

Minutes of the February 23, 2022 Regular Meeting of the Tecumseh Local Board of Education

February 21, 2023

The Tecumseh Local Board of Education met in regular session on February 21, 2023 with board president Sue Anne Martin presiding. Ms. Martin called the meeting to order at 6:00 p.m. The meeting was held in the Tecumseh High School Arrow Conference Room, 9830 W National Rd., New Carlisle, Ohio 45344.

Roll Call: Present — Members Martin, Scott, Mills, Priest, and Stafford.
Absent — None.

Ms. Martin led the Pledge of Allegiance.
Ms. Martin recognized guests.

Minutes of Previous Meetings

Motion by Mrs. Martin and second by Mr. Stafford to approve the minutes of the January 12, 2023 and January 30, 2023 meetings, as presented, with corrections made to the January 12th minutes.

Roll Call: Ayes, Members Scott, Stafford, Priest, Mills, and Martin.
Nays, none. Motion carried 5-0.

Communications

Communications – None at this time.

Reports:

Mrs. Pam Noeth, Senior Director of Curriculum, Instruction and Innovation – Springfield-Clark CTC: First, I want to thank the entire board for having us. This is CTE month, that's not brain injury month, that's Career Technical Education month. So, thank you for having us, certainly to the superintendent and treasurer for hosting us. I will give you some highlights of our Tecumseh students and how they are doing at the CTC, and I can tell you the state of the Tecumseh students is strong at the CTC. I will go through that. We do have some gifts for you. Obviously, our Culinary Arts makes tremendous cupcakes, they are fabulous. And then inside there are gifts that we have, a picture that our Digital Media Design students did, and for your local schools, kind of a collage of pictures representing TLS, as a gift to you for having us here. Kind of to commemorate our visit. They did a great job. The kids do a way better job than anything we could ever do. So that's why we just bring gifts that the kids make. And we bring your students, who are fabulous. Jaime Botello is here, and he's really the highlight, he's going to talk to you a little bit. He's fantabulous at CTC. Brenda Ramirez was supposed to be here also, but she let me know today that she had to work. She's had a tremendous year as well, especially at CTC. If you look at, I printed out a little bit of a handout for you, just a few pages, that has just overall highlights, especially as it relates to Tecumseh Schools students. So, the front page is just a little bit about our mission, vision and some of our kiddos that...some you may have recognized. But if you turn to the middle two pages, really the whole mission of the CTC is to get students career ready, college ready, and life ready. And, you can see, and I think that Jaime may be able to speak to as far as career ready. Our students are always competing in Skills USA, some other career tech organizations, and have a great deal of work-based learning opportunities which kind of puts them in a great

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position once they leave, obviously the CTC. The U.S. Department of Education in fact just did a study and students who have some CTE education, eight years out of high school, are making more money than those that don't. Not that money is everything, but certainly they are on the career path towards success. That's the same for college ready. If you look at our CTC students, about 29% earn CCP credit and about 62% earn C-Tech credits. So, a lot that are entering college or could enter college, are entering already with a head start. That's also true, what happens at the national level, we're seeing students who go to college with some CTE education, are more successful, they graduate at a higher clip and they also sustain to careers at a higher clip. And then finally, obviously we want to get students life ready. That's the point of all education, really, we want them to have great choices when they leave. So, we've done some different things this year, one of the things we do at the CTC is called 'Future Ready Fridays' and we offer on Fridays, in fact on this Friday we have on the offer of life skills classes outside of the regular classes, there is basic cooking, filing taxes, resume writing, we usually have about thirty different sessions that students can choose and sign up for. So, that is something we feel, and students I think, like quite a bit as well. Our staff has enjoyed that as well. We also offer up several, and I know that you had one, Opportunity Fairs throughout the year. Because we want to expose our students to as many opportunities as they can have down the road, so at least they can think about that. We saw that you held an Opportunity Fair, certainly we'd always be willing to partner with you in that because I think that's really important for students to see their choices down the road. And then the next two pages, which truly are the fourth and fifth pages, are actually your data. This is 2021 data, we already have some 2022 data out, and I can explain that as we go through. If you look at that first bullet, that's CTE stats. You can see where Springfield-Clark CTC compares to the state of Ohio. So, for example, employed, enlisted, or continuing education within six months of graduation. All CTE in Ohio is about 91.2%, CTC we're 92.7% last year, and our 2022 data is even better, it's 95%. So, our 2022 data is higher, and we'll be presenting that later, it's just out early this year. And you can kind of look on the next bullet where you start to see the Tecumseh students and how they are doing. Particularly, if you look at all our students in all of our programs take technical skill assessments and also can obtain industry credentials. If you look at where we stand, so for example, technical skills assessment, for the state of Ohio passes them at 78.4% and our CTC students pass them at 86.1% and better yet, the Tecumseh students pass them at 91%. So, that's just excellent. The same thing with industry credentials, about 95% earning industry credentials, while Tecumseh earns about 95.2%. So, that is just outstanding data. And the final, if you look at career fields, you can kind of see the percentage of enrollment by career field at both the state at the CTC, and you can see the number of students from Tecumseh in each of those career fields. What I think is really neat about this particular piece is you have 106 students from Tecumseh at CTC this year, you have seventy accepted students next year. That's just juniors, that's just one class. So, that enrollment has gone way up, and we have expanded our enrollment, actually quite a bit, we're probably looking at having 100 – 150 more students on campus next year. Finally, I know that some of you know about what we are doing this summer. The state of Ohio funds the CTCs with Career Awareness Funds for grades K-8 and so we have put out some career kits, some career camps and some teacher camps that we will be... the camps will be run this summer, they will open for registration March 1st. Career kits, I have already met with the elementaries, they have some career kits. The middle school, I think has some career kits as well. But, obviously

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those are for activities for students to get exposed in grades K-8, little, small activities. We have agriculture kit, we have an auto kit, we have a culinary kit, and an engineering kit. We continue to develop them, we're coming out with a criminal justice and education ones as well. So, those are just a few pieces of data. The back, we wanted to make sure that everyone knows about the Jaguar Jubilee, that's a showcase event, on April 29th. We've already stated planning for that, we certainly invite everybody to that. Again, thank you for your support, and having us here. So, before I introduce Jaime, or have him come up, do you have any questions about this data, or CTC in general? *Mrs. Scott – just for clarification, on the CTE stats, where it said Tecumseh, those are our students at CTC campus, correct?* Mrs. Noeth – correct. *Mrs. Crew – I just want to reiterate how far it's come through the years, and I appreciate the opportunity that our students have. Just to be cognizant of the needs of our students, and they don't all go the same pathways, and to have those pathways open and available to them. So, thank you.* Mrs. Noeth – So, now I'd like to introduce Jaime and he can talk a bit about his experience at CTC.

Jaime Botello – I'm in the electrical trade program at CTC and Mrs. Noeth did a great job of explaining the benefits of CTC, but I'm going to talk more on the personal benefits it's given me. So, my electrical trade instructor, Mr. Cahill, he's a great instructor. Right now, we are learning basic into more complex residential wiring of buildings. After about two months, I went to my house and my step-dad and I rewired the whole thing. He just gave me the tools and said, 'get to work.' I was like, alright. And I started taking out the outlets, and I was like, wow, I can do this! That really motivated me to continue to work hard. I just noticed how bad the wiring in my house was. So, we had to fix it all. He's teaching us how to do this in an efficient way, and my house definitely was not in a good way. We fixed it up. So, he's a very good instructor. He's teaching us that if we put in the hard work, we're going to get it done. We're learning now how to bend conduit, and rewire simple lighting fixtures and exhaust fans, can lights and all that stuff. We're learning good. A couple of kids in my class aren't doing good, but that's on them. Our instructor can only go so far. He's really motivated me to stick with it. At CTC there are organizations like Skills USA, you've probably heard of it. It's a student-led organization, nationwide and I ran for local office, and got that, which is just in our school. And then regional office, which is the southeast region of Ohio, and I got that, which I was very happy about that. Just the things I've accomplished thanks to CTC, I think it's incredible. I push all my younger classmates, my sophomores on my soccer team. I really suggest they come, because it is a great opportunity. My plans after high school, I plan on going to the union in Columbus, the local 83, because like Mrs. Noeth said, kids who graduate from CTC are earning numbers way higher than most kids. So, at the union, the starting pay is like \$21 now and in a couple years when I'm up there, it's projected to raise about \$2 and then you get raises every six months if you progress. So, that's my plan after high school. There was a guy that came in, he graduated from my class, about three years ago and he earns like \$67 per hour and then like \$200 per day per diem and he doesn't even use it all. So, he's living good thanks to CTC, because that's where he got his foundation. I go to CTC, but I still stay connected with my friends here by playing sports, I play soccer and track and I also go to games, I go to basketball games, football games. It's a really good time. So, if you go to CTC, it doesn't take you away or isolate you from Tecumseh and your friends here. I still have a good social life along with the work I put in at CTC. So, Mrs. Noeth said that CTC prepares you to be life ready, work ready. The model Skills USA is preparing leadership in the world of work. If you want to be in Skills

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USA, you can't be slacking around. That's why it's really small, especially in my school, it's kind of small, I think there are 16 of us. It's helped me so much. I've given a couple presentations, this is one of them, but it's given me a lot of skills that I use in everyday life just with friends. I didn't know how to properly handshake someone until Skills USA. Looking back, I was embarrassed because I didn't look them in the eye and I had a limp handshake, but Skills USA helped me with that. CTC just, it molds kids into being hard workers. If they are willing to put in the hard work. And, with that, I think I'll wrap it up. Does anyone have any questions? *Mrs. Scott – What year are you? A junior or a senior?* Mr. Botello – a junior. *Mrs. Scott – So, are you working on, what project are you working on? I know you don't work on the project house yet,* Mr. Botello – Not yet, but we have projects. The beginning quarter we worked on 2x2's we put together some 2x2's and stuck them on the wall and then we would hammer in boxes. We put our receptacles in there, our light switches in there. As we went on, we worked with 24 breaker panels, which is a big step forward. Now we are working on repetition boards which is, he said that's about as residential as we are going to get. We just started, and we had two projects and he just gave us the paper, and I didn't even ask any questions, I just did it and got it done in one day, which that really helps me stick with it. He's really taught us how to do it on our own. I don't need help all the time. I do ask a question here every now and then. We're working on simple residential conduit, which is stuff like that, where you just run wires through. That stumps me a little bit, but it just takes practice. So, we're just working on simple residential work. *Mr. Mills – is there plans to move up to commercial, or just strictly residential?* Mr. Botello – I think he sticks with residential. When we go to the union for the apprenticeship program, we'll learn all of it. And we choose the jobs we want to go on, residential or commercial. So, it's really up to us. *Mr. Stafford(?) – How did you get started down that path?* Mr. Botello – I wanted to go for carpentry, but that was filled, and my mom just signed me up for electrical. She said, 'I put you in electrical trade.' And I was like, ok. And then I went, and I'm so happy that I didn't get carpentry. I'm glad I stuck with electrical trades, I'm having a good time. I can't wait to get out of high school and go to work. *Mr. Stafford – Stick with your plan, you will always have a job. I'll tell you that.* *Mr. Mills – I concur. Not a lot of people realize this, but the construction trades are lacking skilled workers.* Mr. Botello – Oh, yes. They need workers, they need good workers. *Mr. Mills – It's a very good thing to get into, it's highly needed. You'll find yourself in a very lucrative position once you get through the apprenticeship.* Mr. Botello – Yes, it's a booming trade, it's a booming industry, with not many workers. They need help, and the electrical trades especially are on the rise. *Ms. Martin – So, just as a side note for you, the two gentlemen speaking about sticking to your path, are in your industry. So, put your head down and do the work. They know what they are talking about when they tell you to stick with it. Be encouraged. It's not me, the banker, telling you to stick with it, it's them. It's a good job.* Mr. Botello – I plan on sticking with it. Thank you.

