	11	12	23	24	-1
PHARMACY TECHNOLOGY	19	15	34	35	-1
PRE-NURSING	42	36	78	82	-4
PRE-VETERINARY TECHNOLOGY	23	18	41	45	-4
POWER SPORTS	14	9	23	25	-3
WELDING & FABRICATING TECHNOLOGY	25	23	48	49	-1
TOTAL	411	309	720	775	-55**

\*Peak enrollment reflects the total number in each program who attended school at least one day. Peak enrollment and withdrawal numbers on this report do not reflect the students (71 total) who applied, were accepted and enrolled, but never attended.  
\*\*2 students have transferred in from other career centers since the beginning of school, 1 in AT1, 1 in ENT 2, which causes the discrepancy between tables

Associate School Enrollment					
School	Total Enrollment	IEP Enrollment	IEP %	Eligible Students**	Market Share
DUBLIN COFFMAN	59	20	33.90%	932	6.33%
DUBLIN JEROME	26	6	23.08%	907	2.87%
DUBLIN SCIOTO	49	20	40.82%	665	7.37%
FAIRBANKS	39	12	30.77%	183	21.31%
HILLIARD BRADLEY	94	27	28.72%	863	10.89%
HILLIARD DARBY	104	30	28.85%	797	13.06%
HILLIARD DAVIDSON	93	23	24.73%	924	10.06%
JONATHAN ALDER	87	22	25.29%	326	26.69%
LONDON	88	10	11.36%	289	22.84%
MADISON PLAINS	44	9	20.45%	156	28.21%
WEST JEFFERSON	37	8	21.62%	164	22.56%
OTHER	22	3	13.64%	n/a	n/a
TOTAL	720	190	26.39%	6206	11.25%

\*\*Eligible student numbers based on publicly accessible October 2020 ODE enrollment data for each school's 10th and 11th grades (current 11th and 12th grades).

Withdrawals by Associate School	
District	Number Withdrawn
DUBLIN COFFMAN	6
DUBLIN JEROME	7
DUBLIN SCIOTO	6
FAIRBANKS	7
HILLIARD BRADLEY	4
HILLIARD DARBY	3
HILLIARD DAVIDSON	4
JONATHAN ALDER	4
LONDON	8
MADISON PLAINS	1
WEST JEFFERSON	6
OTHER	1
TOTAL	57**

Withdrawals by Month	
Month	Number Withdrawn
Summer	33
↓ after first day of school ↓	
August	18
September	5
October	1
November	
December	
January	
February	
March	
April	
May	
Total	57**

Mrs. Long asked if there have been any modifications in program offerings. Dr. Hoadley replied that program modifications have been directed to expanding satellite programs for the past several years. Moving Tolles programs into our partner high schools was an idea brought to us by students. Students told us they wanted to participate in their high school opportunities as well as the Tolles programs. As a result, we have students who attend Tolles for full-day and half-day programs. The half-day and satellite programs allow students to experience both a high school and career technical education.

Mrs. Long also asked if the current program offerings are in line with the current workforce. We believe we are maximizing the options in the health care, advanced manufacturing, and IT careers. You mentioned your Skilled Trades Expo coming up this week. I applaud you (Board members) for supporting your administration in this endeavor. So often, we find that students are not aware of the wonderful opportunities outside of what mom and dad do. Therefore, career exposure is huge. The Skilled Trades Expo could influence the trajectory of many students.

Dr. Hoadley provided a 3-page summary of what is happening in the programs in which Hilliard students are enrolled. He also highlighted two Hilliard students in Construction I – Maria Alvarez and Xander Cox. They won the Muddy Boot Award from the Ohio Contractors' Association.

We are having conversations with Columbus State about a college pathway for construction. We tend to be generalized construction, and Columbus State has specialized HVAC, electrical, and plumbing courses.

