Reynoldsburg City Schools

Regular Board of Education Meeting

**Tuesday, January 17, 2023, 6:30 p.m.**

1. Opening Items

The Reynoldsburg City School District Board of Education met in regular session on January 17, 2023. The meeting was held at Reynoldsburg High School-Summit Campus. This meeting was also live streamed on Reynoldsburg City School’s website.

* 1. Call to Order (p) REF: 1.17.23

Board President Angela Abram called the meeting to order.

1.02 Roll Call (p) REF: 1.17.23

The following members were present: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

1.03 Pledge of Allegiance (p) REF: 1.17.23

The Pledge of Allegiance was presented by the following students:

Talia Coffman (HAMS)

Jabari Mitchell (RHS-Summit Campus)

Monroe Vincent (HAMS)

Kamari Simpson (WRJH)

1.04 School Board Recognition Month (r) REF: 1.17.23

Special thank you for School Board Appreciation Month:

Stephanie Beougher - Introduction of SBA Month

Kamari Simpson - Duties of a Board Member

Talia Coffman - Presents thank you card

Talia Coffman, Kamari Simpson & Jabari Mitchell - Presents certificates of appreciation and gift

Tanya Featherstone (STEM Middle at Baldwin Road)

Mayor Begeny - Presentation

Dylan Daniels (RHS-Summit Campus) - Introduction of a special musical performance

2. Approval of Minutes

Motion to approve the December 13, 2022 Regular Board Meeting Minutes.

Motion by Neal Whitman, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

2.01 Approval of the December 13, 2022 Regular Board Meeting Minutes (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the December 13, 2022 Regular Board Meeting Minutes.

Motion to approve the December 14, 2022 Special Board Meeting Minutes.

Motion by Debbie Dunlap, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

2.02 Approval of the December 14, 2022 Special Board Meeting Minutes (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the December 14, 2022 Special Board Meeting Minutes.

Motion to approve the December 20, 2022 Special Board Meeting Minutes.

Motion by Julie Towns, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

2.03 Approval of the December 20, 2022 Special Board Meeting Minutes (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the December 20, 2022 Special Board Meeting Minutes.

Motion to approve the January 5, 2023 Organizational Meeting Minutes.

Motion by Neal Whitman, second by Debbie Dunlap

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

2.04 Approval of the January 5, 2023 Organizational Meeting Minutes (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the January 5, 2023 Organizational Meeting Minutes.

3. Approval of the Agenda

Motion to approve the January 17, 2023 Board of Education Meeting Agenda.

Motion by Neal Whitman, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

3.01 Approval of the January 17, 2023 Board of Education Meeting Agenda (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the January 17, 2023 Board Meeting Agenda.

4. Items from the Board

4.01 Board Members may speak on different topics at this time. REF: 1.17.23

Amanda Young

* Thanked everyone for the recognition of school board appreciation month.
* Thanked Summit High School for hosting the meeting.

Neal Whitman

* Mentioned the open house at the Reynoldsburg Truro Historical Society.
* Mentioned the Ohio Music Education Association (OMEA) Solo and Ensemble event will be held at Summit High School on January 21, 2023.
* Mentioned Reynoldsburg’s robotics’ team 4085 and how they are busy working during their build season.

Julie Towns

* Thanked everyone for the proclamations given for school board appreciation month.
* Welcomed Dr. Tracy Reed to the meeting.

Debbie Dunlap

* Congratulated Angela Abram on being elected Board President.
* Thanked everyone for supporting her during her tenure as Board President in previous years.
* Thanked all the board members for their hard work and time commitments to serve on the board.
* Mentioned her visits to different schools and buildings in the district.
* Mentioned she would be a mystery reader at Slate Ridge Elementary at the end of January.
* Thanked everyone for their patience during the last few months as we navigated the challenges of busing and a new schedule for some of our schools.
* Thanked Dr. Cosgrave for leading our district as Interim Superintendent.
* Welcomed Dr. Tracy Reed to the district.

Angela Abram

* Thanked fellow board members for their unanimous support of her candidacy to serve as President.
* Acknowledged Dr. Martin Luther King, Jr. and his advocacy for education.
* Acknowledged the winter athletes (swim, bowling, basketball, wrestling)
* Acknowledged student council and their support of the Reynoldsburg Dr. Martin Luther King, Jr. breakfast.
* Thanked student performers Isha Dhakal, Madison Duck, and Kennedie Oglesby for their service to the district.
* Thanked the students who were in attendance at the meeting.
* Mentioned different scholarship opportunities for students in our district.
* Thanked everyone for their heart-felt acknowledgments during school board appreciation month.
* Thanked cabinet members for their work these past few months.
* Thanked Dr. Good and Dr. Cosgrave for their work as Interim Superintendents.
* Thanked Naim Sanders for his engagement with community stakeholders as well as supporting the before and after school programming due to school hour changes.
* Thanked Greg Pollock and others for driving buses due to staff shortages.
* Thanked Wendy Novotni and food service staff.
* Thanked Jaime Scott and her team.
* Thanked Brittany Griffin and her staff for securing quality employees for our district.
* Thanked Treasurer Latham and her team for working extra hours to help us understand the financial ramifications of all district and state funding related matters.
* Thanked Stephanie Beougher for improving our communications and getting information out to our community and for coordinating the events for school board appreciation month.
* Thanked admins, principals, teachers, secretarial and custodial support staff for being the glue that holds it all together.
* Welcomed Dr. Tracy Reed as the new Superintendent to our district.

Dr. Tracy Reed Presented the following remarks:

* Thanked Angela Abram and Debbie Dunlap and the school board for electing her to be the next Superintendent for Reynoldsburg City Schools.
* Mentioned everyone she talked to during her research of RCS, had amazing things to say about the district and community.
* Stated she is excited to start working with the district and recognizes the importance of her role as Superintendent.
* She is looking forward to supporting teachers and administrators on helping our students be successful.

Motion to Dissolve the Business Advisory Committee.

Motion by Amanda Young, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

4.02 Dissolution of Business Advisory Committee (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to dissolve the Business Advisory Committee.

4.03 Committee Reports (i) REF: 1.17.23

Board members reported on the following committee meetings: (See committee minutes at the end of the Board of Education minutes)

* Buildings and Grounds Committee
* Calendar Committee
* Citizens Advisory Committee on Equity and Inclusion
* City Liaison
* Eastland Fairfield Career and Technical Center
* Finance/Audit Committee
* Interscholastic Athletic Board of Control
* Legislation Liaison
* Outcomes Committee Meeting
* Policy Committee
* Safety Committee

5. Communications

5.01 Bobby Sheridan "All National Honors Ensemble" recipient (r) REF: 1.17.23

This agenda item is being moved to the February 21, 2023 board meeting.

5.02 Summary of Hannah Ashton Middle School Scenarios (p) REF: 1.17.23

Naim Sanders, Assistant Superintendent gave a summary of the different scenarios for Hannah Ashton Middle School.

Scenario 1

Under this scenario, Hannah Ashton MS remains open at 100% in 2023-2024. After that, we reassess Board desires and financial situation.

District-wide considerations

1. Schools of choice remain: Herbert Mills ES, Summit ES, Baldwin Road JH.
2. Kindergarten remains as is: all-day in Rose Hill and French Run ES; half-day in Herbert Mills, Slate Ridge, Taylor Road, and Summit ES.
3. Waggoner Road MS remains as is.
4. BRJH and WRJH enrollment would experience the normal turnover as 8th graders move to HS and new 5th or 7th graders arrive).
5. Staffing and bussing issues: Would need a 5th tier.
6. Teacher licensure consideration of Scenario 3 (see below) would not be a factor.

HAMS-specific considerations

1. Historic value
2. Staff would be able to stay together.
3. Students would stay together (except for ordinary turnover as 8th graders move to HS and new 5th graders arrive).
4. All of the exterior repairs would be needed.
5. Equity issues of Scenario 2 (allocating resources to one or two grade levels at Hannah Ashton MS; see below) do not arise.

Financial impact

1. No reduction in transportation costs (as could happen in Scenarios 3 and 4).
2. At least $2.43 million needed immediately to fix and correct current exterior issues.
3. $100,000 needed to replace and repair windows and seals.
4. There would not be a savings in operational costs that could offset some of the repair costs (as could happen in Scenario 2; see below).
5. Board would need to approve urgent necessity action for bidding and project needs.
6. These amounts are not reflected in most recent 5-year forecast, nor allocated in current budget.
7. Doing the above would accelerate the need for an operating levy.
8. The above repairs will sustain the structure for 1-3 years.
9. An additional $18-20 million would be needed to sustain it for 5-7 years.
10. Unchanged or increased operational costs to maintain Hannah Ashton MS.
11. No need for the potential modifications to current spaces to accommodate younger students/more students, noted in Scenarios 3 and 4.

Scenario 2

Under this scenario, Hannah Ashton MS remains open at 50% in 2023-2024, using only the first floor, with upper floors closed off. Enrollment is reduced in subsequent years.

District-wide considerations

1. Schools of choice remain: Herbert Mills ES, Summit ES, Baldwin Road JH.
2. Kindergarten remains as is: all-day in Rose Hill and French Run ES; half-day in Herbert Mills, Slate Ridge, Taylor Road, and Summit ES.
3. Waggoner Road MS remains as is.
4. BRJH enrollment would increase by approximately 30%; WRJH by about 4%.
5. Staffing and bussing issues: Would need a 5th tier.
6. Teacher licensure consideration of Scenario 3 (see below) would not be a factor.

HAMS-specific considerations

1. Historic value
2. In Year 1, some staff would remain; some would be assigned elsewhere. Remaining staff would not know their placement for Year 2.
3. Rising 7th and 8th graders would stay together. Rising 6th graders would be placed elsewhere. Rising 5th graders would still be in the elementary schools they are in now.
4. Some, but not all, of the exterior repairs would be needed, along with only partial window replacements, and the need to close off access to areas in need of repair.
5. Equity issues with allocating resources to one or two grade levels at Hannah Ashton MS.

Financial impact

1. No reduction in transportation costs (as could happen in Scenarios 3 and 4).
2. Some exterior repairs will be needed, though not as much as $2.43 million.
3. Estimated $30,000 needed to replace and repair 30% windows and seals.
4. Board would need to approve **urgent necessity action** for bidding and project needs.
5. Needed roof repairs might be partially offset by savings in operational costs.
6. These amounts are not reflected in most recent 5-year forecast, nor allocated in current budget.
7. Doing the above would not accelerate the need for an operating levy as fast as in Scenario 1, but an operating levy will be needed in the future regardless of the scenario we choose.
8. The partial repairs would sustain the structure for presumably less than 3 years.
9. We would not need $18-20 million to sustain it for 5-7 years, but without any kind of maintenance, empty buildings deteriorate very quickly.
10. Decreased operational costs to maintain Hannah Ashton MS.
11. No need for the potential modifications to current spaces to accommodate younger students/more students, noted in Scenarios 3 and 4.

Scenario 3

Under this scenario, Hannah Ashton MS is closed in 2023-2024. To do this, all 6 elementary schools now become neighborhood schools, which frees up enough rooms in various buildings to allow District fifth graders to be assigned to the District’s various elementary schools. This move would also free up enough space to allow for all-day kindergarten in every elementary school. Likewise, all 2 remaining middle schools or junior high schools become neighborhood schools, and the sixth, seventh, and eighth graders are assigned accordingly.

District-wide considerations

1. Eliminates schools of choice grades K-8.
2. Grades 7-8 at BRJH would complete those years, and not be replaced, in a gradual phase-out.
3. Out of boundary would self-transport, per existing policy.
4. All-day kindergarten in all ES buildings, allowing for potential gains in K-3 literacy and mathematics.
5. Waggoner Road MS becomes 7th elementary school (K-5).
6. BRJH enrollment would increase by approximately 30%; WRJH by about 35%.
7. Staffing and bussing issues: Reduces overall transportation footprint, including shorter routes for ES students without schools of choice.
8. Teacher licensure would need to be evaluated closely (1-8, 4-9, 7-12).

HAMS-specific considerations

1. Historic value
2. All staff would be assigned elsewhere, in positions that are more or less stable (subject to ordinary occasional reassignment).
3. Rising 7th and 8th graders would stay together. Rising 6th graders would be placed elsewhere. Rising 5th graders would still be in the elementary schools they are in now.
4. Some, but not all, of the exterior repairs would be needed, along with only partial window replacements, and the need to close off access to areas in need of repair.
5. Equity issues of Scenario 2 (allocating resources to one or two grade levels at Hannah Ashton MS) do not arise.

Financial impact

1. Reduction in transportation costs.
2. No exterior repairs needed.
3. No funds needed to replace and repair windows and seals.
4. No need for Board to approve **urgent necessity action** for bidding and project needs.
5. No needed roof repairs.
6. Items 2-6 would therefore not affect the budget of 5-year forecast.
7. An operating levy will be needed at some point in the future regardless of the scenario we choose.
8. We would need to spend some kind of money to demolish the building…unless someone can come in with a rescue plan.
9. We would not need $18-20 million to sustain it for 5-7 years, but see consideration 8 above.
10. Minimal operational costs to maintain Hannah Ashton MS.
11. Potential modifications to current spaces would be needed to accommodate younger students/more students.

