

# Minutes of the April 17, 2023 Regular Meeting of the Tecumseh Local Board of Education

**April 17, 2023**

The Tecumseh Local Board of Education met in regular session on April 17, 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 in the audience.

## Minutes of Previous Meetings

Motion by Mr. Priest and second by Mrs. Scott to postpone the reading and approval of the minutes of the March 21, 2023 and April 11, 2023 meetings until the May 16, 2023 meeting.

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

## **Communications**

Communications – None at this time.

Reports – None at this time.

Public Comments Pertaining to the Agenda –

**Kerry Cassell and Sherry Priest, TEA** – We have a question on the agenda item regarding the unpaid leave. My question is, again this month, why have the names listed. We are curious why it can't be, why can it not be listed as the board is asked to approve the following unpaid leave requests, as presented? That's the way it is done in Item Z and BB and DD and Item JJ. The concern is, it appears the goal is to publicly embarrass and shame our staff. We don't do that with our students, we are asking you not do that to our staff. **Sue Anne Martin** – I appreciate you noticing that we did make a change. We asked Mrs. Robinson to gather some information for us, and I think you are going to address that in your financial report as well. But, she did come back with us with examples of other school districts that have been audited, and that has been an audit item to them. We asked her to go ahead and change it to this format, which matches what Clark-Shawnee has done and a couple other schools. Clark-Shawnee specifically has been audited, and this is how they list it in their agenda as well. So, this is how the auditors are looking to see it. So, we asked Mrs. Robinson to go ahead and change ours to look that same way. **Kerry Cassell** – May I ask a follow up? So, she is going to share it in her reports. Again, we don't have access to the reports. **Sue Anne Martin** – I'm sorry, she's going to share, she actually is just going to share in her report additional information about the research she did from our last meeting. I know Mrs. Priest and Mrs. Talley had presented some information, and Denise went back after then and did some additional research at our request and at her need to do that and get some additional information. That is what she is going to do. There won't be any additional information here.

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This is how we are asking her to present it going forward, based on what she had researched and what the auditors are looking for.

### **Old Business**

There was no old business.

### **New Business**

#### **Public Hearing – Re-employment**

A Public hearing on the issue of the employment of Thomas Wood by the Tecumseh Local School District Board of Education was held.

Members of the public were invited to provide input to the Board on the issue of the reemployment of Thomas Wood in the district following his retirement. Speakers were limited to five (5) minutes each, with all public comments being closed after thirty (30) minutes.

There were no public comments made.

#### ADOPTION OF CONSENT CALENDAR - PERSONNEL

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

#### Resignation – Certified

Chelsey Black, K-1 Looping Teacher at Park Layne Elementary School. Effective at the end of the 2022-2023 school year. Reason - To accept another position within the district.

Laura Simons, Speech Language Pathologist at New Carlisle Elementary School. Effective at the end of the 2022-2023 school year. Reason - Retirement.

#### Resignations – Classified

Beth Bennett, Paraprofessional at New Carlisle Elementary (E.D. Classroom) effective at the end of the 2022-2023 school year. Reason - To accept another position within the district.

Linda Powell, Food Service at Park Layne Elementary School, effective April 14, 2023. Reason - To accept another position within the district.

#### Employment – Certified

to approve the employment of the following individuals for the 2023-2024 school year, as presented.

Chelsey Black, Kindergarten Teacher at Park Layne Elementary School. Effective at the beginning of the 2023-2024 school year. Same salary schedule.

#### Employment – Classified

to approve the employment of the following individuals for the 2022-2023 school year, as presented.

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Beth Bennett, Paraprofessional at New Carlisle Elementary School (Moderate Resource Room.) Effective at the beginning of the 2023-2024 school year. Same salary schedule.

Linda Powell, Assistant Manager at Tecumseh Middle School. Effective April 17, 2023. Step II, \$17.38.

### Employments - Home Instruction 2022-2023

to employ the following individuals for the purpose of home instruction, as needed, for specific students at the rate of \$29.18 per hour. Home instruction services will not exceed 5 hours per week for any one student unless required by law.

Melinda Scaggs

### Employments - Certified - Migrant Summer School (June 5 - July 21)

to approve the employment of Migrant Summer School staff during the summer of 2023.

Laura Bucio, 9-12 Teacher  
Kerry Cassell, IMAGE Teacher  
Amy Sparks, Teacher  
Kevin Sykes, Teacher  
Mallory Adams, 6-8 Teacher

### Employment - Classified - Migrant Summer School (June 5 - July 21)

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

Jessica Berry, Parent Liaison  
Jennifer Lewis, Paraprofessional

### Employment - Certified - Summer Learning Program (June 6 - July 21)

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

None at this time.

### Employment - Classified - Summer Learning Program (June 6 - July 21)

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

Joy Hall, Food Service  
Brittany Mahaffey, Food Service  
Michelle Farley, Food Service (Substitute)

### 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.

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None at this time.

### Rescind Employment Offers

to rescind the employment offers made to the following people, due to the inability to obtain proper licensure, effective May 27, 2023.

Kendall Herrin  
Courtney Sheek

### Employments - Supplemental - Athletic

to approve the following individuals for positions listed for the 2022-2023 school year - salary as per Negotiated Agreement. (this completes the hiring for Spring Sports)

#### HS Track

Assistant - Dakota Pritt

#### MS Track

Assistant - Kelle Gapen

#### Baseball Volunteers:

Ryan Brents  
Michael Luttrell

### Employment - Supplemental - Travel

to approve a travel amount for the following individual for the 2022-2023 school year

Anne Carter \$500

### Non-Renewals of Contracts

to accept the recommendation of Paula Crew, Local Superintendent, to non-renew certified employees who were issued contracts by virtue of working as a substitute for more than sixty consecutive days during the 2022-2023 school year, as listed.

Chris McDaniel  
Randy Shade  
Joshua Rutherford  
Mary McKinley  
Jessica Blumenschein  
Cindy Englebrecht  
Michell Thomas

### Employment of Certified Employees - Limited 1 Year

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a one (1)-year contract, in accordance with the Negotiated Agreement, as listed.

#### Retired/Rehirees

Gregory Baker  
Amy Enloe

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### Employment of Certified Employees - Limited 1 Year, 2nd Issue

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a one (1)-year contract, 2<sup>nd</sup> issue in accordance with the Negotiated Agreement, as listed.

Brooklyn Barger  
Layne Berner  
Joe Dittman  
Elizabeth Elliot  
Carter Hume  
Tabatha Koetter  
Mackenzie Krapfel  
Jennifer Metz-Fischer  
Kathleen Oaster  
Stefanie Pike  
Megan Ropp  
Melinda Scaggs  
Caitlin Trejo  
Sarah Vikan

### Employment of Certified Employees - Limited 1 Year, 3rd Issue

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a one (1)-year contract, 3<sup>rd</sup> issue in accordance with the Negotiated Agreement.

Chelsey Black  
Krista Cox  
Brian Haley  
Erin Jones  
Austin Litteral  
Whitney Parker  
Abigail Pavelka  
Nicholas Riley  
Sylvia Ward  
Kayla Whitman

### Employment of Certified Employees - Limited 1 Year, 4th Issue

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a one (1)-year contract, 4th issue in accordance with the Negotiated Agreement.

Cecilia Belvo  
Megan Bockleman  
Kristin Bonneau  
Chelby Dye  
Valerie Johnson  
Scott Knapke  
Adrianne Werling  
Katelyn York

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### Employment of Certified Employees - Limited 3 Year, 1st Issue

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a three (3)-year contract, in accordance with the Negotiated Agreement.

Bradi Baumann  
Debra Cash  
Allison (Collins) Cabral  
Kayla Hall  
Christopher Hawk  
Krystyna Noaks  
Molly Parker  
Andrew Tincher  
Gabriel Winans  
Laura Bucio  
Justin Cox  
Michael Crago  
Rachel Dugan  
Stacy Hampshire  
Michelle Haythe  
Annie Huffman  
Deborah Jones  
Heidi Kottmyer  
Christi Leggett  
Erin Ly  
Melinda McKibben  
Danielle Morrow  
Elizabeth Savage  
Raynee Shepherd  
Pala Suver  
Todd Vehorn  
Jennifer Vito  
Jane Wynn

### Employment of Certified Employees - Initial Continuing Contract

to accept the recommendation of Paula Crew, Local Superintendent, to employ certified employees for a continuing contract in accordance with the Negotiated Agreement, as listed.

Catherine Croxdale

### Non-Renewals of Supplemental Contracts Not Specified in the Negotiated Agreement

to accept the recommendation of Paula Crew, Local Superintendent, to non-renew employee supplemental contracts, as listed.

Band Camp  
Bryan Martin  
Melissa Willardson  
Gwen Chappell

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Employment of Classified Employees - Limited Two (2)-Year Contract (First Issue)  
to accept the recommendation of Paula Crew, Local Superintendent, to employ classified employees for a limited two (2)-year contract.