Our Board has approved the Unmanned Aviation (Drone) Pilot Program for the Tolles main campus to begin with the 2022/2023 school year. There is a strong workforce demand for drone pilots in agriculture, law enforcement, and construction. Graduates will earn FAA Part 107 certification and up to eight certifications from the Unmanned Safety Institute in Stage 1 and Stage 2 drone operations.

We have also begun conversations about expanding our middle school satellite programming in career awareness/career exposure.

Mrs. Long asked what qualities does Tolles look for in a board member. Dr. Hoadley responded that Doug Maggied, Tolles board member from Hilliard, has been valuable. He has been a Tolles board member for 20+ years and a Hilliard school board member, so he understands both sides. He is very knowledgeable and has helped me transition to the career tech world. In addition, we want board members who advocate for their member school district and Tolles.

Thank you for your attention tonight.

8. Policies submitted for a second reading

- a. AC – Nondiscrimination
- b. ACAA - Sexual Harassment
- c. ACAA-R - Sexual Harassment Grievance Process
- d. DECA - Administration of Federal Grant Funds
- e. DJF-R – Purchasing/Payment Procedures
- f. EBEA - Use of Face Coverings (Rescind policy)
- g. EEA - Student Transportation Services
- h. EEAD - Non-Routine Use of School Buses
- i. EGAC-E - Telephone Services
- j. GBQ - Criminal Records Check
- k. GCD - Professional and Certificated Staff Hiring
- l. GDC/GDCA/GDD - Classified Staff Recruiting/Posting of Vacancies/Hiring
- m. IGAE - Health Education
- n. IGAH\_IGAI - Family Life/Sex Education
- o. IGBE - Remedial Instruction (Intervention Services)
- p. IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
- q. IGBEA-R - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
- r. IGCH-R (Also LEC-R) - College Credit Plus
- s. IICC - School Volunteers
- t. IKF - Graduation Requirements
- u. IL-R - Student Assessment
- v. JEC - School Admission
- w. JHCB – Immunizations
- x. JHCC - Communicable Diseases
- y. JP - Positive Behavioral Interventions and Supports (Restraint and Seclusion)
- z. LEC-R (Also IGCH-R) - College Credit Plus



9. Discussion Topics  
a. COVID-19 Update

Week	Total Cases	Total Quarantined
September 6*	87	158
September 13	52	52
September 20	54	36
September 27	42	27
October 4	48	58
October 11**	30	Information not provided.
October 18**	54	Information not provided.

\*Instituted universal masking this same week.

\*\*Only a four-day week makes the week of October 18 a six-day week in terms of reporting. Adding these two weeks together, our total number of cases remains in the low 40's (Total 84/2=42).

The Ohio Department of Health is now on board with what we have already been doing regarding quarantining those who come in close contact with a positive case. We will have fewer perfectly healthy kids able to stay in school instead of being quarantined at home.

b. Skilled Trades Expo – Thursday, October 28

We have confirmed fourteen construction trade organizations are participating: roofers, sheet metals, operating engineers, plumbers, pipefitters, painters, ironworkers, electrical workers, cement masons, plasterers, carpenters, heat/frost insulators, bricklayers, boilermakers, teamsters, and laborers. In addition, Hilliard Police and Norwich Township Fire Department will also have booths.

c. 5-year Forecast 2022-2026 Presentation – Brian Wilson, Treasurer

As you know, Ohio Revised Code was revised last year, and it now requires a 5-yr forecast to be completed each year by November 30, with a revised forecast to be completed by May 31.

In FY2022, we will receive approximately \$140 million of property tax revenue. \$128.4M is real estate tax, and \$11.7M is public utility personal property. The majority of other local revenue is payments in lieu of taxes of over \$7.4M. The balance, \$9.8M, is Interest income, athletic participation fees, building rentals, and other miscellaneous revenues.