Levy and Financial Information – Mrs. Crew – Ms. Martin had asked that we get together some information and we had talked about it at our last board meeting. As you recall we had Rebecca Princehorn talking about the new legislation and the guidance that we are waiting to come out about levy committees and what we can do. So, we are still waiting on that to come out, it's still not out. But we can share information in a board meeting and we wanted to talk about some scenarios of passing a levy whether it be property tax. Our

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attempts and things that we have done historically. So, as I go through that with you. Please stop me if you want. I shared this with you, so you have it either on your chrome book, laptop, or we made copies, we thought you might want a paper copy if you are a note-taker. For those of you who are out there, I made extra copies if anyone wants to follow along. So, one of the first things we want to talk about is our levy history here at Tecumseh Local. And what we have included here is income tax attempts that we have done. I'm not going to read all of these to you, but I'll give you a moment to take a look at that. You'll note one thing is that they were all earned income tax attempts. None of those were traditional, and we'll get into what that means a little bit later. We did try both continuing and five-year and we included the percentage of No (votes) on each one. Our income tax attempts way back in 2004 through 2010 didn't fare well at Tecumseh local. Our property tax attempts, we went from May of 2011 to November of 2013. You'll see we tried a variety of a three-year, five-year, emergency. I wanted to make note, if you look at the May 2011, that first one there the 6.61 three-year. That was pretty close at 51% (no). That was the time we went on and said if we passed this we'll stick with neighborhood schools. If we don't then we are going to have to shift to grade-level buildings. And then, consequently, we shifted to grade level building in 2011-12. I'm trying to remember, but I believe that if you see in May of 2013, that it was close again. I believe that's when we tied it to transportation. Do you recall that's when we tied it, we did away with high school busing? We said we'll keep it or do away with it. We did away with it, because we said we would. But then realized a few years later that it was more of a safety issue than a savings issue, and it wasn't much of a savings. So, overall, again six income and six property tax attempts. At that point as a district, we had experienced what's called voter's fatigue with having that many attempts in that short amount of time. I want to review our current levies with you. Our current expense levy was passed, as it was in all Ohio schools, in 1976. That's that continuing twenty-one mills, state-wide. In 1976, is the year I believe Mr. Dixon was born, is that correct? So, that kind of tells you that's the last time we, as a district, have had continuing operating costs. And that's a significant date. We have an emergency levy, we had three, we've combined two of those, so we have two of them now. I just want to share the data. That one, initially approved in May of 1982, generates a little over \$700,000, last passed in November of 2021. Emergency number two, five-year, initially approved in February of 1987, last passed ...we combined that one with the next one. Levy three which is a five-year, that was initially passed in May of 1995. Mr. Dixon, when did you graduate high school? Mr. Dixon – *in the summer of 1996*. Mrs. Crew – Ok, so Mr. Stafford graduated in 1995, that's the last time we've had additional money coming into Tecumseh Local from the voters, other than a few areas that we'll talk about. Denise will give a little bit more information about a few of those areas that we have some flexibility that we receive from voters' income revenue. We have a permanent improvement levy that was first approved in the '90's. It generates a little more than \$700,000 a year. As you know that PI money has to be used for anything that has a life over five years. We use that for a lot of our equipment, a lot of our building needs, we last passed that in 2019. Again, that one and the three previous emergency levies are ones that thankfully have continued to pass when we renew those. But, they are not continuing, they are not guaranteed. We had the bond issue that passed in November of 2003. That's expiring in 2031. Just a reminder, we always try to say that was not money for new operating costs or for operating costs. And we I think, I wasn't involved in that campaign back then, I worked here, but I remember they explicitly

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would say over and over, we are going to need money, we are going to need continuing operating funding. So, that's just been talked about again since 2003. With the new buildings came that maintenance levy, and that generates about \$200,000 annually. That can only be used for improvements to the new buildings. That's coming up, it's expiring. So, that's another loss that we're going to receive. \$200,000 a year that we use on the new facilities. *Mrs. Scott – when that expires in 2026, is that the end of the school year or the end of the fiscal year, or calendar year? What's the month? Mrs. Robinson – I think it's December 31st of that year, I'd have to go back and look at when the collection first started. But it's usually in December. Like when the debt is paid, that's December of 2031.* Mrs. Crew – So, what's the data tell us? What has the district done in response to this? We have asked for additional money most recently in 2013, for a number of reasons – we had Covid, we actually made a lot of cutbacks in 2014, and so that gave us a bigger carryover. We haven't passed again, since 1995 any additional. Because of that, and there's not a district in Clark County that is in this situation. When we did a comparison of the state, there were very few that have went this long with continuing operating funds not being passed. As a result, unfortunately, I'm going to share a list, I don't like to share, but it's just that history of the cost containment in order to keep our trajectory going, not going below zero. The history of cost containment, we have eliminated a neighborhood school, that was our largest savings, that was that 1.8 million dollars in closing Medway and going to grade level buildings. We've done reduction in classified, certified, administrative, this is not an exhaustive list whatsoever, but just some of the things. Assistant Superintendent, Assistant High School Principal, part-time central office, full time secretary. High school, and this could be more than that. I know we had a full-time middle school, we had to reduce the ASA teacher program, paraprofessional. You're aware of the reduction of the work-study teacher and program here at the district. We've had to reduce so many offerings, like PE classes have shrunk in size. Family consumer science, industrial technology. I think when I came here in 2003, I want to say there were three teachers in that, now there is one. Again, the work-study program and the Arrow School of Advancement. A couple that I didn't put on there that are important also, that we did to save money is that pay-to-participate we implemented as a district. We held our curriculum purchases, our professional development, our technology purchases for years, which brought us quite a bit behind in the area of curriculum. Other reductions and cost-saving measures we've done as a district we did save \$126,000 that for the copier contract, refuse and energy contract that we got, that's over the last five years, Denise and I have worked on with the board. \$200,000 per year that we are saving in HVAC, that was our contract with Waibel, and we rebid that and have a contract that we are saving \$200,000 a year on. Denise, will you talk about direct placement? You've done that two times for our taxpayers now. *Mrs. Robinson – So, with the bond issues that we had to build the new schools, they were actually set up in two different types of bond debt expense. So, what I did, I was able to do what they call a direct placement of debt. It's almost like a debt refunding, but it's a lot less intrusive. What happens is the banks will buy your bonds at a lower interest rate. So, when the interest rates were very low, right before Covid and during Covid, we were able to secure lower interest rates. Which means the district itself didn't save any money, we make those same debt payments, but the amount of money paid from taxpayers is where you see the savings. So, the first direct placement was \$905,000 savings over the entire bond issue through 2031 and then when the other debt series came available to do the direct placement, we did that in 2020. That*

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was only a savings of only \$300,000 because that second series of debt had lower interest rates to begin with, so the savings were a lot smaller. But, again those were all taxpayer savings, nothing that we would see on our books at all. So, a 20 mill floor, this is something we brought up a few times. As you know property tax rates, they are expressed in terms of mills, so one tenth of one percent is a mill. We're currently on the 20 mill floor, we've been on this 20 mill floor for a few years, and I'm going to explain some things in more depth as we go on. As you've heard Paula and I both say many times, because of HB 920, we do not bring in additional revenue as property values go up. So, as property values go up the effective tax rate the taxpayers pay goes down. So, we continue to receive the same funding that we did when the original levy was passed in 1976. However, there is one exception. The exception is if you reach the 20 mill floor. So, you have HB920 as a law and then you have the 20mill floor. And what that states is, as your property tax effective tax rate goes down, it will only let you go to the 20 mill floor, once you hit this this 20 mill floor, they won't let you go any farther so that you can get some growth on your property values. Mrs. Crew – So, essentially, Denise, it offers protection for the district if you have declining numbers or of you can't pass a levy. Mrs. Robinson – Correct. So, it's great to be on the floor if property values are increasing. Because you can get a little bit of that. And that's what this next graph is going to show you. So, this is kind of, I put this together in my five-year forecast module. So, the tax year is on the left and then the next column, the total column, that is the total assessed value for Tecumseh Local Schools, that data comes directly from the Clark County Auditor's office. One thing that I need to explain is that tax years are calendar years. But we report on a fiscal year. So, if something happens in a calendar year, it's actually going to hit our revenue over two fiscal years. So, that's why if you see I show the next column is the year over year dollar change and then the year over year percentage change. So, while we were at the 20 mill floor in 2016, 2017 and 2018 the property values did not go up very much. So, you'll see the revenue change was \$80,000 and that as for an entire year of collection. So that fiscal year revenue is what you would see on the five-year forecast as actual revenue that we receive. So, in 2019 that was an update year so, that update year equates, it was a calendar year, but it hits two fiscal years. So, you'll see the revenue change was \$310,000 in 2019 and \$389,000 is 2020. So, it splits it over two fiscal years. And then of course you see the year over year percent changes was .82 .56, So, unless we are in an update year or triennial reappraisal, our property tax, everything stays the same, our revenue does not change very much. However, I'm sure you see in 2022 property values went up 22.44%. These are numbers we just received in January. So, as you can also see, fiscal year for that year actually it's fiscal year 2023 is blank because we have not received the settlement data. I have the settlement from the first half which occurred in August, but the second half will occur in March. So, I don't know if it will be before the March meeting or not, but I'll have that data for you. But I don't know how to, there is no way to predict what this number is going to be. I looked at the first half this year compared to the first half last year, and it's a \$6,000 difference. Now, I would have thought it could have been up to \$300,000. So, again it's hard to predict. You'll see there was one year it was minus \$30,000 as the revenue changed. That's because it was near Covid, and we had a lot of delinquent tax payers. So, people weren't paying. So, there are all these different reasons why your property tax revenue can change, and this is just a few of them that I am mentioning today. And then, as you see the graph, it's every three years that you either go through an update a triennial update or a reappraisal year. So, every three years you'll