### Custodians

Patrick Loudin  
Scott Jenkins  
Kasey Medve  
Mark Thompson  
Richard Molla

### Food Service

Elizabeth Baker  
Jessica Benner  
Chelsea Johnson  
Ashley Knox

### Secretaries

Tara Jackson  
Janice Sandy  
Tamara Shoemaker

### Monitors

Jessica Berry (Aide I)  
Alissa Bole (Bus Aide)  
Becky Bullock (Aide I)  
Christy Crawford (Aide I)  
Ciara Diamond (Monitor I)  
Catherine Gracy (I Aide)  
Stacey Leighty (Aide II)  
Angie Mitchell (Monitor I)  
Lillie Mitchell (Aide I)  
Barb Reynolds (Bus Aide)  
Brandy Stewart (Aide I)

### EMIS

Heather Scaggs

### Registered Nurse

Laura Cameron

### Bus Drivers

Kellsie Caudill  
Dale Grimm  
April Wise  
Krystal Williams

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### Central Office

Amanda Hillman (Payroll Specialist)  
Traeln Hoover (Benefits / Payroll Clerk)

### Tech

Cara Mansell

### Mechanic

Steve Lokai

### Employment of Classified Employees - Limited Two (2)-Year Contract (2nd Issue).

to accept the recommendation of Paula Crew, Local Superintendent, to employ classified employees for a limited two (2)-year contract (2nd Issue).

### Administrative Assistant

Peggy Van Fleet

### Bus Drivers

Jeff Danner

### Custodians

John Mantia  
John Newberry  
Tiffany Shingler

### Food Service

Jeannie Camp  
Linda Powell

### Monitors / Aides

Miranda Guisinger (Bus Aide)  
Janet Kibler (Monitor I)  
Kathy MacAlpine (Aide I)  
Dawn McConnaughey (Aide I)  
Lora Morris (Bus Aide)  
Haley Smith (Aide I)

### Secretaries

Melissa Carnes  
April Lowrey

### Employment of Classified Employees - Limited Two (2)-Year Contract (3rd Issue).

to accept the recommendation of Paula Crew, Local Superintendent, to employ classified employees for a limited two (2)-year contract (3rd Issue).

### Bus Drivers

Elizabeth McGowan



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Carla Risner  
Joy Terrell

## Monitors

Kim Heckman (Monitor I)  
Linay Honaker (Aide I)  
Nicole Printz (Bus Aide)  
Patricia Rosenkranz (Monitor I)  
Amanda Smith (Monitor I)

## Employment of Classified Employees - Initial Continuing Contract

to accept the recommendation of Paula Crew, Local Superintendent, to employ classified employees for a continuing contract.

## ELL Monitors

Karina Abeldano  
Susan Smith

## Bus Monitors

Amy Cornett

## Bus Drivers

Mary Bole  
Shelby Day-Vincent  
Janet Keesecker

## Food Service

Sheila Perry

## Study Hall Monitor

Tammy Ludwick

## Resource Center

Jennifer Riffell

## Monitor

Brittany Mahaffey (Monitor I)

## Library Aides

Dulce Eldridge  
Gaybrielle Ray

## Custodian

Dawn Medve

## Mechanic

Josh Lutz

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## Administrator Contracts

to accept the recommendation of Paula Crew, Local Superintendent, to employ administrative employees for a one (1) year contract for the following administrator, as presented.

Anne Carter

Food Service Supervisor

8-1-23 - 7-31-24

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

## ADMINISTRATIVE

### Temporary Substitute Teaching Licenses

Motion by Mr. Priest to approve the usage of temporary substitute teaching licenses for the 2023-2024 school year, in accordance with House Bill 583. A Temporary Non-Bachelor's Substitute Teaching License allows applicants who do not hold a post-secondary degree but meet the employing school or district's set of educational requirements, to serve in the role of a substitute teacher.

Seconded by Mr. Stafford.

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

## ADOPTION OF CONSENT CALENDAR - FINANCIAL

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

### Financial Reports

to review and approve the financial reports for March 2023.

### Fund Advances

to approve the following as presented:

Negative fund balances covered by unencumbered general fund balance March 2023.

001-0000	\$394,184.90
461-9023	(\$168.35)
507-9222	(\$62,225.88)
507-9322	(\$160,756.18)
507-9423	(\$3,469.40)
516-9023	(\$52,911.60)
516-9223	(\$60.00)
536-9023	(\$2,071.84)
551-9023	(\$12,855.58)
572-9023	(\$67,111.46)
572-9823	(\$2,843.49)
572-9923	(20,486.88)
587-9223	(886.94)

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590-9023      (8,337.30)

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

## Amend Estimated Resources and Appropriations

to amend estimated resources and appropriations, as presented.

## Increase in Mileage Costs

to approve the following increase in mileage costs for FY 23:

Andrea Circle    \$250  
Dan Medve        \$150

## Breakfast and Lunch Prices for the 23/24 School Year

to approve the following breakfast and lunch prices for 2023-2024 School Year.

Breakfast - \$2.00 for all buildings  
Lunch - \$3.25 for all buildings

## Unpaid Leave

to approve the following unpaid leave requests for the pay period 2/26/23 to 3/18/23, paid on 4/5/23:

Andrea Weymouth, 2 days  
Alissa Bole, 2 days  
Laura Cameron, 1 day  
Bradi Baumann, 1.75 days  
Elizabeth Baker, 12 hours

## Contract Approval - GAAP Conversion

to approve a contract for \$8,000 with Carol M. Riggle, CPA for services to complete the GAAP conversion of FY 2023 financial records, as presented. This is the first increase (\$1,700) in cost since 2014.

## Donations

to accept the following donation made to Tecumseh Local Schools.

Donor	Purpose	Total Donation
Arrows Parent Nation	TMS Mini-Grants	\$ 700.00
New Carlisle Rotary Club	Mrs. Jones Outdoor Science	\$ 150.00
Tecumseh Elementary PTO	NCE Mini-Grants	\$2,614.91
Tecumseh Elementary PTO	PTO Mini-grants	\$1,083.42

## Disposal of Library Books

to accept the following disposal list of library books as prepared by Jennifer Metz-Fischer, School Library Media Specialist, as presented.

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### School Resource Officer Contract

to approve a second full-time deputy assigned to Tecumseh Local Schools from the Clark County Sheriff's Department for the 2023-2024 school year.

Roll Call: Ayes, Members \_\_  
Nays, none. Motion carried 5-0.

### INSTRUCTIONAL

None at this time.

### POLICY

#### **Planning and Discussion:**

*Nothing at this time.*

#### **Reports:**

**Beth Moore** – For many years, we have been talking about K-3 literacy, and to be quite honest, Tecumseh had to have a plan to raise literacy achievement in 2018. So, that is the origin of this.

**Susan Wile** – We even had a rack plan, going back before that. And so, in 2018 we established a literacy team for K-12 and that team consists of five teachers and five administrators. We tried to span all of the grade levels and all of the buildings. That team had quarterly training that was led by our state support team and met monthly to discuss a local plan. So, we would meet in the Special Ed conference room and tried to develop what Tecumseh Local's plan for raising literacy was going to be. We focused on evidence based best practices to support that K-3 level. How do we make sure that our learners start off being able to read and they graduate being able to read? We really looked at the early and conventional literacy for Kindergarten through grade five. And then we also started working with, especially with our DLT, on how to make sure we're still focusing on literacy for our learners in middle school and in high school. A lot of times we think, ok, kids learn to read from K to three, and then they are reading to learn. But, know that there are still skills that students need to gain, and students who haven't gained them, still need to have access to instruction in them as they get into those adolescent years. So, we were trying to set up some intervention, make sure we have a plan to address those learners that still have those needs. We worked on data-based decision making. We really worked on, with Beth leading us, how to dig into our MWEA data and find what our learners needed. What are the things that our kiddos need in order succeed in the area of reading? We really did that with the science of reading at the core of all the training that the SS10 gave us and with what that group was working with, and sharing with the DLT and BLT at that time. **Beth Moore** – So, how did we get invited to this back then? We looked at our report card at the beginning of this year, and that's what they did back then. They looked at the report card, and they targeted districts and schools that needed some help. The major focus felt like K-3 literacy. And as you remember, we went over that report card, and we're very proud of all the work that our teachers and administrators and support staff have done in the K-3 literacy area. We still have work to do. And, you know, the state says 'let's push you, I mean, help you.' **Susan Wile** – So, in January of 2021, the legislature passed the Dyslexia support law and part of that was that all teachers in K and 3, and all teachers in all grade levels who are providing any kind of special education have to have eighteen hours of