Scenario 4

Under this scenario, Hannah Ashton MS is closed over the course of the 2023-24 and 2024-25 school years. As with Scenario 3, all elementary and middle schools become neighborhood schools; fifth graders are assigned to elementary schools; and every elementary school would have all-day kindergarten. The difference is that in this case, it happens in the 2024-25 school year instead of a year earlier.

District-wide considerations

1. Eliminates schools of choice grades K-8.
2. Grades 7-8 at BRJH would complete those years, and not be replaced, in a gradual phase-out.
3. Out of boundary would self-transport, per existing policy.
4. All-day kindergarten in all ES buildings, allowing for potential gains in K-3 literacy and mathematics.
5. Waggoner Road MS becomes 7th elementary school (K-5).
6. BRJH and WRJH enrollment would increase by 15-25% and become 6-8 buildings with a projected boundary West/East of Lancaster Ave. (Ms. Chomin observed that similar numbers are possible with a North/South boundary of East Main St.) BRJH enrollment would increase by approximately 30%; WRJH by about 35%.
7. Staffing and bussing issues: Reduces overall transportation footprint, including shorter routes for ES students without schools of choice.
8. Teacher licensure would need to be evaluated closely (1-8, 4-9, 7-12).

HAMS-specific considerations

1. Historic value
2. All staff would be assigned elsewhere, in positions that are more or less stable (subject to ordinary occasional reassignment).
3. Rising 7th and 8th graders would stay together. Rising 6th graders would be placed elsewhere. Rising 5th graders would still be in the elementary schools they are in now.
4. Some, but not all, of the exterior repairs would be needed, along with only partial window replacements, and the need to close off access to areas in need of repair.
5. Equity issues of Scenario 2 (allocating resources to one or two grade levels at Hannah Ashton MS) also apply here.

Financial impact

1. Reduction in transportation costs, but occurring over two years instead of one.
2. Some exterior repairs will be needed, though not as much as $2.43 million; and the need to close off access to areas in need of repair
3. Estimated $15,000 needed to replace and repair windows and seals
4. Board would need to approve **urgent necessity action** for bidding and project needs.
5. Needed roof repairs might be partially offset by savings in estimated $30,000 operational costs.
6. These amounts are not reflected in most recent 5-year forecast, nor allocated in current budget.
7. An operating levy will be needed at some point in the future regardless of the scenario we choose.
8. The partial repairs would sustain the structure for presumably less than 3 years.
9. We would not need $18-20 million to sustain it for 5-7 years, but without any kind of maintenance, empty buildings deteriorate very quickly.
10. Reduced operational costs to maintain Hannah Ashton MS in Year 1; minimal in Year 2.
11. Potential modifications to current spaces would be needed to accommodate younger students/more students.

6. Items from the Superintendent

6.01 Superintendent May Speak on Different Topics at this Time (i) REF: 1.17.23

* Gave a shutout to the school board for their dedication.
* Welcomed Dr. Tracy Reed to our district.
* Thanked cabinet members and others for picking up extra duties during her time as Interim Superintendent. Thanked teachers and staff members for their support as well.
* Recognized the Hannah Ashton Middle School staff for always putting our students and others first and their rational judgment and patience during this time.

7. Recognition of Visitors

7.01 Visitors that requested to address the Board may do so at this time. REF: 1.17.23

Erin Harshaw, 12230 Prairie View Drive NW, Pickerington, OH 43147

* Potential DC trip for Seniors who missed the 8th grade trip due to COVID

 Pam Nutter, 6581 Schenk Avenue, Reynoldsburg, OH 43068

* District options for Hannah Ashton Middle School

Robert Honeyfeld

* Energy Independence

8. Curriculum & Programs

Motion to approve the Addendum to the 22.23 School Calendar.

Motion by Debbie Dunlap, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

8.01 Addendum to the 22.23 School Calendar (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the attached 2022-2023 Calendar Addendum.

Motion to approve the 2023-2024 School Calendar.

Motion by Julie Towns, second by Debbie Dunlap

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

8.02 2023-2024 Calendar Approval (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the attached calendar for the 2023-2024 school year.

8.03 STEM/Robotic Travel March 16-18, 2023 (d) REF: 1.17.23

Aleyna Dragonette presented on Robotics Team 4085. The March competition will be held at Xavier University in Cincinnati, OH.

8.04 STEM/Robotic Travel April 6 - 8, 2023 (d) REF: 1.17.23

Aleyna Dragonette discussed the different roles students are engaged in while on the robotics team. The April competition will be held in Pittsburgh, PA.

9. Executive Session

**Motion to enter into Executive Session.**

Motion by Debbie Dunlap, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

9.01 Executive Session-Items A-2 and A-7 (a) REF 1.17.23

A-2 Employment

A-7 Compensation

The Board entered into Executive Session at 8:44 p.m. and returned to Regular Session at 10:10 p.m. with the following members present: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram.

10. Finance

Motion to approve the Financial Statements.

Motion by Julie Towns, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

10.01 Financial Statements (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the December 31, 2022 Financial Statements.

Motion to approve the Appropriation Modifications.

Motion by Amanda Young, second by Debbie Dunlap

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

10.02 Appropriation Modifications (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the attached appropriation modifications in the amount of $154,745.47.

Motion to approve Advances & Transfers.

Motion by Neal Whitman, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

10.03 Advances & Transfers (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the transfers in the amount of $266,412.50 and an advance in the amount of $1,750.00.

Motion to approve Donations.

Motion by Debbie Dunlap, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

10.04 Donations (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Treasurer's recommendation, to approve the following donations.

|  |  |  |  |
| --- | --- | --- | --- |
| **School/Group** | **Amount/Value** | **Donor** | **Purpose** |
| HAMS/8th Grade DC Trip | $1,000 | The Rotary Club of Reynoldsburg | Donation to support 10 HAMS students for the 8th Grade Washington DC Trip |

11. Personnel

**Motion to approve the Administrative Staff Section of the Agenda.**

Motion by Debbie Dunlap, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

11.01 Administrative Staff (a) REF: 1.17.23

**EMPLOYMENT (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the employment of the following:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Salary** | **Replacing** | **Effective Date** |
| Brenda Starkey | Central Office | Payroll Manager | 1 | $60,796.00 (pro-rated) | Kathy Dougherty | 01.03.2023 |

**REASSIGNMENT(a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, that Kathleen Dougherty be reassigned from Payroll/ Benefits Manager at Central Office to an HR Generalist at Central Office effective January 3, 2023 at her current salary of $72,941.50 and current contract provisions. At the end of her current contract, she will fall under the HR Generalist salary and contract. In addition to her HR duties, Kathy will be overseeing the training and transition of the new Payroll Manager.

**TEMPORARY REASSIGNMENT(a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following temporary reassignment from Accountant to Interim Assistant Treasurer:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Salary** | **Replacing** | **Effective Date** |
| Jonathan Stocker | Central Office | Interim Assistant Treasurer | 1 | $70,000.00 (pro-rated) | Tricia Heater | 01.18.2023 - 06.30.2023 |

**RESIGNATION (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to accept the following resignation:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Building** | **Position** | **Effective Date** |
| Patricia Heater | Central Office | Assistant Treasurer | 01.13.2023 |

**Motion to approve the Certified Staff Section of the Agenda.**

Motion by Debbie Dunlap, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

11.02 Certified Staff (a) REF: 1.17.23

**RESIGNATION (a)**

BE IT RESOLVED, that the Board of Education of the Reynoldsburg City School District does not consent to Amy Newsome resigning her position as a 4th Grade Teacher on a limited contract for employment that expires on July 31, 2025; and

BE IT FURTHER RESOLVED, that the Board does not accept, but does acknowledge Amy Newsome's

resignation from employment effective December 31, 2022, so that the Board may move forward to fill

Ms. Newsome's position.

BE IT RESOLVED, that the Board of Education of the Reynoldsburg City School District does not consent to Kojo Otchere resigning his position as a School Nurse on a limited contract for employment that expires on July 31, 2023; and

BE IT FURTHER RESOLVED, that the Board does not accept, but does acknowledge Kojo Otchere's

resignation from employment effective January 18, 2023, so that the Board may move forward to fill

Mr. Otchere's position.

**RESIGNATIONS (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the resignation of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **Effective Date** |
| Michaela Poeppelmeier | District | Guest Teacher - Music | 01.27.2023 |

**EMPLOYMENT (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the employment of the following:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Level** | **Salary** | **Replacing** | **Effective Date** |
| Shane Cornell | HAMS | Teacher - Design | 1.0 | BS/1 | $46,258.00 (pro-rated) | Robert Niedermeyer | 01.04.2023 |
| Ashley Murdock | WRMS | Teacher - Middle Level ELA | 1.0 | BS/5 | $54,117.00 (pro-rated) | Maggie Roby | 01.18.2023 |
| Lisa Days | Livingston Campus | School Counselor | 1.0 | MA/1 | $52,036 (pro-rated) | New | 01.19.2023 |

**MATERNITY/PATERNITY LEAVE (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the maternity/paternity leave of the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Building** | **EDC** | **Option** | **RTW** |
| Katharine Davis | WRMS | 03.06.2023 | D.3b | 08.01.2023 |
| Nicholas Twyman | SRES | 03.21.2023 | D.6 | 04.19.2023 |
| Caroline Echo | RHES | 05.17.2023 | D.3c | 08.01.2023 |
| Daniel Webb | WRJH | 02.13.2023 | D.6 | 03.07.2023 |

**PAYMENT FOR OTHER SERVICES (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following for payment as indicated:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Service Rendered** | **Rate of Pay** | **Fund** | **Effective Date** |
| Cynthia Meisel | District | Tech Coordinator | $500.00/flat | 001.0019.2421.019.00.113 | 22/23 SY |
| Lynne Kluding | District | Teacher Leads | $1,250.00/flat | 001.0019.2218.019.00.113 | 22/23 SY |
| Cynthia Meisel | District | Teacher Leads | $1,250.00/flat | 001.0019.2218.019.00.113 | 22/23 SY |
| Cassandra Comer | SUES | STEM Coordinator | $15.00/hr | 001.0019.2421.019.00.113 | 22/23 SY |
| Lynne Kluding | District | Testing Coordinator | $500.00/flat | 001.0000.2421.000.00.113 | 22/23 SY |
| Angela Metzgar | District | Ed James Planning | $20.00/hr | 001.0000.2213.000.00.113 | 22/23 SY |
| All Certified Teachers | District | Before/After School Tutoring | $29.69/hr | District or Title I | 22/23 SY |
| Kim Stanford | District | Extended School Time | $56.18/hr | Current Salary Account | 22/23 SY |
| Sarah Adkins | District | Extended School Time | $46.17/hr | Current Salary Account | 22/23 SY |
| Beth Horacek | District | Extended School Time | $49.94/hr | Current Salary Account | 22/23 SY |

**EMPLOYMENT - SUBSTITUTE TEACHERS (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the following be employed as a Building Substitute/Guest Teacher in the assigned building and areas for which he/she holds proper certification as outlined in the contracts:

Agnes Anyomi

**Motion to approve the Classified Staff Section of the Agenda.**

Motion by Neal Whitman, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

11.03 Classified Staff (a) REF: 1.17.23

**RETIREMENT (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the retirement of the following:

| **Name** | **Building** | **Position** | **Effective Date** |
| --- | --- | --- | --- |
| Gary Stewart | Transportation | Bus Driver | 01.01.2023 |
| Cathy Huffman | Transportation | Bus Driver | 03.01.2023 |

**RESIGNATION (a)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Building** | **Position** | **Effective Date** |
| Leonna Brooks | Transportation | Full-Time Relief Driver | 12.15.2022 |
| Kelli Nicoll | HAMS | Paraprofessional - Specialized | 01.03.2023 |
| Angela Canterbury | Food Services | 3.5 Hour Cook | 01.13.2023 |
| Melissa Roth | HMES | Paraprofessional - Specialized | 01.01.2023 |
| Christina Greenawald | Livingston Campus | Paraprofessional-Educational | 01.24.2023 |
| Samantha Handschumacher | BRJH | Building Administrative Secretary | 01.12.2023 |
| Linda Smith Sturge | Summit Campus | 3.5 Hour Cook | 01.27.2023 |

**EMPLOYMENT (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the employment of the following:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Level** | **Salary** | **Replacing** | **Effective Date** |
| Michelle McNeal | Transportation | Bus Driver | 1 | 10 | $24.06/hr | n/a | 12.21.2022 |
| Patricia Reed | Transportation | Bus Driver | 1 | 1 | $20.20/hr | n/a | 12.22.2022 |
| Ayoka Hobbs | Transportation | Bus Driver | 1 | 11 | $24.46/hr | n/a | 12.19.2022 |
| Andrea Waderker | BRJH | Building Administrative Secretary | 1 | n/a | $16.75/hr | Haley Clark | 01.23.2023 |