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see, as I continue to bring this data, it was 13.74 in 2019 and three years it went to 22.44. But several years before that, property values had tanked. We were very steady or low. So, that's why our revenue hasn't changed a lot over the past eight years. Do you have any questions on this part? I will bring you, once I get the settlement. We just got our last advance last week, and we should be getting the settlement in March. And that's up to the county auditor, every county is different. But ours is usually pretty good, we usually get it in March. Mrs. Crew – Do you have any more information on the 20 mill floor? Mrs. Robinson – So, I tried to put this graph together, ODE had put out something similar years ago, so I copied this. It talks about what type of levy and whether HB920 affects it or and/or the 20mill floor. So, we do have inside millage, that's our current expense inside millage you hear us talk about. That's usually where we get any increases in our property taxes, comes from that little piece of inside millage. We have 5.8 inside mills and that's an important number, 5.8. So, the inside mills is not subject to a reduction factor, it's going to be 5.8 it will never change. But it is factored in to the 20 mill floor. So, right now we are sitting at 5.8. We don't have an inside bond, we don't have inside PI, but we do have an outside millage current expense. As you know, Paula and I have talked many times, we are subject to HB920 and it's also used to calculate the 20 mill floor. Currently because our inside mills are at 5.8, if you subtract that from twenty, you get 14.2. That's where we are sitting at for our current expense levies, 14.2 mills. So, if it was passed at 21, but we are all the way down to 14.2 we cannot go any lower than that, it will always be 14.2 and I'll explain on this next page about going off of the 20 mill floor. We do have the bond, our outside millage for our bond. It's not affected by either. Our Permanent Improvement is subject to HB920, and then our outside emergency levies are not affected by HB920 because they are passed for a specific dollar amount, it has nothing to do with mills. So, then at the bottom there you see that even though they are not subject to reduction factors, they don't produce the growing revenue streams because they are for a fixed dollar amount – our bonds and our emergency levies were passed for a fixed dollar amount. We are seeing on the next slide, we are seeing the increased revenue while we are on the floor which is great, and when property values go up, we do see an increase in revenue however the state funding model takes into account our assessed values. Currently they are using tax year 19, 20 and 21 in the state foundation formula. So, while I can get excited that our values have gone up while we are on the 20 mill floor, it looks like we may get extra money, that's also going to backfire when it comes to state funding because as our assessed value has gone up, that means they are going to fund us less because taxpayers should be picking up that additional burden instead of the state. They say we can pay more, we should be able to pass levies is basically what it tells us. So, what can cause us to get off of the 20 mill floor? Well, if property values decline, then your tax rates have to go up to account for that decline because we still have to receive what we passed originally. So, if property values decline, we could go off the floor, or if we pass a property tax levy. Because, as you saw on that one slide, it says that those levies are included in the reduction factor and in the 20 mill floor. So, any additional property tax levy is going to be additional mills which will pull us off of the 20 mill floor. So, that's why on this last bullet most districts, if not all, if they are currently on the 20 mill floor, they pass an income tax or an emergency levy, because neither one of those are counted on the 20 mill floor, so they will get additional money for being on the 20 mill floor and they will get the additional money from the income tax and or emergency levies. Mrs. Crew – Again, I shared this with you electronically as well, so if you have any questions

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you can reshare and ask. It's a lot of information. Ms. Martin – *If you follow up with questions on this, electronically, please don't do it to the whole group. Thinking of the Sunshine Laws and how we do that. Just follow up and then Paula can share that information with us in a different way. Thank you.* Mrs. Robinson – *So, another thing you have heard me say many times is that Tecumseh is on the Guarantee. We've been on the Guarantee for several years. It just says that we are going to receive the same amount of funding this year that we did in fiscal year 2020. And, why is that important? Because as this graph shows, we are continuing to lose students. In 2017, we had 3,001. This year we are down to 2,705. So, normally when you lose students, you lose state funding but, we've been on this guarantee that says, no we won't allow you to lose any money, we're going to keep your revenue very straight and stable, even though your enrollment has decreased. I am going to talk about another thing later, but that's where I'm going to stop for now.*

Mrs. Crew – We're also going to share those levy scenarios. Ms. Martin, that is something you wanted us to share specifically with the group. Do you have a five-year forecast in front of you, board members? Some levy scenarios that Denise and I have done, we ran through that traditional income tax. A reminder there just including there what falls under that traditional income tax. We looked at what a 1% would generate, the 1.25%, 1.50% and compared that to what that equates in mills. And then next would be the earned income tax, so you can see the difference. Again, a reminder, we went with the earned income tax with every attempt that we had. Districts definitely have more success when they ask for that earned income. Mrs. Robinson – *Northwestern and Northeastern both have earned incomes, and Southeastern has a traditional.* Mrs. Crew – There you will see what Denise and I did a couple of years ago, before Covid actually, we were analyzing if you'll remember that's when we were looking to go for, start looking at new money. We had done that community survey. We looked at what 1% would generate, what a 1.25% and what a 1.50% would generate. So, as an example, if you take a look at your five-year and you take a look at that bottom line, as board members and as us talking with you as the superintendent and treasurer. We would look at that 6.010 and take a look at when we would begin deficit spending. And then we look at that 15.010 and we compare that to what our numbers are telling us a percentage will generate and we know what we need to ask for, what we can ask for, what we need to ask for and how long in the current five year that would take us out. So, that's the work that we need to do at some point, probably in a work session. Once we get the guidance we just need to have a work session and analyze all that. Compare all of this data, all of the caveats that come with deciding what to put on. Mrs. Robinson – *I was just going to add that all of the tradition income and earned income information that you see on here, that comes from the Ohio Department of Taxation. I have to send an email, they pull the data for us, so this isn't data that I've pulled, it's strictly from the Ohio Department of Taxation.* Mrs. Scott – *the dollar amounts?* Mrs. Robinson – *Yes, the dollar amounts as it equates to, they will say 1% is the 3.7 million which also equates to 11.38 mills.* Mrs. Crew – So, when we looked at this right before Covid, we were as a district, given our five-year at that time, we were needing between a 1.15 and a 1.25% in order to stagnate that loss that we were having. And then property tax, I just wanted share that with you. Again, these are things we can have as our work tools to look at and bring this kind of information and data as we decide what kind of levy we want to put on the ballot. Mrs. Scott – *So, we're going to wait until we get the guidance.* Mrs. Crew – Yes, that's what we had talked about last time, wait till we get the guidance and then Ms. Princehorn was going to come back and advise you as your legal

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counsel on some things, go over the guidance with you in case we have questions. And there always seem to be questions with the guidance that comes from ODE because it changes a little bit. *Mrs. Scott – When were we expecting that guidance?* Mrs. Crew – Well, that was going to come in in February. *Mrs. Robinson – I was on an Auditor of State webinar, they stated they were hoping by the end of this month.* Mrs. Crew – and when Ms. Princehorn was here in January, they were hoping by the end of January. Some implications of the new housing development. Again, we talked about last time. 2.8 million to reopen Medway, at our cost today. That's an implication. We have all of these things, a number of, a piece of the puzzle we have to consider as we look at the data and what to do for our levy. Funding for additional students is a moving target, as you know. We're no longer on the guarantee due to CEP, and that's our new lunch program. Denise, do you want to talk about that a little bit? *Mrs. Robinson – Yes, I talk about it a little on the next slide, but what happened was, in January our enrollment data was updated in our EMIS student data system and sent to ODE. And of course, that data had our EMIS Coordinator, she had to identify students who were direct certified students versus non-direct certified students. Normally, our economically disadvantaged funding would be based on direct certified students. I had no way of knowing that, and we looked for guidance and couldn't find any, that now they actually consider all of our students economically disadvantaged because we are on CEP.* Mrs. Crew – so, this was a very significant piece of information that we wanted to share with you that we just found out in the last two weeks. So again, before it was actually before it was free and reduced lunch applications is how it was determined along with direct certified. They don't look at that at all now, it's just if you qualify for that Community Eligibility Provision Program it's because over 60% of your students receive direct services. We had information, actually Jan Knotts had information from the state and it tells her who gets those direct services. No where in the guidance, no where does it say anywhere, Denise made a lot of phone calls, I talked to colleagues. But nowhere does it say but when you do that, then it's going to be coded as 100% of your district is economically disadvantaged. So, there are some pluses with that, and there are some deltas. So, we'll talk about that a little bit more. Our property tax values are considered in state funding, as property values increase, state funding decreases. That's an implication of the housing developments, and the state funding is measured by the student count. Base funding takes into account property tax values and local vote for income. And then the state budget hasn't been approved for fiscal year 2024 and 2025. So, that's something we need to think about as well. Ms. Martin – we have to make decisions on these, the budget has to be done by June 30 Mrs. Crew – correct Ms. Martin – and we need to start this process if we want to in for November, it looks like late July. Mrs. Robinson – I believe our first resolution has to be in July and the second one has to be in August. Mrs. Crew – so the work to do that, and talk about that needs to be done now, by a levy committee, with a president. And then that implications of CEP, DR: By every student being considered economically disadvantaged, what happened was, they now give you economically disadvantaged your DPIA funding and so that's all restricted money now and they take away the guarantee money. So, we were on the guarantee for about \$1.2 million, but with this additional DPIA money they gave us 1.4 restricted and took away 1.2 unrestricted. So, we did net a positive \$200,000 but again it's all restricted money, you can only spend it in 17 different ways, according to the Ohio Department of Education. Mrs. Crew – One of the things that we've done, we looked at the 17 different categories, some of them are physical health, mental health, and