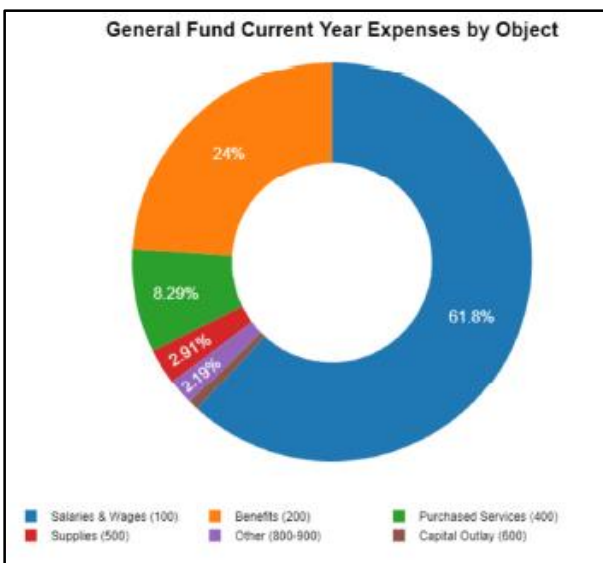
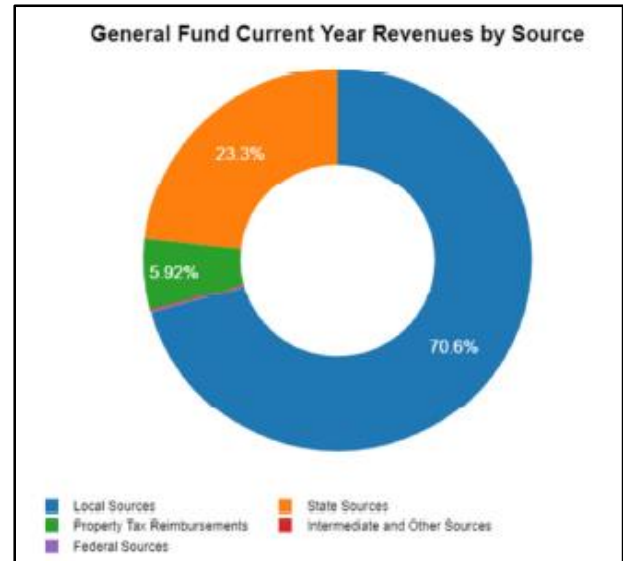
The state revenue is our school foundation dollars (roughly \$49.3 million in FY22) and reimbursement for property tax rollback for residential homeowners and the homestead exemption (roughly \$12.6 million). Unrestricted funding decreased roughly \$6 million, and restricted funding increased by \$2.5 million. The increase in restricted funding results from the former Student wellness fund being collapsed into the General fund.

The decrease in State funding is not as bad as it sounds. We no longer have community school payments, autism scholarship payments, or special education scholarships flowing through the



district funds. All of that is to say we are flat funded with the new State school funding formula. We might see a 1% increase in FY25 and a little less than 2% in FY26. To see that increase, they would need to fully fund this new formula.

As you can see, Local revenue represents roughly 71% of our revenue, with 29% from the State. The state portion is 23% state school foundation and 6% property tax rollback reimbursements. This does not vary significantly throughout the forecast.