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professional development that's been approved by the state. They have a list of what trainings they consider to be appropriate for that eighteen hours. It also requires that districts do a universal screening so that every student is screened for Dyslexia characteristics for the first year, we'll have to screen every student in K-3 and then after that, we'll have to screen every student as they come in, in kindergarten, any move-in students, within a certain amount of time that they've moved into the district, and any student by request through grade six. So, even if they are not in that K-3 cohort, but someone requests that we do that screener. We need to have a screener in place and be prepared to give them that test. A student who is flagged by that screener as either having a ...and these screeners don't diagnose Dyslexia, they only flag a person as having Dyslexia characteristics. That any of those students need to be given a Tier II intervention, and the guide talks a lot about multi-sensory structured literacy intervention. Those interventions have to occur for six weeks, and then a Tier II screener has to be administered to see if the student needs a Tier III intervention or further evaluation to determine whether or not this student does have Dyslexia. Other things the district has to do under the law, they have to establish a multi-sensory structured literacy process where we can determine how teachers will be certified in multi-sensory structured literacy and how many staff members do we need in our district to have that certification, and what are those staff members to do? They are to work with these multi-disciplinary teams that we need to have, that work on administering those Tier II and Tier III interventions, and analyzing those results of the screeners and all the assessment that we are doing. So, that person will be the expert to sit on the team and say, 'ok, you've been doing this intervention for six weeks, this is the progress, and then decide whether you continue that intervention, switch to a different intervention, or move to a further assessment. So, that's kind of what that role of that multi-disciplinary team will be. Again, ODE maintains a list of assessments and trainings that we are allowed to use for this process. So, what was the timing of this law? Again, the law was passed in January of 2021, and we started to get a little bit of information about it. Part of that law was that no later than December of 2021, the Dyslexia committee would put out this guidebook that was going to tell us what we needed to do. It was finalized in July of 2022. The first time we received any training on this was March 25 of 2022. That was actually like, we heard of this law, we heard there were things we were going to have to do but the first actual training was March 25<sup>th</sup>. The requirements began at the beginning of this school year. That was the requirement that we had to start getting teachers eighteen hours of professional development. Just to let you know, it was a very quick timeline with some big decisions that needed to be made. Fortunately, we have already been working on the science of reading, we already had some knowledge of what we were going to be doing here. **Beth Moore** – We're going to talk a lot about the science of reading. A lot of this will sound familiar to you, mainly the people in the audience, but we are talking about phonemic awareness. And that is the kid's ability to identify and play with letters and sounds, spoken words, sounds. And then phonics, of course. Fluency, that's the rate at which students read and being able to read those words correctly and with expression. Vocabulary and comprehension. So, that is a big part of what they are talking about in the Dyslexia law. If you look at the guidebook, they are going to mention this here. Another thing that they are going to mention is this simple view of reading. As you can see down below, under word recognition, there is phonemic awareness and phonics and then with language comprehension, there is vocabulary and comprehension. If they have phonics, they are able to read fluently, which enables them to understand vocabulary and comprehension. And the same goes, which is a science as it turns out, if you look at a kid having a whole part, a whole part is one. But if you multiply one with word recognition by one language comprehension, you'll have a full reader who can comprehend reading. That's the purpose of that. But when it breaks down,

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is if any kid is under that whole. Let's say a kid doesn't have phonemic awareness and phonics but they've got great vocabulary and they understand things. If you have a zero on phonemic awareness and phonics but a one on that language comprehension, anything multiplied by zero is zero. Therefore, they cannot comprehend, and vice versa. So, again that's the very basic of the science of reading. But, it always comes down to those big five ideas, which is not a new concept. Gail Heinz, my principal in 2000 handed me a VHS tape of the Clinton administration's work, of the big five, and it changed my life as a teacher. I credit it for giving Park Layne that excellent rating because we all got behind it. So, it's not new, it's just that this old school type of thinking of getting down to 'these are the ways you learn to read'. It really works, and it's what matters. I'm glad to see it come back, but it's coming back pretty strong. So, Susan mentioned we had a pretty narrow timeline to make some decisions. So, you go to your county people, and your county meetings. Curriculum and Special Ed do the same, what is everybody going to do? What's the best decision? What's the product? It really comes down to LETRS training and then ODE's promise to put something out. **Susan Wile** – But they hadn't yet, to be fair. **Beth Moore** – No. **Susan Wile** - This ODE course you see listed here was offered in November of 2022, is when they first had it available. **Beth Moore** – Even if they did have the two programs out, at the same time, LETRS is the better program. It is more comprehensive. It is very thorough, but it is intense, there's no doubt about it. **Corinne Scott** – Can you go back? The timeline, what does that mean? **Beth Moore** – I'll talk a little bit about this. You can choose your timeline. Northwestern got ahead of this. They'll be done at the end of this school year. They will be done with all their LETRS training. I want to talk to you about what that's going to look like for Tecumseh. Greenon went in a different direction, so they just did K-1 during this year. Springfield is completed, and it took them three to four years to get that training done. Northeastern just did unit one, which is the first volume in this school year. And we're getting through units one and two of volume one this school year. But, we don't regret that at all. **Susan Wile** – I wanted to say that one of the reasons that we decided to do the chunk of individuals that we did this year was because Clark County ESC gifted us quite a bit of their grant money in purchasing materials and they had a facilitator. They said, if you guys get on board and do K-3, this is how we can support you. So, that is the reason why we decided let's do K-3, even though that at the end of the year K-1 is the cohort that is due for their eighteen hours of training this year. By the end of 2025, all K-3 has to have it. So, there was no reason to put it off. **Beth Moore** – They were going to give us some of their ESSER money, which was huge. Moving on to the next slide, there are two volumes. (to Susan) will you just hold up one of the volumes, so they can see how thick it is? Every administrator is actually doing the training as well, just so, again we wanted to be a part of that, it's important for us to know. So, the LETRS training is reading, combined with a digital piece with videos, and digital checks and activities. It is required that we pair with an in-person, it's not just about reading, doing the video portion of it. We have to pair with Amy Tippie, from Clark County for it to count, regardless of whether you are using credit or not, it won't count if we don't do that, so we have to. And we've skimped on it this year. We've barely met enough for it to count. But, you know we were flexible this year, because we know that our teachers needed that. **Susan Wile** – The assessment is also required. **Beth Moore** – It is required. You can see that one of those volumes is designed to be completed in one school year. It's a lot of work, and we didn't want teachers...we knew that we wouldn't have teachers do this outside of the school day. So, we've used the virtual days and the in-service days so that they can work on that and work with Amy Tippie to get that completed. We also, I was on the phone with the Clark County ESC and said, we need you to pay for a license to extend it. Because it costs to extend it, and our teachers go through half of it, and we are asking for their support, so we can

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extend it into next year. So that our teachers can have another year to finish that first volume. It's looking promising, but it's expensive to do that. But, we think it's worth it because it's so much work. If you look down through there, each of the units, it all ties back to those five topics that we discussed, the big five is what we called them back in the old day. So, that's why we chose this training. On top of that, you may have read in the newspaper or seen it on the television, that Mike DeWine has put in a literacy challenge because he feels that scores are not where they should be. Proficiency levels are low, he would like to revise the system, and then again, you are going to hear the science of reading in almost every article. Does this sound familiar to all of you? So, that's down the line. And, I'm hoping it comes with funding. Susan Wile – The Dyslexia law did NOT come with funding, in case you were curious. Beth Moore – So, I'm going to go back to the science of reading. Because it bothers me that you hear in the new, phonics, phonics, phonics. And like, that's it, that's what the focus is right now. I think it's because of the continuum of the science of reading. If you look at kindergarten really into first grade, you'll see that phonemic awareness is highlighted in that orange color, and phonics is that K-1 piece. And then first grade into third grade, is that advanced phonics, the multi-syllabication of words, taking those words and connecting it to text. And so, I think that's why it's exploded in the news. But, when we talk about the science of reading, it is all of those things, but the reason that phonics is getting this big push is because it's the beginning of that continuum. If you see down, where it's fourth and fifth grade, that starts to, it's still important, all of the big five is still in there, but it's really that focus on reading and writing as well. Not that fourth and fifth does not qualify for any of those things, just the emphasis is K-3 with phonemic awareness and phonics. So, where are we with phonemic awareness and phonics? In 2018, we wrote a grant, where we were able to supplement the phonemic awareness in Tier I. Meaning that all of our kids got that in the preschool, kindergarten, and first grade. And so, every student in preschool, kindergarten, and first grade, and some kids that kind of missed that or need a little bit of extra help in second grade received that first grade program, where it is an interactive program it takes five to ten minutes for teachers to teach, and every kid participates in it. The teachers honestly really seemed to see the benefits of that. We did get training from the state support team who did a phenomenal job with our teachers during that time. And, we worked with them when we have new teacher come in, and just so we can build another cohort, and so that every teacher teaching those grade levels is able to do this program. Susan Wile – So, how did we get to Foundations? Well, we had some grant money, again with our Covid response funds, and DeAnna and I met with our Title teachers and our Intervention Specialists and said, 'we would like your input on how we should best spend these funds to support our students.' With their learning loss, what do they need most? Our Title teachers and Intervention Specialists said we could really use a stronger phonics program and they recommended several of those to us. One of those they recommended was Foundations. From that, I think it started off as, I know it was like three Intervention Specialists, and a couple of Title teachers that agreed to kind of pilot the Foundations and see how that program went. We ordered materials, we got training, they got started, and it just took off. I would get a call about once a month from another Intervention Specialist saying, 'how do I get one of those kits?' 'I want one of those kits' 'This looks great.' 'Where did you get these?' 'How do I get one?' And so, at this point, all of our intervention Specialists from K-5 have Foundations kits and several of our Title teachers also have Foundations kits. The growth that they were seeing with their students, you know teachers talk, and they were talking about their growth, the reports started going to TBTs and BLTs and then principals started asking about, what is this Foundations thing? What are we doing here? Also, as you look through the LETRS videos, you'll see the materials from the Foundations program that's utilized in the LETRS videos. So, I think that was