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so what we as a district have to do is be able to shift some money that we were using from unrestricted and now put it into restricted. And kind of, puzzle piece if you will so, mental health therapists, guidance counselors, pe teachers, we have to add up and have them come out of the restricted funded and make sure it's the 1.4 million dollars. We do have that, and more, so we are able to that. Mrs. Robinson – currently the DPIA funding is only being funded at 33.33% so right now we are getting about 1.86 million in DPIA funding with this new 1.4million. So, if it's fully funded, we'd be getting about 4.6 million total, if we stay CEP. Mrs. Crew – So, that's why we wrote there, data monitoring to see what trends come about because... Mrs. Robinson – because if it's fully funded, we may have 4.6 million, but we don't know if it's fully funded, and it's restricted. Mrs. Crew – and it's restricted, so you have to keep your eye on the restricted amount, make sure we have enough to pay out of that. Mrs. Robinson – every July we will have to go on to ODE's website, they put you on to a portal and we have to list every expense to bring us to the 1.86 million dollars. We have to show that, we have to send reports in so that they can verify that we are spending the money according to the 17 categories. Mrs. Crew – So, as a board, what you'll need to do, and we'll need to work with you on that at some point, is it worth being on CEP. Is it advantageous to us economically to be on it or not, and what's going to happen is it's going to ebb and flow and we are going to have to decide between the pluses and deltas what's best for us. Ms. Martin – remind me, that's a four year? Mrs. Crew – yes, it's a four year, but we can hop off at any time, we're not obligated. So, that is what we got together. It's a lot of information, but it's a lot of the things we need to talk about and plan and scrutinize and decide the best route to go. Ms. Martin – So, we'll wait on the guidance and we kind of need to move, I'd say in March or April to decide what we want to do. Because we have those deadlines of June, July and August to get it submitted so it can be on a November ballot. Mrs. Crew – it's hard to work on that, I want to address that publicly, it's hard to work on that, it's usually something I would do as superintendent, but I'm not able to do that right now and get that committee together. I feel like my hands are tied without having this guidance. Mrs. Robinson – and we are only able to do what we did today because this is all factual, verifiable and neutral information, not to sway anyone. Ms. Martin – And it's still up to the district, up to the five of us to decide what the levy will be with guidance and data.

Public Comments pertaining to the agenda.

Paula Fugate – I have a question, it's pertaining to the report that was just given. The guidance and everything and the way some of the legislatures are wanting to do away with the state school board and then they would take over however things are done or whatever. And, is that going to put us in a well deeper than, not just us, but just about every school district, deeper than anybody can dig out of? *Mrs. Crew – I'm not sure what the implications of that would be, but I'm sure there would be implications. It would be a different entity that guides us and directs us, that is a little scary.* Mrs. Fugate – It is, and just reading about it and talking about it is what I'm wondering. *Mrs. Crew – It will be interesting.*

Old Business

There was no old business.

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New Business

Public Hearing - Re-employment

Public meeting was held on the issue of the employment of Amy Enloe by the Tecumseh Local School District Board of Education.

No public comments were made.

ADOPTION OF CONSENT CALENDAR - PERSONNEL

Motion by Mr. Priest and second by Mr. Mills:

Resignations – Certified

Stacy Reynolds, Child Nutrition Services Supervisor at Tecumseh Local School, effective July 1, 2023. Reason - retirement.

Resignations - Classified

None at this time.

Employments - Certified

None at this time.

Employments - Classified

None at this time.

Employments - Certified - Substitute 2022-2023

to approve the following individual to be employed as a substitute on an as-needed basis for the 2022-2023 school year, as presented.

Ellie Gehret - SB1

Mattie Hillman - SB1

Maria Fisher - Clark County ESC

Kwaunisha Moore - Clark County ESC

Elizabeth Cronau - Clark County ESC SB1

Stephen Vasant - Clark County ESC

Katelyn Payne - Clark County ESC SB1

Madison Leathley - Clark County ESC SB1

Deana Burnham - Clark County ESC

Linda Richardson - Clark County ESC

Barbara McGavern - Clark County ESC

Shelby Davy - Clark County ESC SB1

Bradley Miller - Clark County ESC

Kaleb McCaw - Clark County ESC SB1

Ashley Isaac - Clark County ESC

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Employments - Classified - Substitute 2022-2023

to approve the following individual to be employed as a substitute on an as-needed basis for the 2022-2023 school year, as presented.

Nicole Chatfield - Aide, Cafeteria Worker, Secretary

Employments – Supplemental - Athletic

Baseball

Varsity Baseball (Head Coach) - filled pending certification

Assistant Baseball (Varsity Assistant) - Rob Cassell

Assistant Baseball (JV Coach) - Jeff Newsome, Brenton Whalen

Volunteer - filled pending certification

Softball

Varsity Softball (Head Coach) - Christi Leggett

Assistant Softball (Varsity Assistant) - filled pending certification

Assistant Softball (JV Coach) - TBA

High School Track

Varsity Track (Head Coach) - Scott Knapke

Assistant Varsity Track - filled pending certification

Assistant Varsity Track - filled pending certification

Assistant Varsity Track - TBA

Tennis

Tennis (Boys Head Coach) - Mike Crago

Volunteer - Sam Mulkey

Middle School Track

Middle School Track - Tammy Dybvig

Middle School Track - filled pending certification

Middle School Track - TBA

Employment - Certified - Summer Learning Program

to approve the following individuals for the Summer Learning program during the summer of 2023.

Principal

Dawn Cooper (K-5)

Christi Leggett (6-8)

Employment - Certified - Migrant Summer School

to approve the following individuals for the Migrant Summer School program during the summer of 2023.

Principal

Amy Moore (K-12)

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Employment - Resident Educator Mentor

to employ the following individual for the position as listed for the 2022-2023 school year, salary as per the Negotiated Agreement.

Michelle Poston-Peters (1)

Termination of Probationary Contract

to approve the termination of the probationary contract for Tyler Dinsmore, Evening Custodian at Tecumseh Middle School, effective January 30, 2023.

Unpaid Leave

to approve the following individuals for unpaid leave/dock days:

Employee	Pay Date	Pay Period	Days Docked	Hours Docked	\$\$ Total	Reason for Leave
Walters, Amanda	1/5/23	12/4-12/17/2022		4.25	\$70.22	Sick Leave
Bauman, Bradi	1/5/23	12/4-12/17/2022	0.5		\$140.86	Sick Leave
Bole, Alissa	1/5/23	12/4-12/17/2022		9	\$126.63	Sick Leave
Riley, Nick	1/5/23	12/4-12/17/2022	1		\$212.32	Sick Leave
Wenclewicz, Chanda	1/5/23	12/4-12/17/2022	0.75	5	\$71.19	Sick Leave
Baker, Elizabeth	1/5/23	12/4-12/17/2022		12	\$177.48	Sick Leave
Wenclewicz, Chanda	1/20/23	12/18-12/31/2022	4.75		\$451.11	Sick Leave
Fosdick, Angelia	2/3/23	1/1-1/14/2023	2		\$311.52	Sick Leave

Roll Call: Ayes, Members Priest, Mills, Stafford, Scott, and Martin.
Nays, none. Motion carried 5-0.

ADOPTION OF CONSENT CALENDAR – ADMINISTRATIVE

Motion by Mrs. Scott and second by Mr. Stafford:

Migrant Education Summer School 2023

to authorize Tecumseh Local Schools to operate a Migrant Summer School program for grades K-12. The migrant summer school will be held June 5 through July 21, 2022 (Monday – Friday) and is funded by the Title I-C Ohio Migrant Education program and contingent upon enrollment so as to make the program feasible. The first day for students will be June 7, 2023

Summer Learning Program

to authorize Tecumseh Local Schools to operate a Summer Learning program for grades K-12. The Summer Learning program will be held June 6 through July 21, 2023 (Monday - Thursday) at no cost to the students. The first day for student will be June 7, 2023.

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Graduation List

to approve the 2023 graduation list prepared by the Tecumseh High School guidance department and reviewed by Mr. Oakes and submitted for the Board's approval as required by law. Should students not meet the requirements for graduation as required by law, their name(s) will be removed from the list.

Power of the Pen

to approve a \$250 stipend for the following individual for the Power of the Pen Competition, to be funded by Tecumseh Middle School's portion of the Supplemental School Improvement grant.

Erin Ly

Roll Call: Ayes, Members Scott, Stafford, Priest, Mills, and Martin.
Nays, none. Motion carried 5-0.

ADOPTION OF CONSENT CALENDAR – FINANCIAL

Motion by Mr. Mills and second by Mr. Priest:

Financial Reports

to review and approve the financial reports for January 2023.

Fund Advances

to approve the following, as presented.

Negative fund balances covered by unencumbered general fund balance for January 2023.

001-0000	\$338,054.56
461-9023	(\$201.92)
507-9222	(\$720.94)
507-9322	(\$166,387.43)
516-9023	(\$53,269.64)
516-9223	(\$4,316.79)
536-9023	(\$466.58)
551-9023	(\$6,869.13)
572-9023	(\$71,852.29)
572-9823	(\$3,426.30)
572-9923	(\$21,870.26)
590-9023	(8,673.28)

This information is to notify the Board of Education and show there are sufficient funds in the general fund to cover the negative grant funds.

Amend Estimated Resources and Appropriations

to amend estimated resources and appropriations, as presented.

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Tax Rates from Clark County Auditor

to adopt a Resolution Accepting the Amounts and Rates as Determined by the Budget Commission and Authorizing the Necessary Tax Levies and Certifying them to the County Auditor:

WHEREAS, this Board of Education in accordance with the provisions of the law has previously adopted a Tax Budget for the next succeeding fiscal year commencing July 1, 2023; and

WHEREAS, the Budget Commission of Clark County, Ohio, has certified its action thereon to this Board together with an estimate by the County Auditor of the rate of each tax necessary to be levied by this Board, and what part thereof is without, and part within, the ten mill tax limitation, therefore, be it

RESOLVED, by the Board of Education of the Tecumseh Local School District, Clark County, Ohio, that the amounts and rates, as determined by the Budget Commission in its certification, be and the same are hereby accepted; and be it further

RESOLVED, that there be and is hereby levied on the tax duplicate of said School District the rate of each tax necessary to be levied within and without the ten mill limitation; and be it further

RESOLVED, that the Clerk/Treasurer of this Board be and is hereby directed to certify a copy of this Resolution to the County Auditor of said County.

Donations

to accept the following donations made to Tecumseh Local School District.