**REALIGNMENT OF EXPERIENCE (A)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following realignment of steps for experience:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Position** | **From Step** | **To Step** | **Effective Date** |
| Cassie Caldwell | Transportation | Bus Driver | 2 | 10 | 12.12.2022 |
| Curtis McMorris | Transportation | Bus Driver | 6 | 10 | 12.12.2022 |
| Angela Moore | Transportation | Bus Driver | 2 | 4 | 12.12.2022 |

**REALIGNMENT OF EXPERIENCE (A)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following

realignment of steps for experience. This is a correction from the December 20, 2022 board agenda.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Position** | **From Step****(prior to December Adjustment)** | **To Step** | **Effective Date** |
| Dana Cermack | Transportation | Bus Driver | 8 | 14 | 12.12.2022 |
| Lisa Yoder | Transportation | Bus Driver | 1 | 14 | 12.12.2022 |

**EMPLOYMENT - CORRECTION TO CHANGE IN STATUS (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the change in status for the following for the 2022/2023 academic school year only.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **From Assignment** | **To Assignment** | **Reason** | **Effective Date** | **Fund** |
| Uma Chhetri | TRES | 0.81 Paraprofessional | 1.0 Paraprofessional | Provides assistance/support to ESL families | 08.01.2022 | Title |
| Danielle Boyd | TRES | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 01.03.2023 | ESSER |
| Crystal Stansbury | TRES | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 01.03.2023 | ESSER |
| Aurora Newsome | TRES | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 01.03.2023 | ESSER |
| Shelley Schmitz | TRES | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 01.03.2023 | ESSER |
| Cecilia Reichard | TRES | 0.81 Paraprofessional - Specialized | 1.0 Paraprofessional - Specialized | Additional Duties | 01.03.2023 | ESSER |
| Tyneesha Tyree | SMBR | 0.81 Paraprofessional - Specialized | 1.0 Paraprofessional - Specialized | Additional Duties | 1.20.2023 | ESSER |
| Imelia Collins | Livingston Campus | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 1.03.2023 | ESSER |
| Angelique Gabrielle | WRMS | 0.81 Paraprofessional | 1.0 Paraprofessional | Additional Duties | 12.04.2022 | ESSER |
| Jaime White | SMBR | 0.81 Paraprofessional - Specialized | 1.0 Paraprofessional - Specialized | Additional Duties | 12.06.2022 | ESSER |
| Brian Sledge | SMBR | 0.81 Paraprofessional - Educational | 1.0 Paraprofessional - Educational | Additional Duties | 12.05.2022 | Building Budget |
| Kelli Nicoll | HAMS | 0.81 Paraprofessional - Specialized | 1.0 Paraprofessional - Specialized | Additional Duties | 12.12.2022 | ESSER |

**PAYMENT FOR OTHER SERVICES (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following for payment as indicated:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Service Rendered** | **Rate of Pay** | **Fund** | **Effective Date** |
| Monica Rebollar | Summit Campus | 1:1 Bus Aide | Current Hourly Rate | 001.0000.1240.000.00.141 |  |
| Kerry Riggs | WRJH | Extra Secretarial Duties | Current Hourly Rate | 001.0017.2422.017.00.143 | January 2023 - May 2023 |
| Bethany Evans | WRJH | Extra Secretarial Duties | Current Hourly Rate | 001.0017.2422.017.00.143 | January 2023 - May 2023 |

**EMPLOYMENT (a)**
BE IT RESOLVED, in accordance with the Superintendent's recommendation, to accept the following employment of a Bus Driver Trainee. Upon successful completion of obtaining their Commercial Driver’s License, they shall be employed as a Classified Bus Driver at the salary rate of Step 1, $20.20/hour:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Salary** | **Effective Date** | **Fund** |
| Andrea Patton | Transportation | Bus Driver Trainee | 1.0 | $15.00/hr | 12.22.2022 | General |

**NON-BARGAINING UNIT SUB RATES (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following sub hourly rate effective January 13, 2023:

**Substitute/Supplemental Van Drivers - $15.00**

**EMPLOYMENT - CLASSIFIED SUBSTITUTES (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the employment of the following:

**Substitute/Supplemental Van Driver - $15.00/hr**

Maria Sharpe

**Substitute/Supplemental Cooks - $13.66/hr**

Shawna Ransom

**Motion to approve the Classified Exempt Staff Section of the Agenda.**

Motion by Debbie Dunlap, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

11.04 Classified Administrative Exempt Staff (a) REF: 1.17.23

**RESIGNATION (a)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Building** | **Position** | **Effective Date** |
| Brenda Starkey | Central Office | Accountant | 01.02.2023 |

**EMPLOYMENT (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the employment of the following:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Building** | **Assignment** | **FTE** | **Salary** | **Replacing** | **Effective Date** | **Fund** |
| Christina Greenawald | Central Office | Administrative Assistant-Assistant Superintendent | 1.0 | $19.51/ hr | Stephanie Meige Dugan | 01.25.2023 | General |

**Motion to approve the Supplemental Staff Section of the Agenda.**

Motion by Neal Whitman, second by Julie Towns

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

11.05 Supplemental Staff (a) REF: 1.17.23

**EMPLOYMENT - COACHES (a)**

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the following supplemental contracts for employment:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NAME** | **ASSIGNMENT** | **SALARY** | **DATE** | **FUND** |
| AJ Young | 8th Grade Boys Basketball | $2,775.48 (pro-rated) | 22/23 SY | Athletics |

12. Student Services

Motion to approve the Highland Community Learning Center Agreement.

Motion by Debbie Dunlap, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

12.01 Highland Community Learning Center Agreement (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve the agreement with Highland Community Learning Center as an alternative educational placement for students with special needs services.

13. Policy

Motion to approve Policy 3220 – Evaluation Procedure.

Motion by Neal Whitman, second by Debbie Dunlap

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

13.01 Policy 3220 - Evaluation Procedure (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, to approve Policy 3220 - Evaluation Procedure.

14. Business & Operations

Motion to approve Payment in Lieu.

Motion by Julie Towns, second by Amanda Young

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

14.01 Payment in Lieu (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, after considering each of the following factors, the board of education of a city, exempted village, or local school district may determine that it is impractical to transport a pupil who is eligible for transportation to and from a school under section 3327.01 (A) of the Ohio Revised Code:

(1) The time and distance required to provide the transportation;

(2) The number of pupils to be transported;

(3) The cost of providing transportation in terms of equipment, maintenance, personnel and administration;

(4) Whether similar or equivalent service is provided to other pupils eligible for transportation;

(5) Whether and to what extent the additional service unavoidably disrupts current transportation schedules;

(6) Whether other reimbursable types of transportation are available.

Therefore, based on the consideration of the factors established in division (A) of section 3327.01 of the Ohio Revised Code, the Reynoldsburg Board of Education agrees to pay the parent listed on the attached spreadsheet, in lieu of providing transportation service, an amount of $538.55 per student. This amount is determined by the state to transport all pupils in the proceeding year.

Motion to approve Surplus Items.

Motion by Neal Whitman, second by Debbie Dunlap

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

14.02 Surplus Items (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the items on the attachments be declared surplus and disposed of or sold for a minimal value.

Motion to approve the Future of Hannah Ashton Middle School Facility.

Motion by Julie Towns, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

14.03 Future of Hannah Ashton Middle School Facility (a) REF: 1.17.23

BE IT RESOLVED, in accordance with the Outcomes Committee's recommendation, to approve the decision of the future of Hannah Ashton Middle School. The Outcomes Committee recommends Scenario #3.

See Appendix A for a full transcript of the discussion regarding HAMS related agenda items 4.0, 5.0 and 14.0

15. Adjournment

**Motion to adjourn.**

Motion by Amanda Young, second by Neal Whitman

Final Resolution: Motion carries.

Yea: Debbie Dunlap, Julie Towns, Neal Whitman, Amanda Young, Angela Abram

15.01 Motion to Adjourn (a) REF: 1.17.23

The meeting was adjourned at 11:33 p.m.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 President

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Treasurer

Calendar Committee meeting minutes, January 4, 2023

The Calendar Committee met on January 4, 2023 to complete a final review of next school year's calendar.  Input was received on observing multiple religious holidays, coordinating with our partner schools, number of student days, number of teacher days, and location of conference and Professional Development Days.  The revised current calendar and next year's calendar are up for action.

Eastland-Fairfield Career & Technical Center meeting minutes, January 11, 2023

The Eastland-Fairfield BOE met on Jan. 11, 2023.  The organizational and budget meeting were held in addition to the regular monthly board meeting.  The strategic plan was presented and an update was given on the progress of the strategic plan.  Dr. Kimberly Pietsch-Miller announced her retirement at the end of July.

Outcomes Committee meeting minutes, January 12, 2023

The Outcomes Committee met at 5:30 PM, December 1, 2022, in the District’s central office.

Present were:

* Jocelyn Cosgrave, Interim Superintendent;
* Angele Latham, Treasurer;
* Naim Sanders, Assistant Superintendent;
* Greg Pollock, Executive Director of Business & Operations;
* Jen Chomin, District EMIS Coordinator;
* Victoria Newell, Schorr Architects;
* Neal Whitman, Board member
* Julie Towns, Board member.

Also present were:

* Jason Phillips, Principal, Hannah Ashton Middle School;
* Jen Brown, Assistant Principal, Hannah Ashton Middle School;
* Erin Harris, Assistant Principal, Hannah Ashton Middle School;
* Renee Coley, Teacher, Hannah Ashton Middle School;
* Gracie Golden-Cole, Teacher, Hannah Ashton Middle School
* Scott Brewer, Reynoldsburg Education Association President.

The Outcomes Committee met to follow up on its December 1, 2023 meeting, at which four scenarios for the future of Hannah Ashton Middle School were discussed, and a committee was authorized to further explore the scenarios by meeting with staff at HAMS and other affected school buildings. The aim was to arrive at a recommendation to make to the full Board at the regular January meeting.

1 HAMS parent focus group meetings

Mr. Sanders summarized the input from several community meetings, and three meetings held at HAMS itself, where parents of children in grades 5, 6, and 7 came in to hear about the scenarios and offer their thoughts. Mr. Sanders reported that there were no strong overall patterns to the comments, which he had sorted into a spreadsheet and categorized as student-related, staff-related, operational, financial, and other. Mr. Whitman noted that one theme that had come up was the mental health of the children, and that the district should prominently include counselors in any major transition plans.

Dr. Cosgrave presented a spreadsheet with enrollment projections for each of the four scenarios, and the committee went over it in some depth, seeing by the numbers which scenarios allowed for all-day kindergarten in which buildings, and which scenarios had more buildings at or very close to their enrollment capacities.

1. The ad-hoc committee report

Ms. Towns called on the ad-hoc committee, headed by HAMS Principal Jason Philips, to present whatever new information or insights they had gained. Mr. Philips reiterated that though the HAMS staff would love to stay together, they are all fully committed to the good of the kids in the district. However, they would prefer a one-time vacating of the school, rather than any kind of phased-in plan. The prospect of losing half the staff one year, and possibly not knowing if the other half would or would not be in the building the following year, was depressing. So was the idea of the third year of transition, when a skeleton staff and a single class of eighth-graders would be occupying the building by themselves.

Ms. Coley concurred, and encouraged the Outcomes Committee and Board at large to make their decision at the regular meeting. The other teacher expressed frustration over hearing for several years that HAMS would be closing, but then forgoing job opportunities in other school buildings when she learned that it would still be open another year, especially when her children attending HAMS said they wanted her to stay there. She too, would like a clear decision; as a teacher, she was prepared to follow the language of the collective bargaining agreement regarding transfers.

It also became clear that even a quick vacating of HAMS would not buy the District enough time to turn the building into something else, such as office space or a museum. Whether the building is occupied or empty, Ms. Newell reminded us, it needed to be repaired. Empty buildings that are not maintained deteriorate very quickly. She also offered an architectural rule of thumb that when the cost of repair exceeds ⅔ the cost of building a new, it’s time to consider building anew.

Treasurer Latham reminded us that none of these repair costs were in the current budget or five-year forecast. Because the District has now already entered deficit spending, money for short-term fixes for HAMS is more urgently needed elsewhere.

1. Recommendation: Scenario 3

Mr. Whitman offered that Scenario 3 had seemed the best option at the December committee meeting, but he had wanted the ad-hoc committee to uncover angles that might not have been apparent back in December. However, the ad-hoc committee did not come back with additional considerations. Scenario 3 still seemed the best path, since it alone offered tangible benefits to balance the cost of maintaining HAMS or the historical loss of closing it: all-day kindergarten, and putting 5th graders in elementary school buildings.