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another thing that made people pay attention to this is the materials that we maybe need. **Beth Moore** - I guess that's when I kind of got involved because the principles were really pushing for this. The great thing about Foundations and the horrible thing about Foundations is it is a Tier I, Tier II and Tier III program. It works better. It does work better when it's a Tier I. And then the intervention specialist and the Title pick up those kids in coaching group and piggyback off of what the teachers have been doing in the classroom and the teacher has more input to say you really need to focus on these skills with this group of kids. It really is having the title teachers evaluate, like, how are we going to group kids next year if we do this? So, because the principals had a very strong opinion about this and they wanted to know more about that, to be honest with you, I couldn't speak to it. So, I joined a class and did the training and then joined Park Layne to take a group of kids just to see what that was like. And again, being an upper grade teacher, it was eye opening in a lot of respects. But just I'm telling you, it is incredibly structured to that phonemic awareness and mainly phonics part of the science of reading. It is not a core curriculum, meaning it doesn't have all those big five. It is just to support. It's supposed to be 30 minutes a day and then you're supposed to use it for Tier II and Tier III for those children who are lacking. That's how it's meant to be. It does teach the at-risk kids, but during that Dyslexia study that started in '20, they started testing between 2012 to 2015. They were doing a lot of phonics programs like this and saw that it wasn't just the at-risk readers that had benefited, it was all the students that it benefited that would benefit from that. The topics of course, they revolve around that foundational reading, but also it really pairs it up with the writing. So, it goes from sound to reading it to being able to write it as well, which was interesting to me as an upper grade teacher, primarily. It's multi-sensory, it's engaging, and they get through it fairly quickly. So, to maximize that classroom time, I've really never seen a system so comprehensive, systematic. It builds on each other. It will be much more beneficial as this program goes on. And just like any program that we take on, the more years we have it, the better it is. So, before we pulled too many triggers on that, we wanted to know, okay, what is everybody again, what is everybody in the district doing about this whole push brought on by this challenge from Mike DeWine? What's everybody else doing? And so, as we look through, we saw that Foundations was not only what our pilot of teachers selected, it was also what a lot of other districts were selecting as well. And of course, you can see that Heggerty, again, Heggerty has been around for a few years. This is what the choice was around the county. So that kind of confirmed to us that, okay, we are moving in the right direction in regards to moving on with this Foundations program. So future plans, we do need to reestablish that K-12 literacy/Dyslexia team to represent K-12. It started to fizzle out after Covid and just asking the teachers to, hey, who wants to be on this, another committee was difficult to raise. But we really do need more teachers to come together so that we can see, so we can evaluate how all this is going and we can make changes and plans as needed because we've had to all year long with LETRS training. Continue to use that TBT, BLT and DLT system to communicate literacy needs. That has to happen. It's in every guidebook, and it's a good system. Continue and complete that LETRS training over the next three years. Again, we know it's going to take a while, but we can't do anything outside of the school hours. Make sure that teachers have Foundation materials and training in grades K through two. Work with grade levels to establish what parts of curriculum can be dropped as new materials are integrated. As you introduce these things to teachers, they're like, okay, here's my plate. It could only take so much, and they're right. So, we have to look at all of our programs and say, what is a have to? What is your choice, but you don't have to. And I've got a principal already on my back saying, can you meet on this date so that our teachers can? Yes, absolutely. And it's good to have to meet with grade levels to say, okay, what do you as a department know that kids need to have? So, it's going



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to be great to do that, and I imagine it's going to be a process as well because there'll be a lot of voices and we have to make sure we do programs with fidelity and make sure that students are getting everything that they need with the time allotted. **Susan Wile** - So exciting. I can't wait to see what this all does for students abilities to read. Even our students who are struggling readers and might never be the best readers, this is going to give them the best chance to be the best reader they can be. And that science tells us that. That's all the studies, comprehensive studies for years have said, these are the things that make students readers. **Beth Moore** - The science of reading isn't new. It's just a compilation of all the things that really the big people in reading and education have pulled together. I think that I saw something I'm like, does that say 1984? It certainly does, because that's the science. That's the thing that worked. So that's what she should be pulling from. Any questions about this? **Jon Stafford** - Yeah, I'm going to qualify my question by saying I don't know anything about teaching a kid how to read. What's been the feedback from the teachers on this? Because I've heard a lot of grumbings about this. **Beth Moore** - Me too. **Jon Stafford** - That's a loaded question. Yeah, I've seen teachers crying about this. I just feel like there's some upset people about it, and I kind of asked them what's going on? And they're saying to me that they're throwing out everything that we know and starting this new program. So, I was like, are you upset that you have to learn a whole new thing that you're not used to? Or is it I don't know anything about this, but they were telling me sight words are gone, and that's one thing I remember, sight words. Educate me on that. How's it being received? **Beth Moore** - I guess I think it's a mixed bag. I think it's a lot. Let's go back to the LETRS training alone. I think the LETRS training alone stressed out a lot of people, which is why we said nothing outside of the school. I did hear that all of this reading and work with the LETRS training, but really, we planned it so that nothing happens outside of the school day unless they choose to. We could go through the virtual days and the in-service days and show you the hours that were given to teachers to work on that, if you'd like us to pull that up and get that ready for you. And then we also early on, we said the teachers said, hey, this is not enough time. So, we kind of I don't want to say violated, but we asked for permission to not have that trained in-person pieces. That way they could have even additional time to get that done as well. And then we noticed that teachers were still behind, so we offered, Susan and I, catch up courses where we went through six of the chapters and pre-read, did a slide show just covering the most important points and then walked them through those. And we really didn't have a lot of teachers in need of that, to be honest with you. **Susan Wile** - I think you're asking about people who are struggling with the ideas in the LETRS a little bit, too, because there is some of that. **Jon Stafford** - I would be concerned about the buy in to the new system. **Susan Wile** - I think we have some people who have had some great buy in. There are some people who are super excited about this that feel like, wow, this is stuff I should have learned in college. They're very excited about trying some of this. They're a little bit tenuous about throwing out some of the things, like you said, that they've done, like sight words. **Beth Moore** - Sight words are not going away. By the way, Foundations has what's called tricky words and it's the sight words. I'm so sorry. Even Park Layne has discussed what they wanted to keep. And sight words will not go away. Yes, real books will not go away. That was another thing that was talked about. **Susan Wile** - That was another concern that we're not going to read with kids anymore. This is just 30 minutes of their reading instruction time. It's not taking away. Like you said, the other things in that graphic, they're still there. They're still a part of good literacy instruction. It's just saying the focus of literacy instruction should really be on these core skills until students grasp them. So, you're still doing the other things, you're still doing real books, you're still doing read alouds, you're just making sure you're getting in. So, it's kind of clarifying some of those misunderstandings, too, I think. **Beth Moore** - I think it's going to take

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time. Speaking with a county person today, she's like, hey, you're not alone in this struggle. Like, every district is going through these growing pains, if you will. I think once the training continues on and they see that it is applicable to their classroom for example, I did a session on nasal sounds, and you're thinking, what the heck? It's within phonics. And I was able to help a little girl in my class who could not distinguish between N and M. Because of this training, I was able to say that's a nasal sound. And because of the way she talks, she can't identify between the two. So once those learnings hit your classroom, you understand. It's kind of like the theory when you take a theory class, it is all of that learning. That's what that is. And honestly, I respect teachers enough to say, you're worth learning theory, you're worth that, you're not worth just saying, here, here's the most basics of things. This is hard and in depth and it matters. And I just think our teachers and our kids are worth that. So, we're not alone in this. And we'll just continue to support and adjust in regard to that training here. And then in regard to Foundations, I think there is a fear that all we're going to teach is phonics. And I guess that's why I really wanted to hit that the big five and how we do all of those things no matter what. Let me go back to that. This will happen no matter what. All of those things are still going to happen. We're still going to do all those things in every grade level. And again, Jon, you probably heard a lot and if you had a list of the things that we could go down through. **Jon Stafford** - I guess I was kind of just making a general observation. I respect you and Susan, and I respect those two teachers that were kind of giving me an earful. **Beth Moore** - ..and so do we. No, yeah, we definitely don't want them to feel that way. But honestly, nothing but time and experience, that's the only thing that's going to make them not feel that way. And appropriate training and slowing down and adjusting. The teachers that have done the Foundations, when we meet, they'll say, I'm not even close to where I should be. And we constantly say, that's okay, we just need to make sure that we get this down correctly so that in the future we can get through it the way we need to. But slow it down so that we can get it right. **Jon Stafford** - I'll be curious to see in a couple of years. **Beth Moore** - Me too. Me too. **Sue Anne Martin** - Well, and in comparison to other schools in our area as well, I would like to see. Because some of them are doing it a little different, going at that training a little differently, and to see how that sticks in all those other places will be interesting as well. **Beth Moore** - It is difficult because you have the training, you have, like, the theory on top theory, and then you have the curriculum, like, what you're going to use to implement that. So, it feels like a lot. I am absolutely sure. **Corinne Scott** - I know we don't make decisions on what we do based on what other schools do. **Beth Moore** - No. **Corinne Scott** - But it's nice to know other schools are going through it so you can get support from them. Do you talk a lot with the other directors, so you can, lessons learned? **Beth Moore** - Yes. It is nice to speak with other districts to see what they're going through and how they're doing it. And I think it's nice to know that our superintendent will give us permission to say, you're allowed to slow that down. We're not going to pound through that book in a year if you can't get it done during school time. I feel like that's a huge bridge to helping our teachers out because we have to go through this training. **Susan Wile** - The initial pacing guide they gave us for this school year was twice the amount of time that we had in professional development time, and we were like, we can't do that. You guys have got to change this pacing so that the teachers can complete this in their workday. And we showed them what time we had in our work days and with our virtual days and our in-service days, and we said, you can have it all, but you have to keep it within this workday. So, whatever you have to do with this book, that's what we can do this year, what you can fit in this workday. And so that's why we landed on doing units one and two this year instead of doing units one through four, which is what LETRS, the company, really wants you to do, is the whole four units in one year. But we like, no, we cannot do that. **Corinne Scott** - Who gave you permission to extend it? **Beth**