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
New Carlisle Rotary Club Foundation	Hope Squad Camp Donation	\$1,920.00
Tecumseh Education Foundation	Teacher Grants - Megan Bockelman	\$ 750.00
Tecumseh Education Foundation	Teacher Grants - Kari Dillman	\$ 708.81
Tecumseh Education Foundation	Teacher Grants - Chelby Dye	\$ 95.00
Tecumseh Education Foundation	Teacher Grants - Beth Elliott	\$ 415.99
Tecumseh Education Foundation	Teacher Grants - Amy Enloe	\$ 60.00
Tecumseh Education Foundation	Teacher Grants - Brooklyn Gibson	\$ 375.00
Tecumseh Education Foundation	Teacher Grants - Kayla Hall	\$ 750.00
Tecumseh Education Foundation	Teacher Grants - Stephanie Jenkins	\$ 539.70
Tecumseh Education Foundation	Teacher Grants - Angie Jones	\$ 750.00
Tecumseh Education Foundation	Teacher Grants - Deb Jones	\$ 389.94
Tecumseh Education Foundation	Teacher Grants - Annika Lehman	\$ 475.00
Tecumseh Education Foundation	Teacher Grants - Danielle Morrow	\$ 750.00
Tecumseh Education Foundation	Teacher Grants - Molly Parker	\$ 695.00
Tecumseh Education Foundation	Teacher Grants - Sheli Randall	\$ 649.00
Tecumseh Education Foundation	Teacher Grants - Lori Rizer	\$ 588.32
Tecumseh Education Foundation	Teacher Grants - Melinda Scaggs	\$ 746.00
Tecumseh Education Foundation	Teacher Grants - Jennifer Vito	\$ 630.23
Springfield Rotary Club	Grants to Teachers	
	- Annika Lehman	\$ 450.00
New Carlisle Tobey Auto Group	THS Jr. Optimist Program	\$2,500.00
Stacy Reynolds	Aunt Pat Fund	\$ 150.00

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Springfield Clark County USBC	THS Bowling Program	\$ 50.00
North Hampton Lion's Club	THS Girls Club Program	\$ 200.00
Anonymous	THS JROTC Fundraiser	\$ 565.00
Thomas & Elizabeth Vorris	THS Boys & Girls	
	Basketball Programs	\$ 500.00
Beth Cinson	THS JROTC Fundraiser	\$ 10.00
Christina Askren	THS JROTC Fundraiser	\$ 20.00

Roll Call: Ayes, Members Mills, Priest, Stafford, Scott, and Martin
Nays, none. Motion carried 5-0.

INSTRUCTIONAL

None at this time.

POLICY

None at this time.

ATHLETIC

Ohio High School Athletic Association Membership

Motion by Mr. Priest and second by Mr. Stafford to approve membership in the OHSA for the 2023-2024 school year. The cost remains the same as last year.

Roll Call: Ayes, Members Priest, Stafford, Mills, Scott, and Martin.

Nays, none. Motion carried 5-0.

Further New Business

None at this time.

Planning and Discussion

None at this time.

REPORTS

- Paula Crew – I was asked a question asked about virtual days, and I wanted to talk through that a little bit. But before I start on that, I want to publicly extend a thank you to all of our staff members, teachers, certified, classified for conferences. We're just finishing up conferences, in fact I believe Donnelsville's is this evening, still trying to finish those up. Anytime that we can connect with our parents and families is a win. Especially since it's one of our efforts through our strategic plan, that's the drive of our Community Engagement Committee. So, a huge thank you to them. Ms. Noeth and I have talked about the opportunity fair at CTC, and she's right we did have one that I included and shared information with you about, but just a thank you to our high school, everyone who was involve in that. It was a pretty big event to bring together for this year. I hope that it will be a continuing opportunity. So, just a shout out for that, thank you. A virtual day, we have virtual days in our calendar this year and next year. You'll recall we've embedded five virtual days. Other school districts embed other days. Northwestern

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embeds ten in their calendar, they did last year, and this year and they passed it to embed ten in their school calendar for next year. Virtual Day expectations, I shared a doc with you that I shared with teachers in August of what that is. And, that is attached to your handout. The virtual day template that we have is shared with all staff members. The instructional admin team came up with this. On the back of that are just the expectations. The expectations for the staff is to be asynchronous, meaning it would be assignments, not live teaching. If it's live teaching, we would just have the kids come to school and teach them live. We need a platform, if you will, that we can work together on different days, on mandated professional development. Different things like that. The old way we used to do that often times, for example we would get substitutes for an entire grade level, and we would meet to analyze data. Districts are running into, that's not working any more. So, we had to think outside the box. So, virtual days was a way to do that. Not only professional development, but the mandated professional development. This year, and I'll turn to my instructional team here, you know we have the dyslexia training that is mandated, our Public School Works is mandated, and the threat assessment teams is mandated, that's not listed actually on the template, but that is another one that is mandated. There's no time to work on all of this stuff. So, what we decided to do was embed those virtual days. The idea to embed those virtual days initially was that we could count those hours with the state department because we are giving them work. So, the question was asked of me was, 'what if they are not doing eight hours of work?' Or, they are done in an hour, how is the district able to call that a whole day of work. So, in looking at that, which I had looked at with my fellow colleagues who embed virtual days which are a lot of districts in Ohio, and on the blended learning guidance that we had a meeting on at the end of August and talked about, changed on 11-7-22. And they changed it with some language that makes it look like you are not able to use virtual days for professional development. But, that's ok because we can call it something else. Then, we shift over to hours. So, as a district our teachers and our staff are on contracted days, their contract is measured by days. The students are actually at the state level, measured by hours. So, I do have to share with you what that looks like. This is an estimation, but it's very close if there was an actual, this was done today. So, once you look and see that all of those guidelines were modified in November. I'm not saying that we are not allowed to use that for sure. I have a phone conference with other superintendents with the state department at 9:00 am tomorrow to learn that. But, this is just to give you some information. The elementary, the required number of hours per year is 910 hours, middle school and high school are 1001 hours. They give you guidance for what counts as an instructional minute, and so you have to go through and determine how many minutes are instructional. So, what this data today tells you is that the hours scheduled is 988.58 and the hours required is the 910. So, currently excess hour we have is 78.58. In this, because we did the calculation today after finding out from ODE that they changed their guidelines in November after districts put their calendars out. What this tells us though, we also took out those five days, so we aren't counting them. So, the 13.58 excess days were not even counting those (five days) as instructional days at this point. We're still going to proceed as we are for the rest of the year. We'll look at for next year, do we call them virtual days if they aren't going to let us use them, or do we just say it's an in-service day. We can just do that and then students won't have any work. The whole idea that we wanted to do, and other districts wanted to do was, was even when it was changed over to hours we certainly don't want to reduce the educational time for our students to be in school. Our goal is to

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provide support, professional development for our teachers to do these required and these things like LETRS Training, which is a whole literacy program that is shown to improve student learning, is to give our teachers that opportunity. So, we need this time to make our students better. So again, as you can see we have plenty of, if you convert it to days, we'll just call them in-service days. But then the question comes up, do you have them do work, do the students do work during those days? That's something, the team will have to reconvene, and I'll have to come back to the board with recommendations. I also wanted to get some input from people participating in virtual days this year, how they think it's going. That is kind of where we are with virtual days. *Mrs. Scott – My concern is that the guidance will change again mid-stream. Because this came out in November, after the school year had started.* Mrs. Crew – again, I read this guidance and I had looked at it Friday when the question was raised about virtual learning and had already contacted the state. I appreciated the question about virtual learning. I always appreciate questions on what we are doing as a district. Because we do have a rationale for what we are doing with virtual days. Beth or Susan, do you have anything else to add about virtual days from your perspective? *Ms. Moore – Well, I think it's always better that the students have something to do versus not. And looking at this time, that's going to be interesting to discuss. But, ... when that book goes home, the concern is 'are the kids getting enough at home?' and we do need time. If we want to grow the district, when will that happen – in three in-service days? Teachers need more time, especially with complications of, and great training LETRS, but very intense. Just too much to ask of teachers to do that outside of school, it really is.* *Mrs. Wile – and they don't get that benefit if they don't have the follow-up. The three days are kind of like one and done, and with these we are able to follow-up.* Mrs. Crew – And professional development, studies will show you, is more successful when it's consistent. A one and done will not give you what routine professional development in one area will. So, I'll want to share information about that with you more when I find out from my conversation with the state department. *Ms. Martin – I wanted to ask on this, is there going back a couple of years to when Covid hit, and we all had to go home, and we had these Chrome books and we had to do virtual teaching, and we had to send out buses out with hotspots and all those things. I'm afraid we lose some that if we never practice it again. Are there places where we are practicing some of that? So, the next time it's not such a hot mess for a couple weeks?* Mrs. Crew – Do you mean for our teachers to teach from home? Is that what you mean? *Ms. Martin – Yes, and our students to learn from home.* Mrs. Crew – That's a good question. We haven't, and the reason is it's just difficult. If I'm a teacher and I have my own three children who go to school, and now I'm expected to teach thirty kids with my own three trying to be on laptops. I think we have the technology and we can go there, and we could make it work, so much better than we did initially. We've worked through that, our staff was phenomenal, our parents were phenomenal, our kids too. *Ms. Martin – Is it five years from now, is it eight years from now, and if we lose that playbook we can pull off or if we don't keep it refreshed, are we back to starting at zero?* Mrs. Crew – I think we do keep it refreshed in several ways. Our teachers still utilize Google Classroom all the time, and that was something that not everyone did prior to the pandemic. I think as long as we continue to use that, we continue to have our hotspots that we can share for families that may have connectivity issues. *Ms. Moore – Screencastify, Nearpod, we still have all the tools that we learned to use during that time and utilize them still today. We know the teacher face-to-face is the best. I think our teachers are savvy and are saying we can still use the things we purchased.* Mrs.

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Crew – I think if we ever go into a situation again which we have to do that, we can do that. But, as an example, we had one calamity day this year, that was a virtual day and everyone asked what was that about? I know that I saw social media upset about ‘why didn’t they just teach?’ Well, again there are so many barriers to teaching from home. Look at our hours, let everyone have a snow day on that day. They are going to be home anyway. They are already home. *Mr. Mills – I’ll be forthcoming, the question came from me, and it came from concerned parents that I have conversations with. And to be honest, they just wanted to better understand what is supposed to happen during a virtual day. What is it supposed to look like? I have to take work off today to make sure that I educate my kid, and then they find out there are just checking off some boxes and there’s no actual learning. There is just some confusion and the expectations with some of these concerned individuals and I just want to bring light to what is actually happening during a virtual day.* Mrs. Crew – I appreciate that. And that tells us that we’ll need to do, I feel like we communicated a lot with staff and staff communicated a lot with us and principals. There was a lot of that. We did send, I know principals sent out communication to families on what the expectations were. But, that just tells us that we need to pump up that communication on what that will look like, especially now if we are going to say that we are just going to take in-service days. So, more to come on that. I sure appreciate all the work that our teachers do, they are working hard. Our staff is working hard on those days. Everyone is just working on so many good things. Brian and Deputy Loney are doing the care assessment teams. A lot of things happening on those days. It makes you wonder how we didn’t have them before. The only other thing I have are our tours, and I’m so excited. One of my favorite days of the year is when we get to tour the buildings and celebrate everything that goes on throughout the district with you. So, we’ll meet this coming Friday at 8:30 and go the elementary schools together.