After that, Mr. Whitman stated his expectation that if the Board agreed with this recommendation, there should be copious and sustained updates from the District on what would happen when, including pushing out reminders to parents to request intra-district open enrollment as needed, guidance from counselors, etc.

The meeting adjourned at approximately 7:00 PM.

Citizens Advisory Committee on Equity and Inclusion meeting minutes, January 10, 2023

The Citizens Advisory Committee met at 6:00 p.m. on January 10, 2023, at STEM Middle at Baldwin Road Junior High. Present were:

* Angela Abram, Board President
* Debbie Dunlap, Board Vice President
* Schyvonne Ross, Chairperson
* Dr. Yvonne Watson, Vice Chairperson
* Richard Batts
* Dylan Daniels
* Shana French
* Jacquie Lieber
1. Two new committee members, Debbie Dunlap and Angela Abram were welcomed to the committee that the board approved during the Organizational meeting.
2. We continue to work on a rubric the committee will use to analyze policy that has been established by the Board of Education through the lens of equity and inclusion.
3. During the last meeting, they started analyzing tools, added one more tool this month and did an overall evaluation.
4. Next month, we will be choosing the tool by which we will be looking at our current policy and deciding which policies we will start with.
5. Any recommendations the committee has, we will make the requests to the policy committee to consider for some updates.
6. The chair will present information at the next meeting.

Appendix A

January 17, 2023

Partial transcript of regular Board meeting

This transcript was created by opening a Zoom session, enabling captions, recording it to the cloud, sharing the screen with audio included, and then playing the relevant parts of the livestream. When the recorded video was available, the auto-generated transcript was saved, and edited into the form seen here.

**Speakers:**

Angela Abram, Board President

Debbie Dunlap, Board Vice President

Julie Towns, Board Member

Neal Whitman, Board Member

Mandy Young, Board Member

Dr. Jocelyn Cosgrave, Interim Superintendent

Angele Latham, Treasurer

Naim Sanders, Assistant Superintendent

Greg Pollock, Director of Business and Operations

Jason Philips, Hannah Ashton Middle School Principal

Victoria Newell, Schorr Architects

4: Items from the Board: Committee reports

**Abram:** All right. Moving on to the Outcomes Committee meeting. I know that there was a meeting there. Is there a report for that?

**Whitman:** Well, I'll just, you know, kind of give a little brief thing, but most of it'll be deferred to later. But just, you know, for the record, the Outcomes Committee met again last Thursday I believe, and it was to follow up on the December meeting, where we had the 4 scenarios regarding Hannah Ashton and other schools in the district and we wanted to find out well, after a month of community meetings, meetings with parents at Hannah Ashton, with the ad hoc committee, led by Mr. Philips, the principal there, just what other angles they uncovered, what other considerations they surfaced that we needed to consider before we, you know, landed on a decision here. But yeah, more details on that. I will just defer that to the later item in the agenda where we're going to thrash this out a lot more fully and hopefully arrive at a decision.

**Abram:** Thank you. Okay, all right, that covers all of our committee reports.

5: Communications

**Abram:** We'll move on to section 5, Communications. It's 5.02, which is now 5.01, asking for a summary of Hannah Ashton Middle School scenarios. I understand there's a presentation.

**Cosgrave:** Thank you, everybody. I will be asking Mr. Sanders to come and share information with us, and I believe you may have some handouts as well.

**Sanders:** So good evening, Board. There is a packet in a Manila folder of documents that were put together for the Board meeting. In the first document, you'll just simply see scenario 1. Beforehand, I'd like to thank Mr. Whitman for redoing the notes and going over the scenarios in a little bit more detail. And so, I'm going to read those all for you.

Scenario 1: Under this scenario, Hannah Ashton Middle School remains open at 100% capacity in 2023-2024. After that we reassess Board desires and financial situations. So that's Scenario 1.

**Whitman:** Mr. Sanders, or Mr. Pollock, could we get this up on the board so the audience could see it better?

**Cosgrave:** I'm not sure. Yeah, I will attempt to share it from my phone.

**Whitman:** Well, while they work on that I will just give a shout-out to the community member that sent an email–we've got a few emails since then, but this one in particular, said the bullet points on the various scenarios that were shared at last month’s meeting and the various community meetings, they're not really kind of consistent. They're just kind of, you know, looks like some brainstorming for each one. But after being prompted by a community member about, you know, comparing apples to apples, I spent a couple of hours just making sure that every–It was the same number of considerations in the same order for each of the scenarios, so we can look and just keep track of them all as we go from scenario to scenario.

**Cosgrave:** Greg, I just forwarded it to you.

**Sanders:** Scenario 2. Under this scenario, Hannah Ashton Middle School remains open at 50% in 2023-2024, using only the first floor with upper floors closed off, and enrollment is reduced in subsequent years. And a couple highlights as far as district-wide considerations. I'm not going to read through the entire list, but just a few schools of choice remain: Herbert Mills Elementary School, Summit Elementary School, Baldwin Road Junior High. Kindergarten remains as is: All day in Rose Hill and French Run Elementary School; then half-day in Herbert Mills, Slate Ridge, Taylor Road, in Summit Elementary School. Waggoner Road Middle School remains as is; Baldwin Road Junior High enrollment would increase by approximately 30%, and Waggoner Road Junior High by about 4%. Staffing and busing issues: We would need a fifth tier, and teacher licensure considerations of Scenario 3 (see below) would not be a factor.

We turn the page to Scenario 3. Under this scenario, Hannah Ashton Middle School is closed in 23-24. To do this, all 6 elementary schools now become neighborhood schools, which frees up enough rooms in various buildings to allow District fifth graders to be assigned to the district's various elementary schools. This move would also free up enough space to allow for all-day kindergarten in every elementary school. Likewise, all 3 remaining middle schools or junior high schools become neighborhood schools, and the sixth, seventh, and eighth graders are assigned accordingly. And a couple districts–

**Whitman:** Did I mess this up? Because there would only be 2 middle schools, correct? So, when I said, all 3 remaining middle schools or junior highs, I think that's probably a copy/paste error.

So, it would be just two: Baldwin and Waggoner Road Junior High. Sorry about that.

**Sanders:** Couple of district-wide considerations: Eliminate schools of choice for grades K-8. Grades 7 to 8 at Baldwin Road Junior High would complete those years and not be replaced, in a gradual phase out, and then out-of-boundary would self-transport per existing policy. All-day kindergarten in all elementary school buildings, allowing for potential gains in K-3 literacy and mathematics.

Let's switch over to Scenario 4.

**Whitman:** I'm sorry, I have a question. I think I may have messed up something on there, too, because I'm reading what it says about Baldwin Road. So, under Scenario 3, Baldwin Road would have grades 6, 7, and 8. So they're not leaving the building. They're…okay, so yeah, that's a mistake there. I’m trying to clean it up. So…where did it…? Rising seventh and eighth graders? Up some?

**Abram:** Was it under HAMS-specific considerations?

**Whitman:** It was something about Baldwin Road, and I read that it was like no work.

It made it look like we're getting the seventh and eighth graders out of Baldwin Road. No, we're not doing that. And I just saw it there a minute ago. Oh, oh, grades–eliminate schools of choice grades K through 8. Grades 7 and 8 at Baldwin Road–

Oh, in other words, they're grandfathered, and they can complete in that school simply because it's such a big campus, but it's not a phase-out, that's poorly worded. So, sorry.

**Sanders:** That’s OK. Scenario 4. Under this scenario, Hannah Ashton Middle School is closed over the course of the 2023-24 and 2024-25 school years. As with Scenario 3, all elementary and middle schools become neighborhood schools; fifth graders are assigned to elementary schools and every elementary school would have all day kindergarten. The difference is that in this case it happens in the 24-25 school year instead of a year earlier.

A few of the highlights that impact district-wide considerations: Number 5, staffing and busing issues reduces overall transportation footprint, including shorter routes for elementary schools. Students without schools of choice. Teacher licensure would need to be evaluated closely, and those are just some things in regards to district-wide consideration.

The next document is the HAMS focus group summary notes. And this is simply a report from feedback in regards to the focus group meetings that we had. And so, a brief background: After the bond failed in May of 2,022, Reynoldsburg City Schools began considering other alternatives for HAMS. In October 2022, the interim superintendent brought the issues regarding HAMS back to attention of the Reynoldsburg City School Board members. On December 1 of 2022, the Outcomes Committee was presented with information about HAMS and approved the formulation of the HAMS focus group; district-wide meetings occurred from December 13 all the way to January 11, so in that time frame there were 5 meetings that occurred: December 13, January 4, January 9, January 10, and January 11. At the December 13 meeting there were 11 people in attendance. At the January 4 meeting there were 11 people in attendance, primarily representing REA. At the January 9 meeting, HAMS fifth grade parents were invited, and there were 6 people in attendance. At the January 10 meeting, HAMS sixth grade parents were invited, and there were 7 people in attendance, and at the January 11 meeting, HAMS seventh grade parents were invited, and there were 13 people in attendance, for a total of 48 people for all of the focus groups combined.

**Dunlap:** Mr. Sanders, can I just ask a quick question? So, when I see… So, it's pretty specific. But the very first one, and the second was just as parents from each building. So, was that all of our schools?

**Sanders:** So, principals were asked to send the names of 2 parents from each building, and an invite was sent out to them.

**Dunlap:** Okay. So, each building within the school district

**Sanders:** So in regards to the data summary, the concerns, questions, and comments from participants in each focus group meeting were separated into 5 categories to include the following: Group 1, the yellow group. This group involves students: class sizes, families, and all-day Kindergarten. Group 2 was the Green Group, which consists of concerns regarding to money. Group 3, the Orange Group, was operational, which also encompasses facilities, buses, schools of choice, and then also open enrollment. Group 4, the blue group which involves staff, and then the group left blank because I ran out of colors were the others.

So, based on the feedback and its color categorization, the data has been quantified to reflect questions, concerns, and comments based on the percentages. So, if you look at the December 13 meeting in regards to comments and questions surrounding students, class sizes, families, in all-day kindergarten, 14% of the questions and comments represented that. And I was taking this chart right here that you also have, and this was also distributed at the Outcomes Committee, and really organizing the comments per group. So, you'll be able to understand and look at the number statistically where your largest number of concerns, comments, or questions

So, the January 4 focus Group meeting there was a total of 60 comments, and again going back to December 13, I'm sorry, December 13 Focus Group meeting, there were a total of 86 comments, and, as you can see, the biggest number, the subject matter had the most questions and comments were regarding operational facilities, buses schools of choice in open enrollment

At the January 4 Focus Group meeting we left with a total of 60 comments from the community

In the highest area, where students, class sizes, families, and all-day Kindergarten

And these comments were when families or parents, families in the community had the opportunity to just leave feedback questions. There were very little guidelines in regards to the comments. They could write just their questions, and giving them an opportunity to have a voice, and they simply put them under each scenario–1, 2, 3, 4, and in some cases Scenario Other.

So, if you turn the page, the January 9 Focus Group meeting, there is 27 comments, with again the largest number of comments or questions coming from the category of students, class sizes, families, and all-day kindergarten, which represented 48%. So, for that meeting on January 9, that was the biggest number of feedback.

The January 10 Focus Group meeting, which was a smaller number of participants, there were 14 comments. And again, 58%, which was the largest percentage-wise. Comments came from students, class sizes, families in all-day kindergarten to reflect that.

At the January 11 Focus Group meeting, there were a total of 29 comments made, and the largest number, a large area with the largest percentage of comments were the group “other,” with 45% of questions or comments in that particular category.

At the principals meeting, which was just held last week, we also did the presentation for principals as well, and provided the same opportunities as we did for families in the community to provide feedback. The largest percentage was 39%, and it was in the “other” category. Less than or a little over 10% was a second category, students, class sizes families and all-day kindergarten.

Additional opportunities for parents and families to provide feedback are on the district's website currently right now. A page on the website has been dedicated to informing parents of each scenario. The FAQ. Section, a short video in an email address for parents to give additional comments and ask questions. We received about 16 emails from info@reyn.org, and then also several have been forwarded to me as well. The concerns expressed through the email tend to vary based on individual circumstances and situations.

The overall summary: Based on the data from the focus groups, there are a wide variety of thoughts and opinions regarding the current scenarios presented for HAMS. Overall participants comment the most on operations, facilities, buses, schools of choice and open enrollment, with 76 comments and questions. The other areas that was second was students, class size, families, and all-day Kindergarten with 65. Third was a category of “other,” with 47, followed by staff, 26, and then money coming in with last. Based on the feedback from the participants, there appears to be a wide range of thoughts, concerns, and also further questions.

Did you want to talk about the numbers?

**Abram:** Any questions?

**Cosgrave:** The last piece you have in your folder, I shared these with you in the Board updates. I just printed you copies of the enrollment summary is the top page, and then the second page is the questions that you had about what enrollment would look like if we were to grandfather in certain groups of students. So again, these were… I thought you just might like a printed copy.