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**Moore** - Lexia, the company that has it. **Corinne Scott** - Oh, the license. But you said by 2025, all the training has to be complete. **Susan Wile** - No. By 2025, all of the people under that Dyslexia law so the teachers, K-3 and intervention specialists through 12th grade all have to have completed 18 hours of training by 2025. **Beth Moore** - And our teachers will have more than 18 hours of training. But it'll be complete training on the science of reading, not a hoop to jump through. **Sue Anne Martin** - All right, any other questions? I appreciate the presentation. The information is really good. Thank you.

**Brian Dixon** - I really just have three things, so mine won't be as in-depth as yours, but thank you for presenting that. The pole barn, I shared with you guys in February that we are postponing the pole barn project because of the students at CTC need to finish the housing project this year. I continue to work with Ron White, the instructor on that. Tomorrow I'll actually be taking out drawings to him to share with students. But we have secured Atkins Excavating as our vendor will use to perform site work and things like that. So, we're moving forward. I haven't heard back from Mike today on when he's planning on starting that, but I'm sure that will be coming soon. Just to talk a little bit about the blue tarp on the auditorium roof, I think most people have noticed that. Last year we completed a roof repair over the stage portion of the auditorium. Late this winter and early spring, we started to see some new leaks develop. Maximum Roofing has been working with us to fix these leaks. I actually went a step further. I have Penco Thermal coming out to do an infrared scan of the roof again to see what condition that thing is currently in. Denise, Paula and I actually had a meeting today to kind of talk about how we want to go about the future with that, exploring all options with our roofing here in the district. But there's two critical areas of concern. One is obviously that auditorium stage roof. The other one is, I think, when we did board tours, Jon, you've been up there with me on that before, but John and Matt went up during board tours and we shared also with Sue Anne just what that roof over the ROTC looks like. Kind of how much of a pain that is with the things that are already on top of there. But those are my two areas of concern. But we'll be looking at those as we plan for the future. And like I said, we'll be exploring all options with that. The bus grant order. I sent you got the video last week. The three buses arrived on Friday, which was exciting. Keep in mind those buses were ordered in December of '21, and we just received those. And there is now we found out from Denise, you may want to speak to that a little bit, but there was a price increase on those buses, and we're very thankful we got them when we did. We received our handicap bus today. **Denise Robinson** - Yeah, the gentleman came that comes with the delivery of the buses, and I had to sign all the paperwork. And he said, it's a good thing you ordered the buses and got them when he did, because every bus is now \$35,000 more each bus. \$15,000 of that is some kind of what did they say? For emissions, some kind of emissions thing, surcharge for emissions. So, \$35,000 more per bus if we order from now forward. **Corinne Scott** - And the Baseline price is \$100,000, right? **Denise Robinson** - the special needs bus is more than that. I think it was about 110. **Brian Dixon** - and again, keep in mind, this grant that we got, it was a three to one grant. So, they paid for basically 75% of it. We paid for the other 25%. So, again, that worked out in our favor with that and just give you guys I email every month about our vans and I get the same thing. They're waiting on production. **Corinne Scott** - I will add to that, where I work we are buying a similar vehicle, expect a big price increase on that quote. I wouldn't be surprised. We got a quote like six months ago, and then got another quote and it had gone up like \$40,000. **Sue Anne Martin** - I did have a question, Brian, Mr. Dixon, we had talked before about and it's probably for you guys, too, about making sure we had roofs, patching, repairing, replacing, all

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of that in our capital outlay plan, but we haven't looked at the capital outlay plan for a bit. Can we bring that to a meeting in the near future to look at that again? **Paula Crew** - Yes, actually, we had a capital outlay plan, Brian, Denise and I, this morning, and allocated some funding, shifted it away from chillers to that roof so that we could take a look at replacing that roof. We do have that plan. If you'd like, I can bring that in May or June to go over it with you. **Sue Anne Martin** - Why don't we plan that for June? Yeah, that would be great. Thank you. **Matt Mills** - Mr. Dixon, just out of curiosity, are the boilers on track to be delivered in time for install. **Brian Dixon** - So we've been working with our suppliers on that, and they're going to be very close with that. They're pushing them back a little bit right now. But the last that Denise and I talked with them, they should have them when that ESSER II funding is up. We've given them an extension with that because of the time with it. But we should be in good shape to have that bill paid for. The ESSER II money has to be spent by I don't want to say the wrong date, July 31, is that correct? **Denise Robinson** - All the reporting and everything has to be done by the end of August. We've given them through July, and then we have some other things that we can do if it doesn't happen as a backup. **Brian Dixon** - So the other thing we talked a little bit at length about Park Layne and New Carlisle and the boiler projects in those buildings. I've kind of put that on hold for a couple more months. Putting that out, I think is there's some different thought philosophies, on putting that out right now, knowing that this is probably not something they can do until next year at this time. So, getting that stuff out there too early. I think there were some questions on warranties and those kind of things with those parts. So, I don't want somebody to purchase those things, they sit there and then they're out of warranty by the time we get them. So, we've just kind of pressed pause on that. But the beginning of May, we probably will start looking at that. We've got scope and specs written up, and all those kinds of things, and that won't change. It will just be the timing of things. Anybody else? **Paula Crew** - Deputy Loney, did you have anything to add? I know you guys are jumping in on a portion of my report, but anything? **Deputy Loney** - No, I'm good. Oh, we covered a lot of things and I forgot for this, but this Saturday here at Tecumseh, we graciously were asked and were allowed to have Deputy Yates's Memorial Basketball Tournament here. So, there's a lot...I'll be glad when it's over, I'll have my house back. If you need any gift baskets or anything, come to the front room of my house. Gatorade is in the back, water is in the garage. We have stuff everywhere, we had over almost eighty people donate gift baskets for a raffle on Saturday. It was originally supposed to be twelve teams, but we had to up it to twenty-four. We still have a waiting list of teams, so we have everything from former Tecumseh basketball players that are playing in it to other agencies, Chick-Fil-A in Springfield has a team. So, we're starting at nine in the morning and we hope to start the championship game sometime in the evening, depending on how fast we can go. A lot of people, a lot of the rest have donated their time to come in. I work with Mr. Eier a lot to make sure everything's up and running for Saturday morning, but we'll be here at nine, free to get in. We'll be here. It should be a good turnout. I know his wife's definitely involved in it and his kids, and so it's just awesome having it here. **Paula Crew** - Thank you too, for your involvement. I know Deputy Loney won't mention that, but he is serving as the custodian for the evening, so the district doesn't have to incur cost.

**Paula Crew** - So the first thing I have on my report is the community engagement meeting. As you know, we have a strategic plan that we did in the year '18-'19. We have four goals on that strategic plan, academic growth, wellness, fiscal responsibility, and community engagement. Our last community engagement meeting of the year is going to be May 18th in