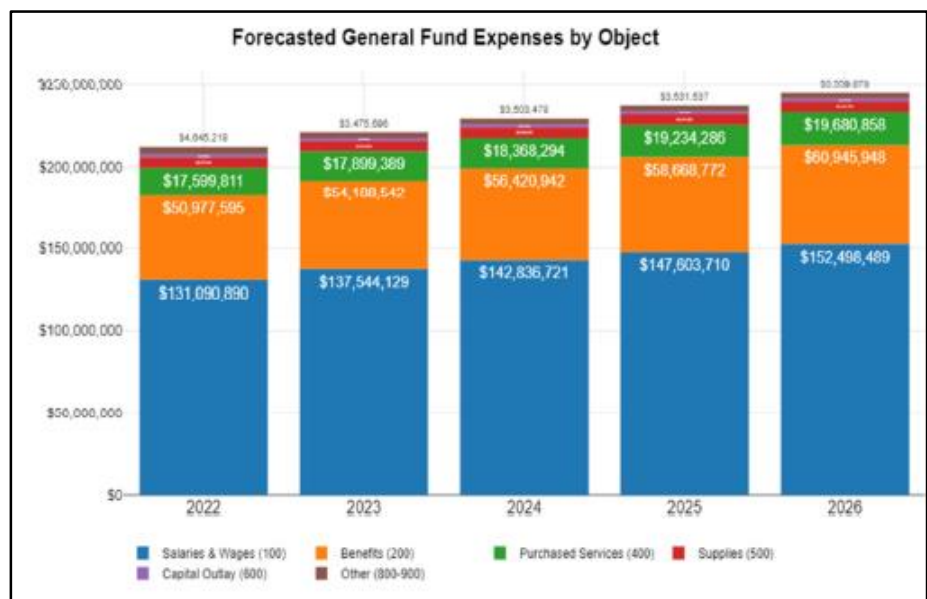


Salaries and wages are 61.8% of total expenses, and benefits are 24% for 85.8% of the costs related to employees. This is pretty average for our District and other Districts in the State. We are a labor-intensive organization, and this certainly points that out.

Last year, I would point out that purchased services represented 10.4% of expenditures and now is 8.29%. Again, this is a direct result of the new state school funding formula. We no longer have to run charter schools, open enrollment, and special education scholarship payments through our accounts.

This slide shows our expenditures broken down by object. The total compounded annual growth rate over this period is 3.65%.

Salaries are projected to grow by a compounded annual growth rate of 3.85%. This includes part of the online academy staff returning to the



General Fund in FY23 at the cost of \$2.2 million. Savings in certificated retirements of \$300,000 annually, annual 2% cost of living increases, and step increases with an average cost of 1.7%. This includes returning professional option days in the current fiscal year and \$500k in new hires for FY24 through FY26. The new hire funds may be used to maintain some of the staffing hired this past year with federal ESSER funds. The ESSER funds will not be available after FY24.

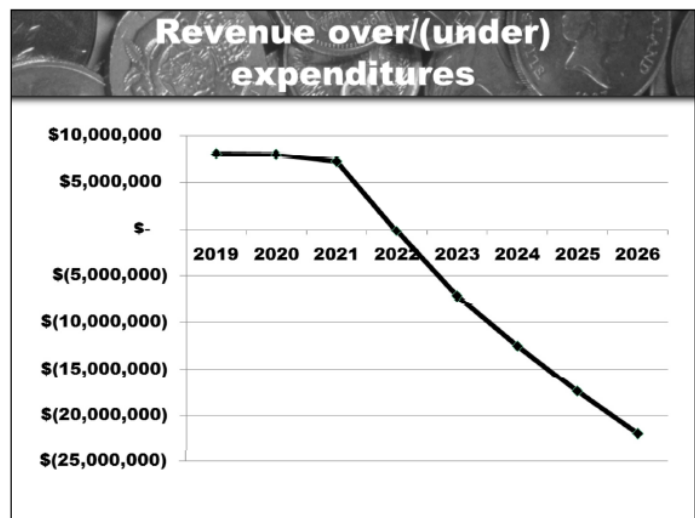
Benefits are projected to grow by a compounded annual growth rate of 4.6%. Roughly \$22 million of benefits is pension-related, which are a % of salaries, so this cost grows at that same rate as salaries. In addition, \$29 million in medical benefits. Currently, we have a 10% increase for 2022, and the forecast includes increases of 4% annually for 2023 through 2026.

As I just mentioned, Purchased Services is significantly less in FY22 than FY21 (roughly \$4M). However, they are projected to grow by a compounded annual growth rate of 2.8%. Purchased services include utilities at a little less than \$3 million, substitute costs of roughly \$4 million, private schools educating special education students @ \$2.75 M, College Credit Plus costs @ \$880K as well as contracted transportation @ \$460K.