- Brian Dixon – I don’t have any handouts for you, so I’ll keep mine kind of short this time. I think I’ve given you guys a lot of stuff over the last couple of months. Just to update you on a couple of things we had a CTC student come and present today, Jaime came and presented today. CTC has currently postponed the project of the pole barn that is going to be built. I say postponed, they are still going to do it. They are having some issues with their project house right now. So, they kind of have to pull some of those kids to go work in other areas. Typical life in the construction industry. You know, there’s an issue and you’ve got to be able to be flexible with that. So, on our end of things we’re going to be flexible with that, and we look forward to that project hopefully starting during early August when students return back to school. We are currently working on the disposal of the trailer. We are taking sealed bids for that tri-axle trailer. An email went out to staff members. Denise and I will open those bids that are sent on February 27th at 3:00. So, we are anxious to see, we did have quite a bit of interest. I wouldn’t say they have turned into bids just yet, but I had seven individuals email me the day that that went out. So, that’s good. The bus grant... So, we applied and received a bus grant last year. Just thinking about delivery of those buses. Two of them are currently in Columbus being prepared to come out to the district. I’ve asked Mrs. Lokai and Mr. Lokai to see if they can speed that up so when we have board tours, maybe you guys can climb on a brand-new bus. But that’s not till March the 10th, so we are hopeful that those will be out there in place when you guys visit transportation department. Tecumseh High School is currently getting the hot water heaters installed right now. Those are the domestic heaters. When we go

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through tours on the 10th of March, I'll show you those. Comfort Systems is finalizing those. Those were, I think, initially ordered at the end of September. So, again timing on a lot of this stuff just takes a while for things to come in. We're going to begin a process of replacing the boilers at New Carlisle Elementary and Park Layne Elementary schools. I say begin the process, that's a sealed bid process and there is quite a bit involved in that. It's not just an easy reach out to three vendors. There is a lot that goes in to that process. I'll work closely with Denise on that. We're planning on doing that much like we did Tecumseh Middle School and Donnelsonville Elementary. If this project comes in in budget and you guys approve it, that would give us new boilers at all of the building except for Medway. So, I think that's an investment here in the district, especially with heating. As much as I want to say it's nice that we have climate-controlled buildings, heat is the most important of that climate control. So, that's why we are focusing on that at this point. The last thing is to give a thank you to our custodians, our maintenance team, our grounds team for their work this winter during the inclement weather. We had a snafu on one of our days where our snow removal company did not show up. I'm proud to say we went on with school as normal, we didn't have to do anything to close. A lot of my position is what happens behind the scenes. People only notice it if something goes wrong. That was a day that things could have really gone wrong, but we managed to keep up with that. So a huge support to those teams, some of those members are even in the audience today, so thank you. *Mrs. Scott – In replacing those boilers, what kind of timeframe are you looking at to have that project? Is it a two-year, three-year phase in?* Mr. Dixon – So, it's a little bit challenging because obviously there is a back-end order of those things. The last ones we ordered were about seventeen weeks out the ones that you guys approved. So, I don't know if that process is getting better or if it's staying the same. We have to have specs written for these projects. So, once the specs get written then we can kind of work backwards on that with mandatory bid meetings that they have to attend and see if we can kind of do some of those things. We can't have the boilers installed in the middle of heating season, so it's got to be when it is cooling season or when the boilers aren't in use. So, that kind of complicates things. Until I hear back a number. We are going to probably put it in the bid that we would want them installed by the time ESSER money has to be spent by in hopes that it's replaced before that period of time. So, I would like to say maybe sometime early in the fall before heating season starts, or the following spring would be my guess. Once we get timetables back, as far as dates.

- Susan Wile – I just wanted to share a little bit of data from Special Ed with you guys. I believe you still get this monthly report on our disability count, but I just printed out the most recent one to share with you to see if you have any questions about it. From it, you can see that we have about 701 students in the district who are some sort of plan. That does include our preschool students and our students who are on 504 plans. So, that's quite a large number of kids. About 150 of those qualify for speech services, so they are being served mostly by our Speech and Language Pathologists. That has led to us having 570 IEP meetings that have been already processed this year. So, those are – we've had the meetings, we've reported all the data to the state, we've scanned those documents shared them with everyone electronically and put them away in the filing cabinets. So, while we are thanking all the staff, I would like to thank my Special Education teachers because those documents are a lot to produce. They are about fifteen pages long each. It's like writing a term paper about an individual kid. So, Valerie you and your colleagues, I

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appreciate that, and the general education teachers are required to participate in that meeting. So, those meetings are about forty-five minutes long and it takes time out of our day, time out of our teacher days to do those things. So, I appreciate everybody's effort in getting those done. We obviously have a few hundred more to go before the end of the year. We've had about fourteen manifestation reviews. Some of those are still in process. Those are for students with disabilities who have had discipline that has led them to be out of school ten days or more in the same school year. We have to meet as a team to decide are we doing enough to address the behavioral issues that maybe connected to their disability or is there more that we can do to prevent those removals from school. We've had nineteen students on home instruction. They aren't all currently on home instruction but, nineteen students for a portion of this year that have spent time on home instruction services either for disciplinary reasons or for medical reasons. That is an area where we are doing and practicing a lot of that virtual instruction, Sue Anne. A lot of teachers do opt to provide that service virtually and have google meetings with students to make sure they are getting that tutoring done without actually having to visit students in their own homes which has been a really nice change. Also, it's nice to use those google meets for IEP meetings. We get a lot more parent participation that way. I think that's something we really learned during the pandemic that has continued. We currently have seven initial ETRs that are being processed of seven more kiddos that could be on that list here in the next thirty days or so. Alternate assessment, which is our 1% of our student who have the most significant cognitive disabilities participate in alternate assessments for the state assessment. That begins later this month on the 27th and that will run through April 21st. That also takes a ton of our intervention specialist's time. It's a one-on-one assessment that they give to each kid individually. So, that's a difficult assessment for them to give. They are expanding, over the summer they are expanding the category of developmental delay which has previously only been a category you could qualify for as a preschool student. And then as you transition to kindergarten, you would qualify under a school-age category or you come off of Special Education and become a part of the typical population. So, we are looking at how that is going to affect our population. We expect to a few more kids, especially in kindergarten and first grades qualifying for some special education services which is going to impact the number of kiddos that our intervention specialists are serving. So, that is something that we are going to have to consider, looking at that guidance. A new operating standard the state is currently reviewing and updating the operating standards that we are looking for those to come out sometime in the summer. They are not doing what they have done in the past and releasing draft standards because they are afraid that people are going to get confused and pay too much attention to the drafts and not enough attention to the final. But I did get to participate in a professional forum involving the new parent guide the other day. Although the new parent guide is very interesting, it's a lot longer than the current one. It didn't seem like a whole lot of differences to the laws and the rules from what we are currently dealing with. So, that's what's going on in Special Education. *Mrs. Scott – The developmental delay guidance being expanded, is that state or federal?* Mrs. Wile – I think that is state-wide, yes. They are going from being able to qualify for that category up to the age of five to being able to qualify up to the age of ten. *Mrs. Scott – You made the comment that you are getting more parent participation in the IEPs since you can do google meets with them. What kind of percentage, do you have a ballpark, I thought it was mandatory that parents had to participate.* Mrs. Wile – It is mandatory that the parents be invited, and we have to

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invite them at least three times, and we have to try to get a mutually agreed upon time with parents. But, it's very difficult to demand that parents come and give us their time. I would say that it has increased at least 50% more parent participation with the google meet option. We really have a lot of parents that participate either virtually on the google meet, or now they are participating by phone now that that is an option to. They just got used to participating that way, so they are participating more that way.

- Beth Moore – I am going to talk a little bit about Park Layne's big things that they chose for the 22-23 school year. Karyl and her teachers are focusing on building students' foundational skills, and when we talk about that we're talking about phonics and phonemic awareness, decoding, learning how to read. In addition to that, building relationships and communications between title staff, classroom teachers and between teachers and the students. So, how do they acknowledge that, or how are they working on that? Really, through coaching groups. So, if you pop down to the bottom, that little box there that says coaching groups. I started to do this, and I thought, I use acronyms and other terms, but I just assume that you guys are in schools every day with us and you just know this stuff. So, I'm trying to be better about talking you through. Coaching groups are small groups, like you take somebody's classroom and you break them into needs, like what the kids need. And then, the title staff works with you to pull kids and get them what they need, foundational skills is what they need in K-1, so that's why it's a primary focus. So, that's what a coaching group is. I'm kind of shameless here, this is my coaching group here that I have every day. That's Dorian and Nora, they are making tremendous gains, just so you know. Everybody's coaching group regardless of levels, it's focused intervention or leveled learning lesson for that. This year, there is a huge focus on the science of reading which says in K-1 foundational skills have to be built. They are using Foundations for a lot of those coaching groups. So many different words, so foundational skills are phonics and phonemic awareness, Foundations is actually the program, so, not a typo, just fyi. So, this is what a coaching group is. So, if you go up to accomplished, you'll see that we revamped those coaching groups to ensure that those title staff, aids and title teachers and intervention specialists, work with a small group of teachers. That way they get to know the students better than working with an entire grade level. And, you are able to have those great conversations with teachers. When I'm done with my coaching group, I walk down the hall to Mrs. Rogers and Mrs. Cunningham and they say how did it go, and we talk about needs. When I pick up leveled books, I say what do you need me to work on in non-fiction and fiction books and do oral comprehension. And they talk to me. If I was working with a whole grade level, I wouldn't be able to do that. So, that's really how they are trying to accomplish that. Karyl reported that they have seen a huge increase in communication, knowledge of students' learning needs. The title I and intervention specialists already started the Foundation phonics program. In the future, they hope that every K-1 teacher has that program to teach their students. They will also get Wilson training for that Foundation program. Wilson has been very popular since the dyslexia law came into effect. You typically order something, and it comes in within weeks. We have had to wait months for product. And professional development has been backed up even more. So, our teachers have watched videos, had conferences, teamed up with the ESC, just to try to get this off the ground. So, I have a meeting with Ms. Harris on the 24th to talk about what our PD is for next year so that we can make sure that these teachers are prepared, and better trained. *Mrs. Wile – She won't toot her own horn, but she has been*