I'd say the most frequent question originally, we were getting is, “For any of these scenarios that have the potential to move students out of HAMS, where would you put them?” That was a frequent question we were all getting. And so, these spreadsheets kind of break that down for you. So, you can see where students would land.

**Sanders:** I have a stack of emails, if you guys would like to see them or read through them. And again, these were retrieved from either the, info@reyn.org email address, or they were reported to me from, in some cases Board members or the interim superintendent.

**Whitman:** Okay, I might look at these later then, but also the minutes that I took for the Outcomes Committee meeting, there are some things that, you know, came up in the meeting that I think would be good to put in this presentation here when you're done with your part. So, Mr. Pollock eventually…yeah, all right, you're on it!

**Sanders:** I'm done.

**Whitman:** Okay.

**Dunlap:** So, can I ask I'm just–oh, thank you. So just the packet that you gave us was missing scenario 2 and 4. It had 1 and 3, so I don't–

**Sanders:** On the…

**Abram:** It's okay. But if we are able to, but if we are, yeah, we're able to get that, then somebody here, too, so…

**Whitman:** Madam Superintendent, I think I mean, I gave you editing ability. Do you also have sharing ability or would that have to… so, just make sure that that's available to all the Board members? And then it gets into the minutes of tonight's meeting.

**Towns:** It was on the screen, it just wasn't in our–

**Whitman:** Yeah, yeah. Yeah. I'll create a Google doc. But it didn't get all printed out.

**Dunlap:** Right. But if I want to reference it tonight, I don't have it.

**Abram:** Right.

**Dunlap:** So, I just didn't know if we had the ability to print something here?

**Sanders:** We do.

**Towns:** Good idea.

**Abram:** Ok, thank you.

**Whitman:** Well, while that happens, shall I go over how the Outcomes Committee went?

**Abram:** Yes.

**Whitman:** Okay. So, there are the attendees. And yeah, we don't, we don't need to dwell on that. But, as I said earlier, we were following up. So, in item one, I talk about the parent focus group meetings, where I see Mr. Sanders summarized the data basically in the same way as you saw here. There were not any really, you know, shattering insights to be found amongst the comments, although I did read them all and I wrote some of my observations down later. But that's what the first part of the meeting was.

But one thing that did come up several times, including in the meetings, was the mental health of the children. It was observed that these kids, you know, some of them, had never had a normal school year in their whole school career, and even those that have, they've been, you know, gotten whiplash from–not literal but figuratively–from being moved around, remote, not remote over the past couple of years, and so those are valid, certainly valid concerns.

One thing we also got from the Hannah Ashton staff is THEIR mental health. I mean, this is hurting them. It has been hurting them for the past several years, and some of the prospects that we considered would take a heavy emotional toll on them as well, so that's worth remembering you know, we've got repeatedly, you know that we need to think about the emotional health of these kids. And so, we are–as I was saying to Mr. Philips, a little bit earlier, you know, we're hurting the kids right now, the way things are, and depriving them of opportunities they should, they should have been having already. So, I wish I could say nobody's going to get hurt with what we do. I can't promise that, but I can say that we're not experimenting; we're trying to solve a problem. And there are teachers, other staff and kids. They are being harmed at the moment.

Sorry, I digress. That's not in my minutes. But Dr. Cosgrave had the spreadsheet with the enrollment projections, that she pointed to here, she shared it with us earlier, and I spent a couple hours kind of going through all the data in the formulas and logic in there, too, just to kind of really immerse myself in the data.

The ad-hoc committee report. So, after we heard all that Ms. Towns called on Mr. Phillips and those that were in Hannah Ashton to tell us what they'd found, and–

**Dunlap:** What's the ad-hoc committee?

**Whitman:** Well, I mean, it's just like, the committee that we authorized right then and there.

Hey? Can you guys dig up some further information on what we should be considering before we pull the trigger on this? And that committee was just some of the people who are actually in the buildings; it was Mr. Philips and his administrator Erin and Jen, plus some of the teachers there, including Renee Coley and another one whose name I didn't get.

**Towns:** Grace.

**Whitman:** Okay. So anyway, they were the ones, you know, working in parallel with Mr. Sanders for the past month, just to get–just try to find out, you know, what are we missing? What are we not asking as we consider these scenarios? And he reiterated that they have a very cohesive staff there, I'm told. They're nodding, okay, and that they would love to stay together. But they are fully committed to the good of the kids. And they would prefer a one-time vacating than a kind of a phased-in plan. I mean, it's easy to say, well, not easy to say, but it's tempting to say, “Well, you know, can we do it gradually? Can the kids who are there now, just finish out their time there?” But when you're doing that, what you're actually talking about is, let's see, did I put it in here? Yeah, so the prospect of losing half the staff one year, and possibly not knowing if the other half would or would not be in the building the following year, it's depressing, and so was the idea of year 3 of a transition. So, picture that. That's a skeleton staff at a single class of eighth graders occupying the bottom floor of a building whose second and third floor they're not allowed to go to. And you know, that's, I mean, it's hard to quantify what kind of toll that takes. But we should think about that. In previous years, when we phased in changes with, you know, with school boundaries or with gifted programs, it was, you know, we're gradually phasing it out, but they're still in a building full of other kids. Here it's like becoming a ghost school gradually. So that's worth keeping in mind.

I was really hoping that when we get the kids out of the building and we're not worrying that some weekend there's going to be so much water damage we have to call off school for the next week, or you know, relocate them all over the course of a weekend. With that, if we could eliminate that consideration, maybe that would give us some more time to plan more carefully what to do with the building, convert it into office space, maybe turn it into a museum or something. But Vicki Newell from Schorr Architects as well as Treasurer Latham, reminded us that whether the building's empty or full, we need to make those repairs, those $2.6 million dollars’ worth of repairs on the facade to stop the water damage. If we just let the building stay there, you know, without gas, without water, with the windows…what? Boarded up with plywood? You know, if they're not maintained, they go fast, if you've seen the Discovery Channel, what do they call it, like *Life after Humans* or *Earth after Humans*? So, I wish, I mean, some of the comments said, “Oh, are you just tearing down Hannah Ashton because you’re mad, because the levy didn't pass?” But if the levee had passed, it would be down by now. Yeah, whatever we do, unless somebody out there with several million dollars to spare wants to swoop in, and show us something awesome to do with that building, I think, you know, we're looking at taking it down. I hope we can take it down in a controlled way, and that we can preserve the preservation-worthy items. But whatever solution we're looking at here, there isn't one that keeps the building open, either as a school or as something else, at least from everything I've heard. Somebody can correct me if I've misunderstood anything.

So, and Treasurer Latham reminded us this money is not in the budget. Now, some of the people I've talked to said, “Well, why not? You mean the levy didn't pass, and you just stopped budgeting money for that building?” Well, I mean we had money to budget to keep it safe, so the kids can be in there. But it just didn't make sense to budget millions of dollars to do something with the building when we didn't know what, when we are now at the crossing point, from non-deficit spending to deficit spending it just didn't make financial sense to plan for lots millions of dollars to do something, but we don't know what, with Hannah Ashton, with other pressing educational needs right here in our face.

So again, if somebody out there is listening with several, with a lot, 20 or 30 million dollars and an amazing vision, we're listening, please. But, as for keeping it open and managing these kids and the staff, there are not any amazing rescue pictures in there.

Okay. So, part 3, what do we do? So, scrolling on down…So Scenario 3, I mean, looking at it in December, it seemed that okay, in all these scenarios there's not a rosy future for the Hannah Ashton building, but one scenario does trade that for some tangible educational benefits. All-day Kindergarten? It may seem like not a big deal, I didn't really pay that much attention to it, but I've been hearing more and more over the years that it really is a big deal, and Micca Connelly, our principal at Slate Ridge for a while and now our data coordinator, was sharing with us some of the numbers, and she was just saying, it is amazing what the difference is between kids who get all-day kindergarten and kids who don't, and not just academic achievement. But that's where a lot of the social, emotional learning basis goes in. And, and this is the option that trades that, and at least brings us this.

And then the relief…in at least the transportation, footprint: As we said, we're not in a crisis situation so much anymore, since we backfilled our bussing administration, and we are continuing to hire. We've got new drivers driving right now, and there are more in the pipeline now, even so, where you're only a few pandemic, or maybe just a mild outbreak of “something's going around” that we could find ourselves in remote learning for a day. So, so reducing the amount of transportation that has to happen is a good thing, and putting fifth graders in all the elementary schools, that is also a good thing. We've been kind of tossing that around for a few years, and like, wouldn’t it be nice if we could do that? This is the only scenario that trades us something for the pain of saying goodbye to the Hannah Ashton School building.

So at that point I was just saying, “Well, when we do this, Madam Superintendent, Madam Superintendent-To-Be, I would like–just like for a while we were doing daily and then weekly transportation updates, I would like there to be something prominently on the website with, like the overall timeline of what's going to happen when, and then here's what's happening now, if you want to request for your child to stay in the school they're in, you know, here's when you do it–the kind of thing I wish that there had been on a big wooden sign at the corner of Main and Lancaster, saying what all is happening when. So, that's something for our communications director, or, well, now, Dr. Reed, when she gets here.

**Abram:** So currently the recommendation from the Outcomes Committee…

**Whitman:** So, the Outcomes Committee, yeah, we are recommending that we go forward with scenario 3. And a couple of the teachers spoke, including Mrs. Coley, who we know and love, and she, she wishes she could stay in the building, but she said, a decision needs to be made, and it needs to be made this month, so we can rip off the band-aid and start getting things done.

Now, that's the minutes of the meeting. I have about a dozen specific questions. I read, you know, all of these over breakfast a couple of days, and I pulled out the ones a lot of the comments were just, “What do we do about my child? Can they stay where they are?” Or, you know, “Is there enough room in the buildings to do this?” And a lot of that is like, yes, they've already–That's taken care of. Other things are like, yes, we can do that as long as we make a point out of making sure we do it, but some of them were interesting enough that I pulled them out. But at this point I will pause for a moment, because I'm now going beyond what we did in the Outcomes meeting, and getting into notes I've made on my own over the weekend, so…questions so far?

**Abram:** Are there any questions regarding the presentation?

**Dunlap:** So, do we want to do this now? Because I do have lots of questions. And is this our discussion point? Or do we want to move along because there is, I know we have some speakers or visitors. And maybe we want to have just further discussion when we have our action item.

**Whitman:** Oh, this wasn't the action! Oh, this is still just–

**Abram:** No, this is just the presentation. The action item is 14.03, the future of Hannah Ashton, Middle School Facility, and the reason that is placed there is because that's under the business and operations. And that's where it has to be placed.

**Whitman:** Got it.

**Abram:** We are not trying to hold people up for that. It's just that this is the place where it goes on the agenda.

**Whitman:** Okay, yeah, I appreciate it. Yeah, like, the Outcomes Committee meeting report itself, plus this communication, and then the actual action. I got a little mixed up, so I will save these more specific questions for agenda Item 14. Board Member Towns, anything to add?

**Towns:** No, not at this time. If you have all the information that you [inaudible] with the questions later.

**Whitman:** Well, the N and the S in your name stand for “nurturing” and “sincere”--

**Abram:** Let's move on.

**Whitman:** I will say yes. That that came out, that was on full display in the meeting, and I think that's one of the strengths that's one of the things you bring to the board, and I thank you for that.

**Towns:** Thank you. You have a good memory.

**Abram:** Are there any other remarks regarding the presentation, or any questions regarding that? All right, seeing none, we'll move on to item 6, items from the superintendent.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## 14.02: The future of Hannah Ashton Middle School facility

**Abram:** Moving on to 14.02, the future of Hannah Ashton Middle School facility. This is up for action. I need a motion.

**Towns:** So, moved.

**Abram:** I need a second.

**Whitman:** Second.

**Abram:** Moved by board, member towns, seconded by board member Whitman. Time for discussion.

**Whitman:** So, yeah, so we had this sort of a split amongst 3 items, and I kind of lost track of which one we were in at times. But first, the most brief, the Outcomes Committee earlier. Then the presentation, mostly from Mr. Sanders, and then a lot of it from me because I forgot that THIS is where the action happens. So, I do have some comments, but I think I'll give others a chance to speak up first this time.

**Abram:** Okay, well, we can go in reverse alphabetical order again. Board Member Young, do you have any questions or comments?

**Young:** Not right at this moment. Sure, but I may have some later.

**Abram:** Next? I've forgotten who's next, that would be Board Member Whitman.

**Whitman:** Okay. My notes here are labeled “Additional Thoughts on Hannah Ashton Middle School,” from parent emails, Mr. Sanders’ spreadsheet, Dr. Cosgrave’s enrollment spreadsheets, etc. And so, thank you for those who came to the community meetings and who've been emailing us with just reminding us of some things to keep in mind.