Supplies and Materials are projected to grow by a compounded annual growth rate of 2.6%. This includes technology purchases, education supplies, fuel for buses and maintenance vehicles, office supplies, and parts to maintain vehicles and buildings. This category is estimated at \$6.2 M for FY22.

There are other smaller categories such as capital outlay with bus and maintenance vehicle purchases, debt service, and others, which are less than 3% of the budget.

This slope is typical for school districts considered high wealth in Ohio. 2018 was the first year we fully collected the operating levy passed in 2016. The majority of our operating levies do not grow with inflation. However, we see some new property tax revenue from further real estate growth and public utility personal property values. Typically, we would have started to see a sharper decline in FY2020. Still, we allocated federal dollars to pay for some educational costs that would have normally been in the General Fund.



Our total revenue is projected to grow at a compounded annual growth rate of 1.27%. Our expenditures are estimated to grow at a compounded growth rate of 3.65%.

Fortunately, before COVID-19, we were conservative with our spending and built a reserve that has undoubtedly helped us get to this point. On July 1, the start of our new fiscal year, we had a cash reserve of \$84.7 million or 41% of expenditures.

Before you all start to think we must be in the best shape of any District in Franklin County, let's look at the next slide.

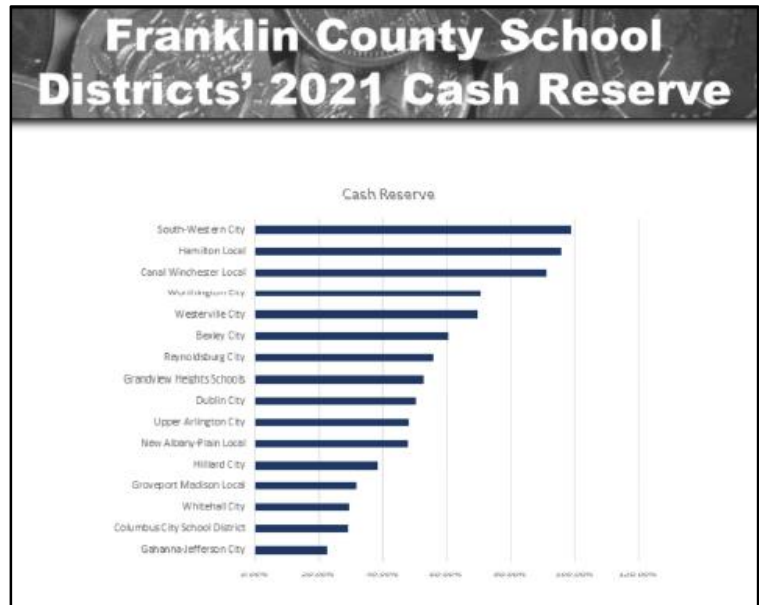
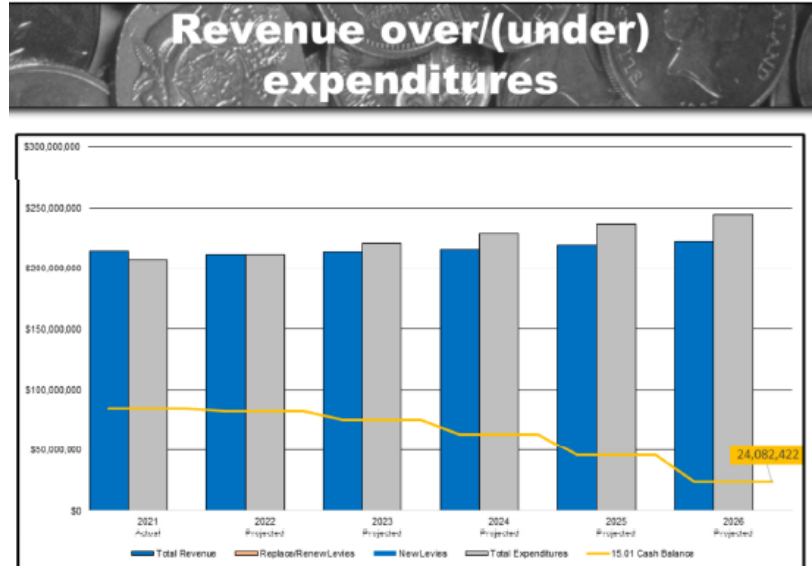
As a point of reference, this shows the estimated cash reserve for all Districts in Franklin County based on May revised forecasts. 70% of Districts in Franklin County have more significant reserves than us.