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the Arrow Conference Room, right here from 5:00 until 6:30. And I'm inviting Brian and John and Susan and Beth and Denise are facilitators of three of those committees, and I'm the facilitator of Community Engagement. We'd like to do a sort of end of the year in review and let everyone who's there know where we are with the goal attainment and each of those strategic plan goals. So, they'll each have about 20 minutes to give an overview. We're inviting the individuals who are on those committees to come. I'm actually going to invite the staff if anyone wants to come and have an overview of each of those goals along with our parents, putting that information in the e newsletter that is going out tomorrow morning or Wednesday morning. Just wanted to let you know. John, which committee are you on? Academic growth, wellness, fiscal responsibility. **Jon Stafford** - I think I'm on Wellness. **Paula Crew** - Corinne, you're fiscal responsibility. I know Sue Anne is Community Engagement. John, were you on I thought you were on Academic Growth maybe. **John Priest** - I think so. **Paula Crew** - And Matt, had you selected one of those? **Matt Mills** - Community Engagement. **Paula Crew** - So, Denise, what's the rule if all five of them are more than if three come, then it constitutes a board meeting. So we could be prepared to have a board meeting if we wanted to. **Corinne Scott** - I know I cannot attend, I have a conflict. **Paula Crew** - Ok, that's what I was going to ask first. Does anyone have a conflict with that date? May 18. **Sue Anne Martin** - It's on a Thursday. We have our regular board meeting on that Tuesday beforehand as well. **Paula Crew** - Okay, well, I can email and once you look at your calendar. Next, I want to share with you a Narcan policy. Okay. So I talked with you a little bit at the work session about our desire to bring Narcan into the district and have it secured in the clinic. Our goal is really to make sure that we help people in need. Whether that be a student who has taken something, whether that be a principal that has reached down in a book bag to search a student who needs searched. Perhaps they're acting funny, or they had a Dab pen or some other kind of drug paraphernalia on them. This has happened in other states where, and Deputy Loney is going to kind of talk about this a little bit, too. Where the staff members came in contact with Fentanyl and four of them needed Narcan. Several were hospitalized. But we're also, in addition to our staff members and students individually, we're looking at that mass overdose response. So there has been some news lately on a student bringing in Skittles, if you will, and those Skittles were laced. We're concerned that if that happens in the district, we're not going to have what we need in place to provide medical attention to those students. So I had a conversation with the superintendent, Mr. Lolly, at Fairborn last week, along with his Brian, his director of safety, and they have moved forward with Narcan. And I asked them to send me a copy of the agenda or of the board policy, rather, that they implemented. And I wanted to go through that just briefly. Deputy Loney, Brian and myself reviewed that and we changed a few things that we would do differently for next year. For example, we would want the school nurse, mark out nurse aid. There is no nurse aid now, the SRO and the school district, the school and district administrator, so the principal, Brian, myself, they had volunteers or contractors. We don't want volunteers or contractors to be able to administer the Narcan that we're holding on our buildings. Only a nurse employed or contracted can appropriately train no, that's and possess and administer. We've already said in the first sentence, the folks that can administer it. So, we cross that out in that third paragraph or second paragraph rather. They wanted to keep it in the SRO's office. We have six buildings, so we would keep it in the clinic locked at each building. **Corinne Scott** - So, any place that calls that volunteer or contractor? **Paula Crew** - Yeah, I've marked all of those out on the second page, on the back page, it said it's the SRO's responsibility to check Narcan has an expiration date. So, let me finish that. Narcan has an expiration date. We've switched it from being John's responsibility to check those to the head

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nurse, which is Diana Accurso. And our head nurse. Diana Accurso, in a nurse's meeting, is the one who recommended, along with Deputy Loney, and Brian that we bring Narcan into the district. And that's all that was on the back page. So I've also talked to Charlie Patterson this morning with Brian. He's the Clark County Health Commissioner, and he is absolutely on board with Narcan and encourages districts to actually have that on site. John's going to talk a little bit more about that, but Narcan is really interesting and what they're reporting is if I administer that to someone who I think may be in trouble or have had an overdose and they haven't, it will do no harm to them. So, Brian and John, can you talk a couple of minutes about that? **Deputy Loney** - So Narcan is what we call it today is Naloxone is what we use at the sheriff's office. That's what Clark State uses. If you go throughout Clark State's Building, they have a cabinet that has the Naloxone or Narcan in it. We spoke to a representative from there. That's not what we want to do here. We're not going to have them like a first aid kit. It's just an open **Paula Crew** - anyone can walk up and grab it. **Deputy Loney** - yeah, anybody can walk up at a Clark State campus and take their Naloxone. We obviously were not they're not promoting drug abuse, but that's not something we want our students to have their hands on here. But obviously, like Mrs. Crew said, you're going to see the symptoms of an overdose. So, when you administer the Naloxone, it's a nasal spray, up both sides of the nostrils. I gave Naloxone to a guy about a year ago down here at Casey's, and he took about three rounds of it and came right out of it. He was checked, obviously. We encouraged him to go get treatment. He said no, he was fine. That Naloxone, it will wear off. So, what it does is reverses the high that it's giving you. But again, I can't make him go, we recommend it. So again, that's what we've had students here that have been under the influence. Obviously, they've remained conscious to be transported, but say they go to that other step and go unconscious, we would have that Narcan. I carry Narcan in my cruiser. Obviously, I don't carry a bulk amount. I carry four doses of it. So, I think just with way things are moving, Mrs. Crew talked about earlier, there's a school down in Tennessee where several staff members got a bad batch of fentanyl. We just had over the weekend, there was a bad batch of fentanyl at one of our hotels here in Springfield. I think three died, one was critical, I believe that was at the Relax Inn there in Springfield or the (unintelligible), one of the two there in Springfield. So that stuff is just going around. We have our principals when we have to check bags and stuff like that, you don't know what may be in those bags. We had a deputy just a couple of weeks ago come in contact with something and he actually pulled away and started having symptoms of an overdose. So, it's out there. You can just YouTube any video. A lot of policemen and deputies are coming in contact with that stuff. It's just a small amount. So again, if you issue that, it's not going to end up being something else. Issuing that is not going to cause any issues to the patient or the students. **Paula Crew** - So, Brian, did you have anything else? **Brian Dixon** - Well, just for safety purposes, I think about this more so as that accidental contact that somebody comes into play with, whether that be a teacher or student. I heard the story at Fairborn where they had some gummies that were possibly laced with things that were distributed in a kindergarten class. Gosh, I don't want to be responsible for 30 kids, and we've got two doses or four that John carries and think, okay, which kids do we use this on? That's a terrible predicament to put anybody in. I think if we had those on reserve, that would be something. There's obviously training for this. We're not going to ask just anybody to do this. This would be something that we would take on and also knowing in the back of our minds that if you administer this to somebody and they haven't had a dose, there's nothing that's going to harm them. I think when deputies pull up on scene and they can't identify what's going on with somebody, I think originally people were like, oh my gosh, I can't believe they

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do that, that they use Narcan on an individual. But if there are no harmful .. and Charlie Patterson explained that today. I think this is just us being proactive with this and trying to stay protective of our students and protective of our staff here in the district. As much as we want to help that parent that's made a poor choice and comes into our building or those kind of things, I look at it as much for our staff because I can't tell you how many times as a principal I searched through a bookbag, and then thought later, boy, that was a bad decision. I should have probably had some gloves on or done something else, not knowing what I'm sticking my hands into. I also think about just the incident we had when I was building principal where we had a kid try a hot pepper and they thought that was a great idea. So, here's some hot skittles, why don't you give it a try. Then, before you know it, you've got a dangerous situation. **Paula Crew** - And I think our district, I know our district, one of the things that I'm proud of is we've really forged the way in Clark County in the area of safety. Other districts call and look up to us for that, from our SRO program, to a director of safety, to potentially Narcan, just to all the other things that we do to stop the bleed training, et cetera, that I think this is just another way to put another safety net in place. We're not asking you to vote on it tonight. I just wanted to actually have discussion and see what you think. **Corinne Scott** - So, this is like a draft? We were waiting. We talked earlier one time about Neola still hadn't come out with a draft policy. **Paula Crew** - That is, Neola actually changed their stance. **Corinne Scott** - Okay, good. What's the potential cost? **Paula Crew** - They're free, all going to be free. The training is free. There's a sixteen minute video that you can watch, actually, in talking to Charles Patterson, you can read something, a one pager and that's you're trained, but we really don't like that. And again, it's going to be our school nurses and it's going to be John, it's going to be myself, Brian, and our principals. We do not want our teachers to have, I mean, we talked earlier, putting things on their plate. They don't need to worry about having to administer Narcan either. So, it's the Project Dawn training through the Ohio Department of Health, and it's about sixteen minutes long. That's what I would propose to train, and that is what Fairborn is using. **Sue Anne Martin** - Is that an annual training or a one-time training? **Paula Crew** - One time. As Charlie Patterson, I'll quote him today, you can't mess up it's a nasal you push I mean, it's a spray, like an allergy spray in each nostril, and you're done. **Deputy Loney** - The sheriff's office, we do once we are trained, they do make us do an annual just like a refresher, read the policy, read any changes to Naloxone. **Paula Crew** - We certainly could do that. That's why we just want to open it up. What are your thoughts on having that in the facilities? **Jon Stafford** - I'm in favor just because you said there's no bad side effects. **Matt Mills** - I'm in favor, but I do have two questions. If administered to a student and the parent takes issue with it after the fact, do we open ourselves up to everything? **Paula Crew** - Good. So, I wish you had the back page. I'll pass that around. In accordance with Ohio law, the board and its members, employees, volunteers and contractors shall not be liable in a civil action suit. Let me let you read the back of that. That's a very good question. **Matt Mills** - Second thing, and this is just thinking out loud, I know we're talking about storage facilities. What about buses? **Paula Crew** - So, we talked to Charlie Patterson, I asked that today, and he said Narcan has to be kept at a stable temperature. So, he didn't recommend that for school buses. He did say the deputies carry it in their car. And he has concerns about the effects that's having on the Narcan. But he has discussed that with the Clark County Sheriff's Department. So that's between those two. But for right now, he said it diminishes the impact that Narcan will have to reverse the effects. And you're aware of that, John? I think so. **Brian Dixon** - If I can explain on that too a little bit, Mr. Mills. I think the vicinity of the schools with the buses being out there, you would have pick up area, grab some from Donnelsville, get their principal, nurse