**My first observation is that many of the emails and comments shared a common misconception, which seems to be that if a school is not a school of choice, it is not a STEM school.** That's incorrect on a couple of counts. One is that no, Herbert Mills and Summit Elementary will remain STEM schools as they are now, but they're not, you know, schools of choice. If you go there, it would be just the ordinary intra-district open enrollment policy that we've had for years. Also, if you've been following the Outcomes Committee for the last couple of years, you might remember that with the deeper learning that we've been trying to push out, or Dr. Cosgrave really, and her Center for Deeper Learning team have been working on getting this into all the schools. Now, of course, getting a school officially STEM-certified, that's a different thing. That requires more of a heavy lift, as [former treasurer] Tammy Miller might have said, but that kind of education is going on in there right now, and Mr. Sanders has observed from his walk-throughs and things, that the difference between the kind of teaching that goes on in the officially labeled STEAM schools and the other schools is lessening. Anything to add there, Dr. Cosgrave, Mr. Sanders? Okay. Yeah. And some of the emails even said, “Listen, if you're going to do away with schools of choice, then it's only fair that there be STEM education in all the elementary schools.” And I’m like, yes.

**Number 2: Another misconception: Without schools of choice, there is no intradistrict open enrollment.** For example, a lot of comments, a lot of emails have said, “Listen, okay, if Herbert Mills is no longer a school of choice, can we at least go there if we agree to self-transport? Can we do that?” And the answer is, yes, you can. Yes, yes, we have procedures for that. It's intra-district open enrollment. Pardon me?

**Abram:** It's policy.

**Whitman:** Policy, yeah, it's been board policy for years. I guess this is one example of how the existence of things that we call schools of choice, and being able to choose your school within the district, this can be a source of confusion.

**Cosgrave:** Can I just–?

**Whitman:** Please.

**Cosgrave:** –clarify, though, the way intradistrict transfers work, is they are based on space. So, we cannot guarantee as for someone to stay at the school they're in, unless once the neighborhood, if you were to select an option, 3 or 4 that moves everybody to neighborhood schools, we cannot guarantee that all of the students that are currently choosing school a choice that wouldn't be in that neighborhood school, would stay. We would have to look at that case by case basis. But we would do that based on our board policy.

**Whitman:** Thank you for the clarification.

**Next observation. So right now, no fourth grader expects to be in the same building next year, anyway.** I mean up until now. You finish fourth grade and you move on to middle school in some different building, correct? Yeah, so if you know, if you've been in, if your child has been in Summit for kindergarten through fourth, going to a possibly different school for fifth grade is not going to be too surprising. The thing that IS unexpected is that up until now, they could have expected to spend fifth grade and sixth grade, and maybe seventh and eighth, in the same building, so it would be moving to a different school for your last year of what's now elementary school, and then to a different school for junior high or middle school. So yeah, that part is a transition that is not expected, and that is something that will need to be managed in partnership with parents and school counselors and principals. But in consolation, one thing is like, when a child moves from one school to another, “I don’t want to move away from all my friends.” One thing, we CAN say is that their friends are going to be in the same boat. I mean, ALL of their classmates of that same grade level are going to be in possibly different schools. So, there might not be quite as much FOMO, fear of missing out, as there might be otherwise.

**Number 4. On the other hand, this year's THIRD graders DO expect to be in the same elementary school next year.** That's been a thing. Fourth grade is the end of elementary school. So, like this year's fourth graders, they least will ALL be subject to the same condition. They're not going to be moving to a different school while all their friends stay there. Everybody is subject to, you know, the move to neighborhood schools, plus whatever changes or adjustments are made through intradistrict open enrollment. But unlike this year's fourth graders, this year's third graders CAN expect to be in the same building for the next 2 years when they move to another building for fourth grade, if they do, they'll be in that same building, presumably for fourth AND fifth.

★**[Number 5] Ok, now this one is the first one I've starred as needing special attention.** So, for the next 14 days, Madam Superintendent, and thereafter Dr. Reed, **a possible objection is equity issues as kids with more involved parents will get to use intradistrict open enrollment, and those without won't**. I don't–I'm not really sure what to do about that, but it's something to be aware of.

**Abram:** Is that something you can elaborate on? Because I'm not even sure what you’re saying.

**Whitman:** So, you’re saying, “My child wants to be in the same school for fourth grade, or for fifth grade,” and we're saying, “Well, you can still do that, maybe, through intradistrict open enrollment, that’s subject to, you know, if there's room, and first come first, serve.” Now kids who have more tapped-in, involved parents who are familiar with the process, perhaps parents with more available time if they are able to live on a single income…

**Abram:** Drive them?

**Whitman:** Well, I mean, and just to be aware of the deadlines and the paperwork that needs to be done. Those who have parents that, you know, have more time to pay attention to this stuff have an advantage over those who are in a single parent working, you know, maybe a job, or both parents working? Is that making sense?

**Towns:** If I could? I always got my paperwork every year regardless, and it went to everyone, to my knowledge, refill out for Herbert Mills, or you know, whatever the school may be, Baldwin, I always got the paperwork every year, so I believe that that went to everyone.

**Whitman:** OK.

**Towns:** And I started to ask for it.

**Dunlap:** Yeah, if I could just piggyback, because I had some questions or concerns about inequity as well. So, I'm thinking, okay. And again, this–and I'm sorry, I'm just jumping in here–

**Whitman:** No, please, please. Yeah, we'll talk about some other things a little bit later about what the whole district might look like. But if we have one school, like, you know–correct me if I'm wrong, but Herbert Mills Elementary is mostly a neighborhood school currently.

**Cosgrave:** The majority of the students who are in there might stay if it was a neighborhood school.

**Dunlap:** Okay. So, I think you know what is mostly not elementary neighborhood school is Summit Elementary. So, but we have a STEM and a STEAM, and so, if everything becomes a neighborhood school but that's not my school, but that's what I would like for my child. But maybe my family doesn't have a car. So even if I do get the paperwork, and I apply for intradistrict.

**Whitman:** Open enrollment.

**Abram:** Transfer.

**Dunlap:** Transfer. Then, but I may not have the means to get my child TO that. So, I see some inequity. Those are the inequities I think I thought you were kind of talking about. Those are the inequities that I see.

**Whitman:** Good point. Yeah, I was thinking about the application process and having time to do it. But having a car to be able to self-transport is an issue as well.

**Whitman:** All right. **Number 6, a valid observation from a parent: Since Summit Elementary School is at the edge of the district and adjacent to rural areas, there will be a lot fewer walkers there. How would the bus routes shake out under scenario 3?** I’d say there would be fewer of them, but not as much of a reduction, as there might be for Baldwin, say, or I don't know. Anyone have any thoughts on that?

**Abram:** Madam Superintendent?

**Cosgrave:** Yeah, we actually showed some potential map drafts that we have to President Abram this week because she was getting similar questions. Definitely less buses than what we have now, for sure, we can't say quite how many. It's all going to depend on how many students actually end up in the district for bus routes for the fall. But a lot of people have been saying like Summit doesn't really have a neighborhood, and they do. It's the closest neighborhoods to Summit, so there's not a walking boundary. There won't be students who would probably be close enough to walk that we've calculated yet. So, they would still need busing, whereas, like another school like Taylor Road or Herbert Mills, many of the students could technically walk.

**Whitman:** That does remind me: Taylor Road. They might, you know, they might live a short distance, but if that distance involves crossing Taylor Road, then that kind of changes the picture. A lot of parents, so when we’re figuring out the bus routes, allow for some complications, when, you know, if they have to cross Taylor Road unless we have enough crossing guards.

**Abram:** Rose Hill has one, I think he volunteers, right?

**Whitman:**

★ **Number 7. This is the second one that I starred. Residents of older neighborhoods will go in general to the older neighborhood schools, and they ask, how is this fair?** And we kind of got into this at the Outcomes Committee meeting, where I said, I mean, often the call for neighborhood schools has been, you know, a coded or maybe not so coded way of saying, “Listen,” you know, “We paid good money to live in this neighborhood, so this nice newer school should be the ones that we get to go to.” And I said the only reason I think we can even consider doing away with schools of choice is the fact that we have our Strategic Plan, which we've recently revised, and we are making commitments to student academics and student experience. And we're already making strides toward reducing those differences. And just as a good example, I was talking to one person recently, and they said to me, “Oh, well, you know French Run, that's, you know, that's the low-income school, right? And having just had our meeting at French Run in December, what I can say now is French Run is the school that everybody wants to be at! They're doing amazing things there. They’ve got awesome murals on the outside. It looks like such a friendly, you know, great place to be. So, you know, be careful about your perceptions, and, but let's, but still I started–we should definitely pay attention to this, because this has been, I mean, part of the reason people have wanted to have schools of choice before, because they perceive in some neighborhoods, the schools just don't get as much attention. And we've had that problem too, at times. And we need to make sure that we don't slide into that again. And so, so, again, my voting to take the option that removes schools of choice depends on this. So, we need to hold ourselves to it. But I said, however, we also–it would be good to have some redundant measures there, in addition to just–we can't just say, “OK, we’ve got our Strategic Plan. That's going to fix it. That'll keep us out of trouble.” So, I'm wondering if Jen Chomin, our person who draws the maps, she's got lots of demographic data in her spreadsheets that she can sort lots of different ways. Does she include something about age of the neighborhood and the calculations? Or, or I mean, do you know she does?

**Cosgrave:** Not that I'm aware of. We usually try to align it with district report card data like, there's a demographics page. So, we try to use those same columns, because that's the data that we can pull from our EMIS system to kind of show the diversity of our district. It's whatever we report. We could then extract back out for things like routing and neighborhood schools.

**Whitman:** OK, I would put out that perhaps I mean Jen, I was kind of amazed when she gave a demo, of how she did this. I kind of played around with a do-it-yourself redistricting of school districts with one of the redistricting apps online, and it's, you know, it's not easy, and she's got it down to an art. But I think maybe some, maybe showing some drafts in having public comment, or just kind of open up the process to how we decided. I don't know if that can be done, but it's worth considering if we could do it.

★ **[Number 8] Several people emphasized special education.** We talked about that in the Outcomes Committee. We talked about the learning centers where they would go, how they would be. I've gotten emails from parents, with students, with autism, with changes–you know, for them changes in routine are going to be a much bigger deal. And so, I really think we need to reach out and get our student services coordinator in on this. And some of the special education teachers are counselors or something, just so that we're really paying extra attention to that.

One question. **[Number 9] Financial considerations. Cost of modifications to existing buildings.** So, like turning some of those first grade classrooms into kindergarten classrooms, is that something that would need to be done?

**Cosgrave:** Potentially.

 **Whitman:** Okay, or refitting Waggoner Road Middle School to be more an elementary school.

How much does that cost, compared to the HAMS repairs? My suspicion is, it's hardly a comparison at all. But still it would be nice to see that we're really talking about different numbers here.

★ **[Number 10] How will music, especially in grades 5 through 8. look now?** Will scheduling get better, get worse, or stay about the same? We mostly talked about the home room classrooms, but if they're any, you know any insights to offer on that, or if not, just make sure we're paying special attention to that.

★ **[Number 11] Similarly, gifted education,** how many gifted intervention specialists do we have right now for the elementary schools, and then how many do we have for elementary schools if we have a seventh one?

**Whitman:** Number 12, I'll skip that one. That one's a minor one, but

★ **[Number] 13: mental wellness.**

We talked about this before. And I said at the time, you know, they're being hurt NOW in our current situation, with 5 tiers of busing and not and the social emotional learning that we are depriving kids of at 4 out of our 6 element–kindergartens.

What about eighth graders who take high school classes? And I think some of this was sort of assuming maybe it was still going to be a five-tier busing system. But let's just make sure that wherever we have the eighth graders, if they need to be transported for high school classes that that's not going to be a problem. Maybe it's well in hand anyway…

And the savings and operational cost at Hannah Ashton versus other buildings, Madam Treasurer, you mentioned an estimated $30,000 in savings and operational costs. I'm just like, right now, how does the operational cost of Hannah Ashton right now, compare to other buildings?

So anyway, the starred ones I have were how many? 1, 2, 3, I had 6 ones that I starred, so I can show this to you later on. So that's kind of my brain dump of extra considerations that hadn't come up before.

**Abram:** Board Member Towns.

**Towns:** Nothing at this time. Further, okay.

**Abram:** Board Member Dunlap.

**Dunlap:** So, I had a few things that I had jotted down. Some of them are questions. Some of them are just some considerations for us to discuss. So, I think we had a number of questions about 4th graders or different students being grandfathered in to remain for their last year you pulled out some data for us. Can you go over that, Dr. Cosgrave?