### Revenue over or under Expenditures

Usually, I would say we should be on the ballot in 2022. We would collect half the revenue in FY23, eliminating the FY23 deficit and the FY24 deficit.

I would also tell you we usually don't have a 40% cash reserve. Our policy says we should have a 10% cash reserve. We implemented that policy in challenging financial times. So we should maintain a 20% cash reserve.

All that being said, we do not need to decide when we will be on the ballot today. However, with our current cash reserve and continued fiscal restraint on our parts, I believe we have the opportunity to stay off the ballot until 2024.



**Revenue Assumption Risks**

- State school funding formula
- Collection rate of property taxes

I think we now see the worst of the State school funding as it pertains to us. Of course, the legislature could always change the formula in FY24 to our detriment, but I think the risk is reasonably low at this time.

Roughly 66% of our revenue is local property taxes. The residential and commercial collection rates are currently doing well. However, it is pretty easy to see a variance of 1%, and at over \$140 million in tax revenue this means a fluctuation of over \$1.4 million.

**Expenditure Assumption Risks**

- Special education private placements
- Health insurance

Special education private placements at \$2.75M are growing faster than most of our costs, so this will continue to be a concern.

And finally, health insurance is such a significant expenditure that it will always be listed as a risk we need to watch. With the help of our Health Insurance Committee, we have taken steps to mitigate the risk, but it is one of our most significant expenditures with a good deal of volatility.

Here is where I add my standard caution that this is a prediction of future events based on assumptions as we currently believe them to be. This is certainly not written in stone, and I will be back with a revision next May as required by State law.

10. Mr. Perry introduced and motioned to approve the following resolution:

WHEREAS, the Hilliard City School District Board of Education’s policy KJA(7) states a general prohibition on the “distribution/advertisement/ promotion” of “literature that promotes or opposes any political figure, candidate or issue, including ballot issues of any kind and;

WHEREAS, board policy KJA(7) defines literature as including, but not being limited to “a notice, placard, advertisement and written/printed material of any nature” and;

WHEREAS, board policy KJA(7) allows the board to grant exemptions to this general prohibition so long as they relate specifically to “issues that directly affect Hilliard City Schools including, but not limited to, District levies and bond issues” by passing a resolution stating the nature of the exemption to be granted and;

WHEREAS, an election for seats on the Hilliard Board of Education constitutes an issue that directly affects the Hilliard City Schools and;

WHEREAS, several Hilliard City School buildings are used as polling stations for the purpose of conducting elections and;

WHEREAS, members of the public deserve the opportunity to hear directly from candidates for the Hilliard Board of Education, and the candidates' representatives, prior to making voting decisions,

NOW, THEREFORE, BE IT RESOLVED, that an exemption to board policy KJA(7) shall be granted for certified candidates running for the position of Hilliard Board of Education Member, and their representatives, which shall allow the following:

- I. The wearing of campaign attire such as shirts/buttons/nametags and the like on district property, not to come within one-hundred (100) feet of the entrance of a polling location.
- II. Polite discussion with the general public promoting or opposing a certified candidate for the Hilliard Board of education.
- III. Two yard signs, not to exceed three (3) feet in height by three (3) feet in length, at each district property that is being used as a polling station. Yard signs must be removed by the candidates, or their campaigns, by 11:59 p.m. the night of November second (2<sup>nd</sup>), 2021, after which all remaining signs will be disposed of. Signage must comply with board policy KJA regarding content, and must comply with all applicable election laws.