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SROs. We're going to improve that time now that we've got two. So, we thought the same thing and we kind of questioned that a little bit, but I thought that was a reasonable response to the question. **Deputy Loney** - That's like you'll see a lot of deputies in the summertime. Their cars are running and they're not around. That's why their computers are in there. The Narcan is in there. If you ever are having heart issues or experience in an overdose and you're by my house, just come right in. It's sitting right inside the door. Because I bring the AED in, the computer, the Narcan, it all comes in every night just to keep it at temperature. And we would replenish it every year. So, we have to switch those out every year. I think ours were coming up. The one we had, that was June or July. **Paula Crew** - They were July, July 23 or July of 23. **Corinne Scott** - So, is this something we look at for having everything in place and ready for next school year? **Paula Crew** - That's what we're hoping to have. Is there anyone who has issues with it? **Corinne Scott** - I don't have an issue with it. **Paula Crew** - I'm not asking you to vote. So what I'll do is finish, make the changes to this policy, and potentially bring that with other policies that we have in May and then for a review and a vote in June. Okay, next thing on my list, expulsion hearing data. I just wanted to share, thus far, where we're at with expulsion hearing data. So, on the left hand side, you see the code of infraction. Our greatest expulsion hearing percentage comes from that use possession, sale, or distribution of drugs other than tobacco or alcohol. That is the dab pen. That is the THC filled vape. Now, there's new ones out, not called dab pens, but there are other things that THC is coming in which one of the really difficult things and this is why I'm so glad I have John at these expulsion hearings. They change. They morph companies work really hard to sell them in different looking devices so they're not caught with them. So it doesn't look like a vape pen. There's some that looks like the charger, the thumb drive you put in your computer. So anyway, I've had 21 expulsion hearings this year for students. I have expelled four. The four that I have expelled in that area are students that have come to me twice. I held it in abeyance the first time. I typically hold it in abeyance pending the completion of a four hour vape educate program that they have to view before coming back. This year, something new that I implemented. They have to conduct between five and ten hours of community service in the building in which they attend with the custodian after school. And they have to sometimes seek the mental health therapist in the building. I make it a mandate that they get an evaluation with them. If I hear mental health or red flags or if any of us in there hear mental health or red flags regarding mental health issues. Threat, we've had four expulsions. For threat, I have expelled one. Possession sell, distribution of dangerous weapon other than a firearm or explosive. We have had two. Those were at the high school. And I'll just tell you, those were a stun gun. One brought it and gave it to another student, and those two were expelled the duration of the school year. No evidence of planning to use it, did not harm anyone with it. But regardless, we have to set a precedent that you can't bring a stun gun to school. Inducing panic, we had three expulsion hearings for that. Fighting and violence. Four. One expelled assault. Just so you know, I have directed all principles that if it is something other than a fight, i.e. someone sitting at the cafeteria table and someone comes up behind them and clobbers them, and they have they're blindsided. That's an automatic recommendation for expulsion. And I have expelled three of those who came to me for that. One of those I actually expelled all the way into October, October 17th of next year. Typically, I just go until the end of the year, but in that particular case, I felt it warranted the full expulsion that we're permitted by Ohio Revised Code to do. Tobacco use, three. **Sue Anne Martin** - I'm sorry. Before you go past that one. So, you are allowed a full calendar year? **Paula Crew** - No, you're allowed to take the 90 days into the next calendar year. **Sue Anne Martin** - Thank you. **Paula Crew** - And



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then tobacco, we've had three. And that's not just for tobacco usage. And they have a vape that's for five or four times of being caught with a vape. We did modify and change the student code of conduct and reduce the number of occurrences before they're recommended for expulsion. If it's a nicotine vape previously, they could have it six times before they were recommended. So, we reduced that number, and I have expelled one because they came back to me twice with that after holding it in abeyance. Sexual harassment, one. So, we've expelled twelve of the forty-four hearings that we've had this year. In comparison to last year's data, it's similar. But last year, we had 27 in the area of use, possession, sale, and distribution, and six were expelled. So, our numbers are down a little bit. But again, this is April, and I calculated all of the data from last year. Any questions? **Corinne Scott** - So, when they're expelled, they're expelled from any other school in the county. **Paula Crew** - In Ohio. **Corinne Scott** - In Ohio. They cannot go to a public school in the state of Ohio. **Paula Crew** - or a chartered or a private. The Ohio Revised Code dictates that schools honor an expulsion if a child has been expelled. **Corinne Scott** - That used to be the case. They could go to a different go to a private school. Now they can't? **Paula Crew** - No, to best my knowledge, they can't go to a private school. And they've tried and have been turned down. So, we are putting some systems in place. This isn't data that I want to bring that I'm, I'm not happy about this data, but I want to let you know that we are taking, we've tried to put people up for expulsions for the use of the dab pens in hopes that missing an entire year of credits in the high school would deter them from bringing that to school. So, brings me to my next bullet point. We're meeting, we being the superintendents of Clark County, are meeting with the juvenile delinquent judge, Judge Lancaster, on April 27 together to express our concerns. Our hands are tied. We can no longer send students. They're not charged for assaults most of the time. They're not charged for having marijuana or THC. They're not charged any longer for attendance unless it's the most extreme cases. So, school districts have become the judge, jury, and disciplinarian at the county level, and we need some support. These kiddos don't care. We can't do anything to them that matters enough for some of them. So, evident by forty-four expulsion hearings, twelve expulsions this year, twelve to fourteen last year. That's the most expulsions in Tecumseh Local in the last twenty years combined. So, I'm taking this very seriously. I just had a superintendent from Clark Shawnee call me this morning. We're moving toward expelling as well. Kids with dab pens, it's a drug. We just can't condone that. And it alters and it's a safety thing because they're lacing them with things in some places. So just to let you know, I'll let you know the updates of that meeting with Judge Lancaster, she's very hands off as far as doesn't believe the little ones, including K-12, need to be disciplined, unless it's a gun. She really works with the guns and tries to get the ones who have guns. But what we're going to tell her is a student who is repeatedly vaping THC is assaulting other kids from behind. We haven't had that like we've had in recent years, in my thirty years of education. That can't be condoned. We can't allow that to happen. And we need help. And that's a gateway, if you will, to the gun behavior. If you're going to allow them assault and allow them to have a THC, it's a gateway behavior. So, we do believe they need to help at tier one and not wait until tier three. **Deputy Loney** - Just real quick on the vaping. When we first all came into the schools in '18, and we were coming up where we were finding out about the problems with the vaping, we came up with a thing through juvenile court, and it was the first offense, the school would handle. The second offense, if they were caught, they came in front of the deputy, they were issued a citation and ordered into juvenile court, and it was \$100 fine each time you went down. And if you were caught a third time, it was \$100 fine. And I could tell you, I could you saw a change in our vaping. I charged the girl at the middle school and called to follow up on

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the case and was told, oh, we dismissed it. And I said, well, why did you dismiss it? Oh, we're not doing that anymore. **Paula Crew** - Is this the most recent one? **Deputy Loney** - This was about a year ago. And I said, what do you mean we're not doing anymore? We decided to do away with that. It's all back on the schools now. **Paula Crew** - So previous to Judge Lancaster and just I disagree, we disagree, as a school system, we need support. We had Judge Monnin, who was very strict, especially with parents, if their students didn't come to school. He didn't have the influx of dab pens, but I'm guessing he would have been just as strict with that. So, we'll keep you updated on that. Also, eNewsletters going out Tuesday or Wednesday morning. I'm mentioning the second school resource officer in that. And I'm also addressing the bullying prevention that we're doing. I'm seeing a lot on social, not a lot, but someone sent me a post from this weekend on, you know, you're from New Carlisle and I actually am not on that. But I appreciate getting things just to have my thumb what's going on. And it does talk about all of the preventions we have for bullying in our district under goal two, wellness, and how that's supported by our mental health committee, our district leadership team. There's just an exhausted no, maybe not exhausted, a huge list of things that we've done from putting in five mental health therapists in the district, adding guidance counselors at the elementary school, adding the tip line that they can call anonymously if they'd like to. Oftentimes what we have is, well, Bobby came up behind Jimmy because Jimmy had been bullying him. That's why he assaulted him, and he shouldn't be in trouble. But Bobby, the one that was assaulted, never reported that. So, we have some information in there that if they have knowledge of that and they don't tell us, we can't address it. Our principals absolutely look at all allegations of students being bullied, but sometimes there's no evidence. Just because the student is saying that now, that doesn't mean they drop it. They'll do things like have them work with the guidance counselor, the mental health therapist, bring the students down and have a mediation. But I thought it was important to put that in there. So, I wanted to share that that's going to be in there as well. And that's all I had for my report. **Sue Anne Martin** - Okay. Any questions for Paula Crew, board members? All good. All right. **Corinne Scott** - The meeting with the judge, were all the superintendents going from all the schools in the county? **Paula Crew** - Yes. **Corinne Scott** - Good. **Sue Anne Martin** - That's really impressive. **Paula Crew** - And I alluded to that earlier and Denise can validate that it was passionate meeting with Mr. Hackett on Friday.