**Cosgrave:** Sure, I'll give you a summary, but it is in the second enrollment spreadsheet in your folder. What we know is that, regardless of which scenario we might choose, if we were to get rid of schools of choice, which would be scenario 3 or 4, we know that STEM Middle at Baldwin, the actual physical building itself has plenty of capacity that we could guarantee any students to be grandfathered in their current 7th and 8th graders, so we'll current 6th and 7th graders that will be 7th and 8th graders, we know we have the space to do that, so we can guarantee that, no problem. That is not the case for the elementary school of choice, though. So again, we're not saying that nobody will get to stay if that's what they would like to do. We just can't guarantee it for every single student. But we already have policies in place that we would follow, so that if families wish to apply to stay in the school that they're in, and if we have the space, we can allow them to do that, and we would use our intradistrict transfer policy for that.

**Whitman:** Vice President Dunlap, actually that reminds me of some earlier comments from Ms. Nutter, where she mentioned that she also stressed the importance of keeping equity in mind, and she mentioned there are some classrooms that are maxed out all the time, and then there are other classrooms that are like you know, 17 out of 25, and the reason for that in large part is the schools of choice, because you know that really puts a crimp in where you're able to allocate the students. So, removing the schools of choice would actually be a step in the direction that Ms. Nutter was mentioning, at least as far as classroom capacity goes. It gets much more evened out, and if these spreadsheets can be–Will these be in the minutes?

**Cosgrave:** Yes, that can happen.

**Whitman:** Yeah, I think most people, their eyes will just glaze over. But there are some out there that would really like to dig into this, and I think you know, if these numbers are there, they can actually see if they want to crunch them. They can see what we're talking about. They don't have to take our word for it.

**Dunlap:** Another thing I kind of wanted to ask, and this was actually raised to me, and it made me do a lot of thinking and I've actually talked to a couple of people since. But, so we have the HAMS issue, and we have schools of choice. And, are these two married? These two choices? Do they need to be married? You know, for instance, somebody did bring up to me and said, “Okay, so, Summit, if you make the choice to go ahead, have full day kindergarten, have fifth grade back in the elementary schools, there is no way, you know, that even someone could accommodate all of that, and children coming, and so I just want to know, are these 2 married? Why are we considering, or, is the only reason that we are considering getting rid of schools of choice only because of our busing issue?

**Cosgrave:** No.

**Dunlap:** Okay, so can you elaborate a little bit more?

**Cosgrave:** So, the reason that these conversations are happening together is because the biggest issue we have across the district is a lack of efficient use of space. So, I was actually really glad that Mrs. Nutter spoke tonight, because she was making the point that we've been trying to make, is we have space. We just don't get to control WHERE we have space right now, because it's based right now on school of choice enrollment.

So, to give you an illustration of that, a few years ago we had a gigantic fifth grade class who enrolled at STEM Middle at Baldwin, bigger class than we'd ever seen. That caused us a lot of strife across the district, because we were due to have around 800 students at Baldwin, but that also meant that we were reducing by 200 and 300 students the population in the other buildings. So, we had choices to make, and some of the classes ended up being with 10 or 8 kids in it, and although that would be ideal from a teacher standpoint and a principal standpoint, and I totally agree, it's not an efficient use of our finances, and space and staffing efficiency.

And so, every single year we are tasked with trying to figure out which students we can move, based on where enrollment lands for our schools of choice. So, what we know for sure is that if we did not have Hannah Ashton Middle School as a building, we have space to put our students without building anything. We can only have that space, though, if we are controlling the numbers, and you don't control the numbers by school of choice. You can cap it, but then you create a whole other situation, because then you have to give them other choices of where they might land. So right now you might have a student–and again Mrs. Nutter did a great job of explaining that–you might have a student who lives in French Run, and they can't get into French Run right now. Their family moved in there, but they have to attend a whole other building until a spot at French Run opens, and that's because at some point a school of choice student went someplace; that shuffled another kid; that spot then had to be given to a different kid. So that kid can't enroll at their neighborhood school. And this is what we deal with every year and every day. So, the reason is, if we vacate HAMS, we have to find space for about 500 kids. The only way really to do that would be for us to control where those students go, based on neighborhoods. Otherwise we'll be busing every single kid across every single building across the entire district.

**Dunlap:** Okay.

**Whitman:** Vice President Dunlap. It was actually very enlightening, taking an intense look at this spreadsheet here, and–

**Dunlap:** I had these, I printed them out like this.

**Whitman:** And so, yeah, I'm gonna say, I asked that these be in the minutes. But you know what I think, instead of putting him in the minutes as a PDF, if we could put in it as like an actual spreadsheet, so that those who are interested, they can download it, and they can look at the formulas, and they can play around with it themselves, and if they want to, they can really get into it and see, I mean, you know people ask me, “Wait a minute. How can you possibly have room to put all-day kindergarten in all the schools, AND put all the fifth graders in there? There's no possible way you can do that!” And it's hard to explain that in a single sentence. But here, there's a spreadsheet. Take a look, go nuts. You know? So, that would be my recommendation. So those who want to.

**Dunlap:** So, will FTEs be lost?

**Cosgrave:** We right now still have the same number of students that we are serving, and therefore we will need the staff to serve them. We will be looking at staffing efficiencies, but we do that every year. We've done a great job the past couple of years of losing, you know, or shifting some things, or as people leave, maybe through attrition. We haven't backfilled some things we may not have needed, but every year we have to do this anyway. So, this year we had to move some teachers from one middle school to a different middle school, because that's where the students went. This will allow us to kind of predict where the staff is, so that we can keep from telling them in July or August, “Hey, by the way, you're going to be teaching in a different building next year.” But we do not anticipate that we would be losing positions.

**Dunlap:** Okay, because in my simple brain I'm looking and saying, “Okay, so if we had a class of 15 here, and so now, with this new shift, and I'm going to bring 10 more kids over.” Let's just say it's going to be 25. That's still one teacher.

**Cosgrave:** That's correct, and that’s why I'm saying we're not staffed efficiently. I still have to offer seven kids English 9, or 30 kids English 9. But we still need a teacher to do that, right?

So, it's just we're making the most of our space.

**Dunlap:** Right. But you don't feel that–and I know you can't guarantee–

**Cosgrave:** Of course. No, I can't guarantee it.

**Dunlap:** Right, but you don't feel that we would lose FTEs because of this.

**Cosgrave:** I haven't looked at staffing yet until we make a decision, so I would not want to guarantee that. I can just tell you that this is the closest we've been on staffing. If efficiently lately in the past few years, we tried really hard to honor the negotiated agreement, but also make sure that we weren't offering classes that might only have 4 or 5 kids in them this year. Right?

**Dunlap:** My daughter was in one of those in high school. It was a great class. But, OK, and I covered that… Just looking at some of these scenarios, because in some instances, and I know what Outcomes is recommending, and in some ways some in my thought process, I've been like, wow, we're moving really fast. And am I comfortable with this, right? And so I was looking at 1, you know, Option 1. And so I just wanted to ask Vicki Newell while she's here a little bit, because in the bottom line, Treasurer Latham, it’s always the dollar amount, what we have money to do in our budget, and I look at, you know, if we were to say, “All right, we're going to take a year to delve into anything more,” would I need $2.4 million to bring that building up to speed?

[Newell gestures toward lectern]

**Dunlap:** Yeah, that’d be great.

**Abram:** Thank you.

**Newell:** So, I made some recommendations that are in the report, that, if you were going to just continue the school for a period of time, I don't think I made a recommendation for $4 million worth of improvements; I recommended that any places they–

**Dunlap:** $2.4? I meant $2.4.

**Newell:** $2.4, I think is referring to a complete restoration that was in a report that was not prepared by our firm, for completely restoring the building envelope of the exterior of the building, and that was masonry repairs. It did not include (which would be an additional expense) window replacement. But that was restoring, completely restoring, that exterior of the building to last a well-extended time into the future.

**Dunlap:** Okay.

**Newell:** Our recommendation is, if you needed the time to make decisions, that you took care of a few basic things within the building: that you correct any active roof leaks. The building needs roofing replaced in its totality, but that being said, you can still maintain the roofing membranes in their place, as long as you're patching and repairing them. It's not a permanent solution, but it keeps the building warm, safe, and dry.

There's—and there a couple areas on the exterior of the building when it has some stone quoins, some stone decorative features that are up by the parapets. There are some of those stonework that is physically loose. There’re photographs in the report from the structural engineer on the page so that you can see them. Those are at risk of falling from the structure, so those should be repaired, regardless of what you do with the building.

There's an area in the clinic that's been leaking for a long time, whether it's leaking from getting ground water seepage through the wall, or from the window. It's something that's constantly been repaired over the years where I've worked with this district. But because students are in that space and it's your clinic, I think the source of that should be addressed.

**Dunlap:** So… and correct me if I'm… so in Scenario 1, when we say, all students grade 5-8 stay at HAMS, and fifth graders would go there as normal, and all 3 floors would be used is, you know, we're leaving it 100% the same, right? And that would give us, you know, a year if we, if anybody else felt rushed, and I'm just throwing this out there as a scenario. So, but do… Vicki, the things that you were talking about, just to, to buy a year, you know, some roofing repair, just the masonry work and the clinic, the leak in the clinic, that's not the $2.43 million, is it?

**Newell:** It is not, and, to be clear, I've not run any estimates for any of those repairs that I suggested. I truly know, without getting reports from the school, where all of your active roof leaks are generally. You would contract–in fact, I think you contract with a company called Tremco to maintain those roofs, and normally they would come out and do those repairs and give you an estimate associated with that work. There's some of the things like the masonry repairs can be done by, like, smaller purchases, where you can contract directly with a mason that can make those repairs.

**Dunlap:** So can I just ask a little bit of clarification, then, and Greg, that may be more from you, as in Scenario 1, which basically buys us a year–and I guess I wasn't looking at 24, or 25, or 26–but when it says non-negotiable, and this is one that we had gotten previously, not the one that we got tonight, I apologize, but I–this is just something that I had been looking at and thinking a lot about non-negotiable and immediate, at least $2.43 million needed to correct and fix current exterior only issues.

**Pollock:** What's the question?

**Dunlap:** So, you know, do we need to spend that much to make it livable for one year?

**Pollock:** Again, as Vicki referenced, that report was for the waterproofing that was done in May to water–to basically water tight–to keep the water from coming into the school. It didn't address any other issues other than just water coming into the school from the masonry, from the exterior of the building. It didn't address windows, didn't address plumbing, didn't address the issues in the basement. There's water, there's cast-iron pipes and things that we don't replace, because it's just too costly to replace it, and they just have been… I don't want to say they’re neglected, but there's never been a plan that I could find anywhere that we've replaced them. You shut down bathrooms, or we just shut down drinking fountains and those kind of things. So, the piping and things like that, there's a lot more to that. So that $2.4, that was strictly to again, waterproof the outside, fix the masonry just to keep the water from coming into the walls, from coming down, and it didn't address even the roof issues. It just basically addressed the masonry, the exterior of the building. The roof is a way-way-out-of-warranty kind of situation. So, yeah, replacement’s not even an option, because–

**Dunlap:** No, you would. I mean, like–

**Pollock:** That's just a constant.

**Dunlap:** I'm just saying, it's–

**Pollock:** And calling it fixed.

**Dunlap:** Yeah, we would just be patching it. If we wanted to buy ourselves a year, we wouldn't be spending the $2.43 million dollars, right, if we just wanted to buy ourselves a year.

**Pollock:** Yeah, there's not any money budgeted to repair the building. That's part of the issue.

**Dunlap:** And we don't have an estimate on some of the things that you're saying that would just buy us a year.

**Newell:** I have run no numbers for the repairs that I suggested. That's correct.

**Dunlap:** Ok, thanks. I appreciate it. I think that's, so… That was just, I wanted to kind of work out scenario 1 in my mind, and I and I look forward to hearing some other discussion from others. You know, if I'm feeling rushed, you know, I do hear some other teachers, and you know from HAMS saying, just rip off the Band-Aid, right? You know, but in some ways, I just feel rushed just personally. And we've talked a lot about equity issues, so, if… Would that be a possibility, that we would make other schools STEM, or all our schools STEM, or STEM classrooms in some of our schools, so that everybody had the opportunity to take advantage of STEM learning if they wanted to.

**Towns:** My understanding is they could have. But it's a very lengthy process. There's a lot of training there's, I think, like a 20-page rubric. It's possible, but it–and you can speak to this a little bit–It is a lot of work to get that distinction. Am I correct?

**Cosgrave:** The process to become a STEM school, they revised that process. We’re in the process of it now for redesignation and new designation for Reynoldsburg High School. It is a process. Originally what we were discussing is schools would either be a STEM or STEAM school, or a New Tech Network-associated school, or at the very least be engaged in deeper learning. That was kind of our goal when Dr. Brown was here, was to make sure that at minimum schools were engaged in deeper learning, and then, if they wanted to move forward with either a New Tech partnership like what French Run and Summit have decided to do this year, or if they wanted to move forward with STEM and STEAM designation, we would support them in doing that. It's kind of the next step, if you're really wholeheartedly doing deeper learning the way it was intended. So, I don’t–I think we would have to have a discussion about would we MAKE people do that? I think there has to be staff buy-in for something like that, because as Julie stated, it is a tedious process to be designated. But that's one of the reasons why we partnered with New Tech Network is to kind of have a middle ground. There they support deeper learning and PBIS, and then… but they also support STEM schools too. And now we have STEM schools who are also New Tech Network schools. So, we were trying to create kind of a continuum, so to speak, with the minimum being that all schools were engaged in deeper learning.