BE IT FURTHER RESOLVED, that this resolution does not allow for the distribution of any literature of any kind,

FINALLY, BE IT RESOLVED that this exemption shall only apply on election day, November second (2nd), 2021, from 5:30am until 7:30pm.

Ms. Whiting stated she had questions and concerns. Therefore she made a motion table this resolution until after this election. The policy review committee had already discussed this issue and election day is only eight days from now. This feels rushed and could potentially cause additional problems for our building administrators and operations teams. Ms. Whiting also expressed concern about receiving this resolution less than twenty-four hours ago with an expectation to vote on it tonight. I don't understand the urgency.

Mr. Perry seconded the motion to table this resolution.

Ms. Long seconded the resolution introduced and motioned by Mr. Perry.

Mr. Lambert commented that this resolution allows school board member candidates to have representatives outside the polling location, as candidates do at other polling locations throughout the county. This is part of the political process, and not sure why we would want to deny it.

Ms. Whiting and Mr. Abate voted yea on the motion to table this resolution. Mrs. Long, Mr. Perry, and Mr. Lambert voted nay on the motion to table. Therefore, the motion to table the resolution failed.

Mrs. Long voted yea to approve the resolution. Mr. Lambert, Mr. Perry, Ms. Whiting, and Mr. Abate voted nay on the resolution. The resolution failed.

Mr. Perry introduced and motioned to approve the following resolution:

WHEREAS, the Hilliard City School District Board of Education’s policy KJA(7) states a general prohibition on the “distribution/advertisement/ promotion” of “literature that promotes or opposes any political figure, candidate or issue, including ballot issues of any kind and;

WHEREAS, board policy KJA(7) defines literature as including, but not being limited to “a notice, placard, advertisement and written/printed material of any nature” and;

WHEREAS, board policy KJA(7) allows the board to grant exemptions to this general prohibition so long as they relate specifically to “issues that directly affect Hilliard City Schools including, but not limited to, District levies and bond issues” by passing a resolution stating the nature of the exemption to be granted and;

WHEREAS, an election for seats on the Hilliard Board of Education constitutes an issue that directly affects the Hilliard City Schools and;

WHEREAS, several Hilliard City School buildings are used as polling stations for the purpose of conducting elections and;

WHEREAS, members of the public deserve the opportunity to hear directly from candidates for the Hilliard Board of Education, and the candidates’ representatives, prior to making voting decisions,

NOW, THEREFORE, BE IT RESOLVED, that an exemption to board policy KJA(7) shall be granted for certified candidates running for the position of Hilliard Board of Education Member, and their representatives, which shall allow the following:

- I. The wearing of campaign attire such as shirts/buttons/nametags and the like on district property, not to come within one-hundred (100) feet of the entrance of a polling location.
- II. Polite discussion with the general public promoting or opposing a certified candidate for the Hilliard Board of education.

BE IT FURTHER RESOLVED, that this resolution does not allow for the distribution of any literature of any kind, nor does it allow for yard signs to be placed on district property,

FINALLY, BE IT RESOLVED that this exemption shall only apply on election day, November second (2nd), 2021, from 5:30am until 7:30pm.

Mr. Lambert seconded the resolution introduced and motioned by Mr. Perry.

Ms. Whiting made a motion to table this resolution. Mr. Perry seconded the motion to table this resolution.

Ms. Whiting and Mr. Abate voted yea on the motion to table this resolution. Mrs. Long, Mr. Perry, and Mr. Lambert voted nay on the motion to table. Therefore, the motion to table the resolution failed.



Ms. Whiting and Mr. Abate voted nay on the resolution. Mrs. Long, Mr. Perry, and Mr. Lambert voted yea on the resolution. The resolution was approved.

11. The meeting adjourned at 8:10 p.m.