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doing a coaching group every single day, so she can learn this program and support teachers because we weren't able to get the training that we wanted this year. Ms. Moore – If you don't know the day in day out of a program, you can't really speak to it. As a teacher, I feel like I'm still a teacher doing these things. So, it's been rewarding. I'm glad that Park Layne has opened up their coaching groups to me. If you look on the back, we had a second and third grade family game night and Donnelsville and at New Carlisle Elementary. Matt, you were there, right? *Mr. Mills – I was, yes, my daughter and I went to one with my niece.* Ms. Moore – Oh, ok. So, that's kind of fun to see other people there, and lots of teachers there as well. We focused in on math and reading skills and standards we made sure that the games aligned to what the students needed. For second grade we had addition and subtraction games for mathematics and then vocabulary, specifically words and context for them. Third grade, subtraction and multiplication and then a comprehension game for them. All the families were invited. Teachers and staff taught the games, participated in the fun, and that really added to it. Because, I'm more behind the scenes so, it's difficult when parents don't know me, or the kids don't know me. It was great that a lot of teachers stepped up, taught the games, were there playing with the kids. So, it was a really fun event. I looked at DeAnna one night, and I was like – ok, if we ever question did we do the right thing with this money –yes! Absolutely we did the right thing with this money. *Mrs. Crew – Now Beth, they were able to take those games home, right?* Ms. Moore – Oh, yes! They got to keep the games, so that's another great thing. And let's say they couldn't come to the game night, when the parents came to conferences, they received those games as well. So, it's pretty great. I had a parent email me saying they were playing it at home, I said send me pictures. They said no, I just wanted to tell you that we are still playing with them. Matt, are you playing at home? *Mr. Mills – Full disclosure, no. But we're very busy with sports currently. With getting homework done, and dinner, we're lucky to have any free time.* Ms. Moore – Ok, fair enough. We have teachers very excited about them, willing to do a screencastify to send that home. Again, I tell the teachers they know who you are. So, I'm sure they are going to be making that screencastify so that we can send it home. Essentially saying, you can do it in the car on the way to sports. So, that's exciting. I know it's always asked; how did you guys pay for this? Five years ago, we wrote a school quality improvement grant this is just carryover money, this is left-over money. Donnelsville was awarded the money. Back then, Donnelsville was a second and third grade school. So, that's why. But, if you look at the bottom, what's next there is some expanding opportunity grant money that we didn't want the feeling of 'second and third graders get to do something, what about fourth and fifth?' So, the expanding opportunities grant allows us to do a 4-5 STEM night, which is science based. I looked at the standards for science, pre-shopped with the teachers and said pick out what you think the kids would be interested in. Teachers have picked that out, we're putting dates on the calendar, so we can have that night too. That way, every grade within those buildings have an opportunity for a game night and take something home, to be excited about something. *Mrs. Crew - This solidifies one of our goals of community engagement, bringing our parents in, a very meaningful opportunity.* Ms. Moore – And we'll still try to find the money. We don't want to stop doing these things, because they are important. *Mr. Mills – I just want to say that the game night was great. My daughter and niece truly enjoyed it.*

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- Deputy Loney – I want to thank Ms. Talley, Mrs. Lowrey, Mrs. Perkins, and Ms. Massie for participating in the opportunity fair last week here at the high school. It was a really good turnout. We had a lot of different businesses, branches of military were there on hand. It ran from 3:30 – 6:30, I thought it was pretty good to have here. I got a lot of good feedback. We have our Winter Formal coming up this Saturday, from 8 – 10, looking forward to that, it's a sign that spring is coming on. We have a lot more things coming up here to look forward to. *Mrs. Crew – I would like to share one thing that I received today from Mrs. Hillard at New Carlisle Elementary School. We say it often that we appreciate all that Deputy Loney does, but in her class today, a young man's father made this for Deputy Loney to show his appreciation just for being there for his son in the school setting. It's a flag with a blue stripe, hand carved and hand painted.* Deputy Loney – Mr. Kame here has reached out to me several times over the years since I've been here. Wanting to know if we have certain things to donate to the school that his shop program can use. The Sheriff's office has always been gracious and come through with that. Well, he came to me probably two or three weeks ago with an unusual request. He wanted a car. So, I sat down and talked with him, basically what he wants to do with his welding class, they want to basically strip the car, put a roll cage and all that stuff in it. In the past he's had people donate cars, but I guess that's kind of fallen through. So, I reached out to the Sheriff's office and there was a little red tape we had to go through, but I worked with Commissioner McLothlin and it will be voted on tomorrow. It's an old detective car that we have, that the county is not putting any money into, so they are going to donate it here to the school to let Mr. Kame's class use that for the school. So, I thought that was pretty neat. I'm looking forward to coming out here and seeing that. It's going to sit on the side of the building. They are going to use it and do all types of welding on it. I'm always glad when we can give stuff back to the schools and community.

Information Items

Feb. 21	Parent Teacher Conferences at Donnelsville 4:15 p.m. - 7:45 p.m.
Feb. 23	Parent Teacher Conferences at Donnelsville 4:15 p.m. - 7:15 p.m.
Feb. 24	Board Tours -Donnelsville Elementary, Park Layne Elementary, and New Carlisle Elementary. Begins at Central Office at 8:30 a.m.
Feb. 24	Open Mic Night at Tecumseh High School at 7:00 p.m.
Feb. 25	Winter Formal at Tecumseh High School 8:00 p.m. - 10:00 p.m.
Feb. 27-Mar 3	Read Across America Week - Park Layne
Mar. 8	Virtual Learning Day - Staff Inservice
Mar. 10	Board Tours -Transportation, Tecumseh High School, Tecumseh Middle School. Begins at Central Office at 8:30 a.m.
Mar. 10	End of Third Grading Period
Mar. 11	AFJROTC Drill Meet at THS & TMS
Mar. 14	Tecumseh Elementary PTO Meeting
Mar. 18	Tea Party with the Cast of Cinderella at THS 12:00 - 2:00 p.m.
Mar. 21	Report Cards distributed
Mar. 21	Board of Education Regular Meeting, 6:00 p.m.
Mar. 24-26	Musical: Cinderella at Tecumseh High School (3 shows) 3/24 at 7:00 p.m., 3/25 at 7:00 p.m., 3/26 at 2:00 p.m.
Mar. 25	ROTC Bataan Death March
Mar. 28	Park Layne 1st Grade Spring Music Programs at THS 6:00 & 7:00 p.m.
Apr. 3-7	Spring Break

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Comments and Questions from Board Members

- Mr. Stafford – I just wanted to thank Denise for being proactive on getting that interest, because I love making money on money. We're talking about almost \$175,000 if it stays at 4.75%, or maybe \$160,000. I also, this was on one of the updates, and I can't remember if I saw something about it or not, but we had a group of three algebra teachers and maybe Beth was involved, and we had some major movement in algebra numbers. *Ms. Moore – no, not me, it was the teachers who did the work.* Mr. Stafford – I just remember one of the teachers saying it was one of their proudest moments as a teacher. And, that's like you know, that should be commended because they really moved the needle. And I'll tell you, like, one of the teachers is a JV basketball coach and I was walking down to him to do the book and I said to him after one of his wins, I said 'nice win' and I also said 'nice algebra numbers too.' And he kind of did like a double take and was like how in the hell did you know about that. You could tell he was proud. The other thing was, I just participated in my first senior night, and Paula you were there, and I was waking down and you said 'pretty bittersweet, isn't it?'. It is, and I'll tell you, everybody who has small kids, it goes by fast. So, but it was good.
- Mr. Mills - Mine is going to be a little bit sport related, and it's at the pee-wee level. I just want to mention that you've got over thirty kids right now who are wrestling over in the field house. All maybe going to wrestle for the high school one day. They had eleven kids place in regionals either first, second, or third. All these kids go to Tecumseh. So, I just want to comment that every single coach, there are six of them, are Tecumseh alumni and they are so happy with what the district does, they still live here, and their kids come here. So, I just want to make note of that.
- Mr. Priest – I just want to congratulate the Power of the Pen team from the Middle School. There was a ten or fifteen year time off from doing Power of the Pen and they came in second, right? *Mrs. Crew – yes, and we have five going on.* Mr. Priest – right, that's awesome. So, congratulations to the advisors and the students. And, the same with the robotics team, they were at the Air Force Museum. They also placed way up there as well, didn't they? *Ms. McFarland – Yes, they continue to improve each year.* Mr. Priest – I thought it was like sixth out of eighteen teams, which is just awesome. I also want to thank the Gehret's and Jay for making sure that every kid at Donnelsville gets a candy-gram this year. Over \$1,000 for Mr. Gehret's scholarship fund, which is huge. But that's important and also making sure that every kid got a candy-gram this year. Thank you very much, I really appreciate it.
- Mrs. Scott – I have a couple updates from CTC. You heard some of it earlier. We talked about how you are investing into STAR Ohio, CTC invests in that as well. Just to give some perspective, their casino revenue was a whopping \$30,000. Their applications, as Pam Noeth had said, are up. They have already closed out many of their classes, and they are expanding some of the more popular ones. Right now, they have 400 spots filled, they are full at capacity, but they are looking at possibly adding like five or ten more to some of the programs. Unfortunately, they are landlocked in their classrooms. So, they can only have so many. We are in the early stages of looking at a new facility. So, that process is started. Whether it's going to be there or at a new site, they are also looking to expand and add new programs, like a criminal justice and an aeronautics or drone technology, those

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kinds of things. They are looking to add more programs because there is a need for these things. We have our tours coming here, they are starting a thing there now, they are starting next week where each board member from all the home schools that they have, they are going to have a luncheon and we get to have lunch with several students from our home schools. It's going to be students that, you know we've heard the stories about some of the kids, they didn't fit in and they found their niche. We're going to meet with a student like that, we're going to meet with a student who excels, and really represents their home school well, and those kinds of things. So, it's trying to get more of that face time, one on one. I'm looking forward to that. I know you guys went to some board training, are you going to give us an update on that? Ms. Martin – Yes. Mrs. Scott – great, fantastic. The tours, this is one of my many favorite things, of course graduation, but the board tours are always, you're going to have fun Matt. I love going into the classrooms to see what the teachers are doing. It's fun to go and see a third grade class. Each teacher, they do so many different things, and it's so fun to see that variety. So, I love looking at that kind of stuff, it's going to be fun to see what's going on this year.