**Dunlap:** Okay, that adds a little bit more depth. And to what I was looking at schools, I've some other notes, but I think a lot of these other points that I had in here have been covered. So, I'm gonna at least pause.

**Abram:** Okay, I have a couple of questions as well with regards to the comparison of repair costs. I think there was a question, and one of the focus groups. Where does the modular aspect come in? Is that something that might occur if we closed HAMS? Were we talking about adding modulars at some of the other schools?

**Cosgrave:** The reason the modular conversation came up on the last slide of the presentation is because we still wanted to have a Plan B, in case enrollment went way up. We don't anticipate that that would happen. As a matter of fact, enrollment has declined the past couple of years. But that slide was on there to just say, let's say, for whatever reason, city development, or whatever reason in the next couple of years we had a huge influx of students. Greg went ahead and priced out modulars that we could put either at Baldwin or Waggoner campus just as a backup plan. If enrollment were to go up, we do have quite a bit of buffer room in the majority of our buildings, though.

**Abram:** So, one of the questions I have is, yeah, I would love to see projection a little further out. We only have a 2 year projection, and you know our five-year forecast, our strategic plan goes out 5 years, and I feel like we probably need a little bit more longer term data to determine, is this the right move to make that will impact people for the next, you know, 5 years going forward, and I don't know if that's something that we can get, because we know that we are building in the city more housing and that we, you know, we want to be a community that people want to have their children educated here. But I want to make sure we have the space, so I'm wondering if that's something that we could consider in terms of getting a longer-term projection.

**Cosgrave:** Last year, our district used an outside company to do a 30-year enrollment study, and it showed that our enrollment trend would stay steady. So, we based these assumptions on that enrollment study that was done by an outside company that looked at all of the city development, all of the new housing developments, and helped us determine that.

**Abram:** Okay.

**Cosgrave:** I'm not saying we can't do a few more years out on our own end. But we did make sure that we looked at that as our guide.

**Abram:** And could someone speak a little bit more with kindergarten staffing and the licensure impact, and how do we anticipate remedying it or addressing it?

**Cosgrave:** I can speak to the licensure piece, but I guess I'm a little confused about the kindergarten.

**Abram:** So, if we move to full day, I'm assuming that would give us larger class bodies, so I'm assuming we would need more kindergarten staffing. Is that a wrong assumption?

**Cosgrave:** We would need more kindergarten and teachers because they wouldn't be split.

But we might be able to shift them from other areas, because their licensure usually goes from pre-K to 2 or pre-K to 3. Sometimes, they'll get a 4-5 generalist endorsement. We have teachers licensed K-8. We have teachers licensed 4-9. So as soon as the decision made, the next step will be to meet with REA, and also RSSA, to just kind of look at staffing impact and kind of do an audit of licensures, and where they might be able to shift depending on the scenario that's picked.

**Abram:** All right, because I know, for example, if you have a K-5 license and you, you're up to date on all your standardizations for what needs to happen in kindergarten, and then you get moved to fourth grade, you know that learning curve, or that PD, you know, I would like for that to also be factored in.

**Cosgrave:** Right, and many of the positions will be posted, so many times people will internally apply for those, so we would assume that that's something that they would wish to do. But we will definitely need to provide professional development for sure, especially with early literacy.

**Abram:** Okay. One comment I have is that I know that if we increase our kindergarten to full day, that should have a significant, positive impact on our literacy scores. And I think if we extrapolate that out 5 years, and we're looking at what our middle schoolers need before we're looking at our data now, you know, what does that impact, you know, that we need to see with regards to the work we do now to empower, you know, as we look at our model, how do we make that actionable? So those are my questions. Those are my comments.

Board member Young or Board member Towns, do you have any additional comments?

**Towns:** Yeah, I had one more. When we were talking about the amount of money that it would cost to repair, my understanding was (maybe Greg or Angele can speak to this) was that we are already behind on things that need to immediately be addressed, and if we go ahead and put that money into like, say, Scenario 1 and HAMS is staying open, and then we continue to put the amount of money that needs to be put into it for repairs, that later on we will have to save money somewhere else, is that correct? Did I understand that correctly?

**Latham:** Yes, so that I share that understanding, is that we are behind. So what Mr. Pollock spoke to you about in terms of sealing the building so that we can stop water from coming in, the piping, things that would need to be repaired so that the building could be fully functional. As he mentioned, there are things that are shut down, and so we are not utilizing space because of repairs that need to be made. And so those would be the urgent things that would need to be addressed. But, as you heard, that does not include repairs for windows and some of those things, so that would affect the five-year forecast. Absolutely.

**Abram:** Any additional questions, Board Member Towns? Board Member Young?

**Young:** I just had one, but it's already been answered, so I'm good.

**Abram:** Okay, all right. Are we ready to vote?

**Dunlap:** I just you know my belief it's not changed since you know, we knocked on doors, you know, trying to seek the bond passage of the bond that you know the students, all of our students, deserve, you know, a quality place to learn, and I know we've done so much to HAMS, and there's some great you know areas but everyone deserves that 21st century learning I really feel, and I know each building–It's not just the building. It's people, too. And I get that. But you know I just–every time I keep turning and looking. You know a lot of times it comes down at the bottom line, the money, you know. I mean we just also, we only have so much money. The bond did not pass, you know; we only get so much money from the State; we only get so much money in taxes. It's not like we have money stashed someplace that you know, that that we can make these repairs, and I want I want the students who are going to HAMS to be able to have a great facility, a 21st-century facility that meets you know those 21st-century needs. They deserve that. It's really difficult. I have to say, you know, getting the letters that we do get, and hearing these individual cases and they're hard, you know, they’re hard. And I know it's going to be difficult for some students and for some staff members.

But you know, I look at my position here, and I need to look at that 30,000-foot view. I need to look at all of the students that go to our district attend here, and those are–I have to address their everyone's needs for that 30,000-foot view, and you know that this I feel is just so difficult. I feel I've gone back and forth with the whole school of choice. You know I was like no, no school of choice. We need to be done with that, because our kids you know, need to be back in class, and we need to be assured that they're back in school. We don't want that fifth tier next year, and but I'm understanding a little bit more with some of the discussion here tonight, how schools of choice do play into that inequity and equity that amongst our schools and imbalance that it causes the size of classrooms, kids’ ability to go to their home school if they want to. You know, different things, and I just know we won't be able to please everyone, and I know it's going to be tough.

And we said this with a transportation issue as well, you know that some of these, the domino effect that this will have the effect on some others will be difficult, and we can't make it easy for everyone. We have to make that decision that is going to be the best for the majority of our children, and that's I think that's what makes it so difficult. But you know this is what–part of–I guess I'm thinking out loud. This is part of my struggle, you know, because I know the recommendation of the Outcomes Committee is Number 3, and you know in some ways I see Scenario Number 1 as sort of an option if we wanted more time. But I don't know if–I feel rushed, but I'm like, is there any more information? You've provided us with so much information, is there any more information that would change my mind?

**Towns:** So, I felt that way, and thinking about all the things that we've talked about, all the information, listening, you know, I felt that way, and I felt rushed. Should we do this?

Should we…? But when I listened to staff members speak on the situation, how it felt daily, how it affected their lives, which then also would affect the children's lives in that building, and not that they don't want to separate. They don't want, you know, they're cohesive. They love the relationships that they built, but to have that mental health piece, day after day, year after year, hanging over them–“We don't know what's going to happen” really affected my thought of, “We need to move forward with the decision, because it is not fair to those staff members mentally, and the children in that building to continue to have to be put in that situation for longer than we have to, because mentally, it's just really affecting them. And listening to them and their stories and their tears really made me realize the importance of making a decision sooner than later, and maybe somebody else that was there I will.

**Whitman:** I will concur with that. Madam President, I also observe that some of those staff are here in the moment. If you thought it would be useful to recognize them and hear from them, you might consider that, or Julie's and my summaries. I don't know how much got lost in translation.

**Towns:** They mentioned that the students will still be there to teach, so they may need to move. They may need to be in a different place, but there are still children that need to be taught. So, what is best for those children? Maybe I'm miss–I don't want to take, you know words, but that was the feeling that I got, and I wanted to honor what they were saying.

**Abram:** Madam Superintendent. Do you want to call any of the staff forward if they care to speak?

**Cosgrave:** I think we've summarized it pretty well. I don't want to exclude them if they'd like to. I just would like to say that, I think this is going to take a grieving process for the staff, and the sooner we can start that greeting process and support them the better. But I have to be really honest, like I believe so much in the family that is HAMS. I'm actually kind of excited for the rest of the district. I want the HAMS staff to know how powerful they are, and how they can take what they've built at HAMS and spread it across the entire district, because they'll be working in other places. And there are places in our district who need that. They need healing, and they need a breath of fresh air, and they need a different perspective, and they need their expertise.

And so, what is in that building? I mean, that's just a building. But the people are what make it. And the thought of them going out and impacting an entire district, I just, I hope they can start the grieving process, and then look to see how hopeful it makes some of us, that they're going to be sharing their expertise across the entire district, because I believe in that staff that much, that they could change the entire trajectory of this district. I truly believe that. Jason, did you have anything else you wanted to add?

**Philips:**

[mostly inaudible, as he is standing in the risers in the auditorium. He corroborates our summary of what he and his staff said at the Outcomes meeting.]

**Abram:** Thank you. Thank you. Are there any questions? Thank you. Thank you. No questions. My final comment before we move to vote is that I write that if we choose a scenario where we're putting more money in to a building, then that leaves less funding for our staff and student programs, and when I think long-term, I know that we need a quality, staff and they need to be compensated accordingly to their quality, and I know that the student programs that we've been moving forward in the district need to continue. And I certainly would want that money to go towards, you know when they say “Don't throw good money after bad,” you know, I want to make sure that we're throwing good money after good. So that's my last comment.

**Dunlap:** Question, Dr. Cosgrave, how many of our elementary schools are doing either STEM, STEAM or New Tech deeper learning?

**Cosgrave:** Herbert Mills is a STEAM-designated school. They will reapply next year, and will have no issue, getting redesignated. French Run is a New Tech School. Summit is STEM and a New Tech School, so that just leaves us with Rose Hill, Taylor Road, and Slate Ridge, who are not designated STEAM, STEM, or done the full implementation with New Tech?

**Dunlap:** Are there plans, or…?

**Cosgrave:** We've built capacity in the Center for Deeper Learning for us to provide the training now ourselves. And so, if those schools wanted to go down the New Tech pathway they could, and we don't have to pay New Tech for that, because we now have a training cohort that's one of the things our team was working towards, which is great, because it's a huge cost savings. So, the second that we feel that we're seeing signs that they would take full advantage of that opportunity and be able to implement with fidelity, we would gladly support them in those endeavors.

**Dunlap:** Okay, thank you.

**Abram:** All right. I would like to close discussion as time to vote. I believe we had a motion on the floor, so if you would call the vote, well, I don't think they're from the motion, from the final those for action. Didn't I call the motion?

**Latham:** You did. I have the motion. Could you just read for the record what's your vote?

**Abram:** Be it resolved, in accordance to the Outcomes recommendation of Scenario 3, to approve the decision of the future of Hannah Ashton Middle School.

**Whitman:** And I don't see scenario 3 in there. Is that implicit?

**Abram:** No, I'm saying it based on the recommendation of the Outcomes Committee. The Outcomes Committee recommends Scenario 3, is that correct?

**Whitman:** Right.

**Abram:** Then that's what's going into what's being resolved in accordance to the Outcomes Committee's recommendation, to approve the decision of the future of Hannah Ashton Middle School scenario, correct?

**Whitman:** Yes, Scenario 3 is what we agreed on recommending to the Board at our last meeting.

**Latham:** Ms. Towns.

**Towns:** Aye.

**Latham:** Mr. Whitman.

**Whitman:** Aye.

**Latham:** Mrs. Dunlap.

**Dunlap:** Aye.

**Latham:** Mrs. Young.

**Young:** Aye.

**Latham:** Mrs. Abram.

**Abram:** Aye. Motion carries. May I have a motion to adjourn?

**Towns:** So moved.

**Whitman:** Second.

**Abram:** Moved by Board Member Town, seconded by board Member Whitman. Would you call the role, please?

**Latham:** Mrs. Young.

**Young:** Aye.

**Latham:** Mr. Whitman.

**Whitman:** Aye.

**Latham:** Mrs. Dunlap.

**Dunlap:** Aye.

**Latham:** Ms. Towns.

**Towns:** Aye.

**Latham:** Mrs. Abram.

Abram: Aye. Motion passes, meeting adjourned.