- Ms. Martin – I am going to give an update on the training Matt and I attended. I also want to add the STAR money, Tecumseh Education Foundation is looking for a way to be involved in that as well. So, it's the real deal, it's a really good way to use our tax dollars in a way that benefits us as well, right? So, I'm glad you are looking into that and have done some of that. So, Matt and I did have the opportunity to attend Board Training 201. We did that on February 4th and we have presentations from all sorts of people at OSBA, the leaders were there. It was the head of ethics, the head of the legislative branch, the head of legal, and you know those kinds of things. And that was really nice to have them there. Terry, who did our strategic plan and she said to say hi to everyone. One of the things, and Mrs. Fugate started this conversation, that idea about, it's SB1, it was SB178 last year, so they carried it over, and they don't necessarily want to get rid of the state board of education, they want to take away a lot of the work that they do and move it into the Ohio Department of Education and rename them. It's a concern, and OSBA is very much leaning to the side of 'this is not a great idea.' It takes away a little bit of the independence in that the state board of education, those are elected officials plus some appointments. The Department of Education internally is appointed people by the governor. So, it takes away a little bit of that independence and that oversight. So, that is currently being talked about in our Senate. We also talked about SB11. These were the first two items that Jennifer brought up from OSBA, they are the two hottest topics right not in the senate. So, it's the getting rid of, revamping the board of education and SB11 is the voucher bill. One of the things she said, and I took a picture of the slide because I couldn't believe what she was saying, is that every student K-12, as it is written right now, would be able to get a voucher. There wouldn't be any caveats to that. There is conversation about a caveat of using the poverty line, but it's 400% of the poverty line. So, those things are in the works. We get email from OSBA legislative about all that, asking us to just be aware there is opportunities. There were some opportunities last fall about something else. When we were able to get on and just join a virtual meeting to talk to our state representatives. So, those things are in the works. Mrs. Crew – *May I make a comment on the SB11, just keep in mind, our presentation from the onset, imagine the assumptions that you would try to make in a five-year if every kid had a voucher and could go anywhere. That's a scary bill, in my opinion.* Ms. Martin – Yes, and for a variety

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of reasons. Another one is, there is a SB14 which is working to address the teacher shortage. In a lovely, group of interesting ways, and I will leave it at that, there was some talk of not having to finish a college degree, only needing sixty credit hours and x% of a 4.0 and then you would have to do a little training and then we would let you... That was just shocking, shocking. So, as that moves through as well, they are not really addressing the issue they are trying just to do a backfill. But one of the things that we learned, Mrs. Cassell, was that OEA has done a research study to help address the teacher shortage as well, and finding out what the issues are, and maybe making some suggestions. So, I don't know if you are aware of that, but I'm going to follow up and get that study. Because that was really intriguing to me. Have you seen it? *Mrs. Cassell – No, I've not, I just wrote it down. I'm going to get information on that as well.* Ms. Martin – Perfect, we can compare notes. So, that was interesting. She mentioned that OEA had done this study as well, and they are trying to present it to the Ohio state house, and they aren't having a lot of traction. So, I'm keeping that in mind. There is a legislative luncheon on March 21st as well, that I would like to attend. I haven't seen any additional information on it yet. OSB hosts it and invites all the senators and representatives to it. There was also some great conversation about some hot topics. One of those that stuck out to me was the board evaluation. I know we've done it before, I'm wondering when it comes up again for us. I don't remember. When I look back through my notes, I think it maybe summer. The board evaluation for us, remember we set goals. I don't remember that we reset any goals. *Mrs. Crew – we have not reset any goals. I can bring that next time. I think I would like to recommend that we restart that.* Ms. Martin – Agreed, it's been a while. That's what I thought. *Mrs. Crew – first you would do a needs assessment, I can walk you through that process. That might be for a work session sometime. We were trying to do that in the middle of Covid.* Ms. Martin – I think we got one done. *Mrs. Crew – and basically, we were just trying to fly by the seat of our pants with everything coming at us as a board.* *Mrs. Scott – my dates go back to 2020.* Ms. Martin – I think we did, we might even have set the goal and checked in once. So, if we can revisit that, that was a great conversation. *Mrs. Crew – we can look at some work session dates, and maybe plan a time.* Ms. Martin – I know we have a couple of those. Finally, there was additional conversation about ethics that was on, we even stayed probably forty-five minutes later than we were slated to leave. She even stopped at one point and was like ok we are supposed to be done. If you want to go, go. And nobody got up and left. It was such good conversation. We talked about conflicts of interest, we talked about how to use... I specifically asked the question, you have board members sitting with us that have experience in this, how do we use them? And how we can use them when we talk about those kinds of things. Open meetings, making sure our agenda, all of the good things, you know some of the stuff that we've been talking about. It was really, really good. I don't know Matt, if you had anything else to add on. It was an exceptional use of a Saturday. *Mr. Mills – I would just be repeating everything that you said.* Ms. Martin – Also, the Connecting Link went out and I got really good feedback, including – I always laugh, Mr. Scarff, Peter's father, goes to church with me, and he's just such a wonderful supporter of our schools, in case you all don't know that, just a wonderful supporter of our schools. He scared the crap out of me last Sunday. I was doing something else, and he came right up behind me and said (in a loud voice) Sue Anne Martin! He commented on the Veterans Day programs, and how wonderful they are, and he's so happy they are back. He read the Connecting Link from front to back and is so thankful that you send it out. So, I had a couple of other people

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comment, but that's the one that always sticks with me. When Mr. Scarff says we are doing well. That's my litmus test. Because every Sunday he's got a question for me. I know that was a lot, but that training was just really good.

Public Comments

Kerry Cassell – I'm coming up here in three different roles, but I'm not going to take fifteen minutes! My first thing, I don't know whether it's a request or a question, but on Item L, the Unpaid Leave. Is it possible going forward to either send it as an attachment, like the financial reports and everything, like you guys all get them, but we don't out here. Because, I know there are two teachers on this list, one is a second-year teacher one is a fourth-year. So, while they are, I mean, it's just hard to see. And like, they've never taught not in the pandemic. Like, they came on in the middle of mandatory quarantining, they've been through the pandemic. So, especially our second-year, I mean. It's a second-year teacher. So, if...*Ms. Talley – having their names is the problem.* Mrs. Cassell – and put like, Item F, just says, if we could just send it as an attachment, or even just redact the names for the public and you guys can have them. Also, Kiosk lags, from the teachers' end. So, a teacher may think they do have days. I know prior to having it on paper, we've had the conversation before the teacher goes in and it says they have a personal day left, and they take it, and they in fact did not. So, we need to make sure, especially if we're going to publicly call people out, that the system that they are using is up to date. So, I don't know, if there is just a way to not put their names. I mean, I would be mortified if that was me. And then, so, Beth and DeAnna, thank you. I was one of those third-grade teachers that was geeking out over the math games. I am going to screencastify it, Extension has been deleted from my computer, so I have to get that back on. But, to have games that are ready made and so simple for our parents and our families to use is amazing. And, the fact that they put it all together and didn't just come up with, you know, you could tell thought was put into the games that were chosen. And I have to say, Mr. Mills, put the box in the car, or while someone is making dinner they can be playing Splash. There are lots of ways to play that game, which will be coming out in a screencastify shortly. And then, board comments, I just said, I'm going fast. The thirty kids in the wrestling. I have two kids in my class that are wrestlers, they are wrestling for two different programs, both Tecumseh programs. So, is it thirty combined or thirty just in the one program? *Mr. Mills – No, I'm sorry, I should have specified that. There is one that is Wee Arrows which wrestles in the facility behind us and there's another one that's a private one.* Mrs. Cassell – it's the Elite. *Mr. Mills – Yes, Wee Arrows an Elites. I can't speak to them, I'm sorry.* Mrs. Cassell – Ok, because I was like I got two kids, I've got to pump them up tomorrow, but I better make sure which one. *Mr. Mills – there are different regionals too, so I couldn't tell you how they did.* Mrs. Cassell – So, truly we have more wrestlers in our district than even just the ones in the Wee Arrows. That's awesome. John spoke about the Gehret's and the candy-grams. Some of my kids, the one they got from the Gehret's was the only one they got. So, it was way meaningful, and then to be able to have the conversations, and I know it wasn't just in my classroom, but who Mr. Gehret was, because our little kids, they don't know who Mr. Gehret was. It was a very special moment, and I know I shared that with DeAnna, but publicly, that was awesome. They took that on themselves, the kids said, we want to make these. They were handwritten, I got one, Dear Mrs. Cassell, like they took the time to write every kids' name on it. It was special. As a mom, we got that bus grand tour into Columbus, so maybe I'm hoping next

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year we can use those for our ... the sports teams can come back and forth in the new buses. Thank you to Brian and Paula also, from a basketball mom for the bus fiasco. It was appreciated by all those boys. *Ms. Martin – Don't leave, I have a question for you. Tell me something good besides the valentine's day stuff that's happened in your classroom this week.* Mrs. Cassell – in my classroom? I have twenty-one of the best third-graders, I have the twenty-one best third-graders. They are amazing. I will say, tying it to data, all my kids MAPS scores went up, every single one. And, I flexed conferences, thanks to all of you, allowing the negotiations to pass. I used that flex time MOU, I flexed my time. I met with parents, came here, I have more parents to meet with Thursday. I just, everything. My MAPS scores went up for twenty-one kids. They come to school excited to learn. I love them. *Ms. Martin – Ok, we'll see you on Friday.* Mrs. Cassell – Yes, please come in though, you can't just stay out in the hall, you gotta come in.

Paula Fugate – I just want to make a comment about the AFJROTC drill meet. I happened to run into Major Couch last week, and he told me that as it stood at that point, they were going to have the biggest drill meet that they've probably had in about ten years. So, I think that is a good show for our kids and our school. But, I wasn't sure if everybody knew. And I'd rather you know because I was up here one year watching them. My mother may have been a drill sergeant type hillbilly, nothing like that.

EXECUTIVE SESSION

Motion by Mr. Priest at 8:34 p.m. to recess into Executive Session to consider the compensation of a public employee or official and to discuss details relative to the security arrangements and emergency response protocols for the board of education.

Second by Mrs. Scott

Roll Call: Ayes, Members Priest, Scott, Stafford, Mills, and Martin
Nays, none. Motion carried 5-0.

The meeting reconvened at 9:30 p.m.

Adjournment

Motion by Mr. Priest to adjourn the meeting.

Second by Mr. Stafford.

Roll Call: Ayes, Members Priest, Stafford, Mills, Scott, and Martin.
Nays, none.
Motion carried 5-0.

Meeting adjourned at 9:30 p.m.



President



Treasurer