### Information Items:

April 18	2-Hour Delay, THS -Non-testing Students Only
April 18 & 19	Talent Show Auditions at THS Auditorium 2:30 - 4:30 p.m.
April 20	FFA Banquet
April 20	Bingo for Books at Park Layne Elementary 6:00 - 7:30 p.m.
April 25	2-Hour Delay, THS -Non-testing Students Only
April 27	2-Hour Delay, THS -Non-testing Students Only
April 27	AFJROTC Talent Show at THS 6:00 - 8:00 p.m.
April 28	2-Hour Delay, THS -Non-testing Students Only
May 1	Child Nutrition Appreciation Day
May 2	Teacher Appreciation Day
May 2	ROTC Awards at THS Auditorium 6:00 - 8:00 p.m.
May 3	Nurse Appreciation Day
May 4	Transportation, Custodian, Aid and Support Staff Appreciation Day

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May 4	Senior Awards at Tecumseh High School Auditorium 7:00 p.m.
May 5	All Staff Appreciation Day
May 5	CBC Cup at Graham High School
May 8	PTO Meeting at Park Layne 7:00 - 8:00 p.m.
May 9	FFA Farm Day
May 9	TMS Choir Concert at THS 7:00 p.m.
May 10	TMS Band Concert at THS 7:00 p.m.
May 11	Tecumseh High School Band Concert 7:00 p.m.
May 13	Prom at Springfield Masonic Center 7:00 - 10:00 p.m.
May 15	Tecumseh High School Choir Concert 7:00 p.m.
May 16	BOE Meeting at THS Arrow Conference Room 6:00 p.m.
May 17	CTC Convocation at Dixon Ministry Center 6:00 - 8:00 p.m.
June 2	Graduation 7:30 p.m.
June 3	Graduation Rain Date 7:30 p.m.
June 4	Graduation Rain Date 2:00 p.m.

### Comments and Questions from Board Members

- **Corinne Scott** – Lots of things going on. One thing I want to point out on the calendar is on May 5, the CBC Cup. If you have an opportunity to go there Friday, those are our special needs kids. They're kind of like our local, if you will, special Olympics. It's a very inspirational day. I hope I get off work to go to that one. I went to the first one we had a couple of years ago before Covid. It was fun to see athletes of all makes and abilities are there. It's fun. CTC Convocation is on the 17th. That's Dixon Ministry center. That's at Cedarville. Right? I want to make sure everyone knows where that is. I'm glad about the Narcan policy that Neola has changed their tune on that one because I think it's a needed thing. Unfortunately, we do need that. I mentioned we're exploring new building options. Enrollment has been limited because the building size are limited. They were able to increase enrollment by 200 students by going to a block schedule and going from two lunches to three lunches. So that's why they've been able to add a criminal justice program for next year. And the real popular classes, they've been able to add students to it like the vet, science and dental assisting and I think welding, and ones that are there's a waiting list. They've been able to actually increase those. But they're still looking, if a new building... that takes them up to right now, we're at 636 enrollment. New building things we're looking at is take the enrollment up to maybe potentially, like, 900 students. Lots of concerts coming on this spring and coming up. I'm looking forward to that. All the award programs. That's kind of fun. John. I'm sorry. Matt, you're going to have fun at graduation. Yeah, hopefully. It's outside and the weather is good this year for us. And sticky hot burning up in the sun, but it's fun.
- **Jon Stafford** - I don't know if you guys know Tecumseh hosted the Men's and Women's All County Basketball Award banquet this weekend and it was really cool. It's always like the best one. If you could win an award as the basketball player, it's the best one because they give you a nice meal. They have a guest speaker come in and they bring up all the boys and they give them a really nice trophy and everything. It's actually like a glass thing. And then at the end of it, it's the ten best boys they deem in the county, and then they crown. Like the Mr. Basketball for Clark County and the Mrs. Basketball and Gabby Russell for Tecumseh won Mrs. Basketball for our, representing Tecumseh, which is a big

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honor, but I don't know if they're going to continue to have it here. But they were honoring Rick Thacker, who was class of 1978, and he was the first Mr. Basketball Award when they just started it, and it's been 45 years. So, they had his family here and he was a Tecumseh guy and all that. It was pretty cool. I really enjoyed myself. Our school did a really good job. Like our facilities. Everybody was very complimentary.

- **Matt Mills** - I don't have a huge amount to say tonight. Really excited about the second resource officer. I think that's a great opportunity. Safety is clearly the district's number one concern with that. I had the opportunity to attend STEM Night with my son at New Carlisle Elementary School. Enjoyed our time there got to make topography. Fourth graders got to do topography and build land forms and kind of show how water goes downhill. The fifth graders got to build a planetarium or a solar system model. Still a little upset that Pluto is excluded, but life goes on.
- **John Priest** - I don't know if it was it was right around the same time the musical was right the last board meeting, and again, I don't know if I said it the last time, but Mrs. Williamson does, and the kids just do a wonderful job, and I so appreciate that. She includes a lot of kids in the district, not just high school, but also elementary school kids and kids on stage, kids backstage. Again, she just does a wonderful job doing the musical. And then we also had a first grade concert with Mrs. Willardson and Mrs. Enloe, which was patriotic and phenomenal, with hand motions and some dance motions. It was again just a great time, and there's a huge turnout for both of those. And I appreciate as a parent with opening the curtain first and letting everybody wave and then closing, and then the show starts again. That is just a wonderful idea, I'm sure from years of experience doing that. I'm looking forward to the FFA banquet on Thursday. Mr. Vehorn and the kids do such a nice job putting that on. And also, with FFA with the farm day, is that fourth grade? Is it the fourth graders that come out and then the FFA kids show the fourth graders, they have the tractor and the animals and everything out there. It's just a really cool experience.
- **Paula Crew** - Can I piggyback on John, please? Todd Vehorn emailed me, and I'm glad you said that right before the board meeting and asked that I invite the board members. He said he emailed or eailed cards, but they may be arriving on the day of, so he'd like me to invite you. He said you're definitely welcome. **Sue Anne Martin** - What time? **John Priest** - Six, I think is the meet and greet, and the ceremony starts at seven.
- **Matt Mills** - The name of the student escapes me, but I thought it was super awesome that that 44 year old record got broken. **Paula Crew** - Parker Jackson. **Corinne Scott** - after he ran two other races. **Matt Mills** - So all of our student athletes are pretty awesome, but I thought that was pretty cool.
- **Susan Wile** - The FFA banquet starts at 6:30, the meet and greet, and the ceremony begins at 7:00.
- **Sue Anne Martin** - I just have a couple of notes. As we've been talking, I'm excited to see such a full schedule for spring. I know it's a lot, and I know you guys with kids and grandkids, it's a lot, but what a fun time, right? What an exciting fun time. And graduation coming up will be wonderful. I'm glad that we had the opportunity to switch it back to being here. Right. That has just been really well received and a lot of fun. So, we have a good time with that. I also made a note that I'm wondering, Mrs. Crew, if it's appropriate for us as a board to send. I'm sure it is. Can you give us some bullet points in maybe letter form for us to send off to our state representatives regarding the funding for SROs? **Paula Crew** - Yes. **Sue Anne Martin** - And the idea they're thinking of and why it's not right

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for public school. **Paula Crew** - Yes, absolutely. **Sue Anne Martin** - That would be great. **Paula Crew** - There is some testimony that's needed in Columbus as well, which I have volunteered to do that. **Sue Anne Martin** - excellent. Okay. If you could do that, that'd be great. And we can send that off. And then I had this moment while we were talking about Narcan to just pause and say to our educators sitting in this room, all of you sitting in this room, holy crap. We go from Narcan and kids overdosing. And how do we know if they are? They aren't. To, hey, let's teach these kids to read. So, thank you all. I'm going to get teary eyed. Thank you all, because what a job. All of you in every way. We just discussed all of this, but this is your everyday life. So, thank you all. Thank you.

### Public Comments:

**Kerry Cassell** - So, real quick, in regards to the board comments, it should be pointed out that Brady Stafford, Matt Linger was one of the basketball guys that received All County, but also Brady Stafford and his dad just a few years ago also received the same award. John got all county and was Mr. Basketball. And then Brady got all county. Who got Mr. Basketball? You said sending letters, TEA would get behind you on that as well. **Sue Anne Martin** - Perfect. If we can work together on that. **Kerry Cassell** - Really good, because as a teacher, that's upstairs on a second floor. The teacher or the shooting in Tennessee, she shared in her manifesto that she picked the building she chose because there was not an SRO. She had a different building in mind and went to one without an SRO, and I will tell you, we did an active shooter drill the same week of the shooting in Tennessee. And even I know your fifth graders, our third graders were, are we doing this because of the teachers and the kids that got shot in Nashville? Our kids know. So, when you say it's our daily, it's different. You walk in your classroom and you look at it from a different perspective than you used to when we first started teaching. Thank you. And then when you guys do meet with Judge Lancaster, you said she said little ones shouldn't be disciplined, but the Virginia teacher that was shot was shot by a six year old. Little people are angry. Little people don't know how to deal with it. We have little people in our district that teachers would go, oh, yeah, that's not surprising. So, anything TEA can do in support of that as a unified front, like, we obviously have a huge stake. We've got a big dog in that fight. And then Kiosk, I do have a couple of questions about Kiosk. Denise, you said it's exported leave that shows up on the paycheck. And what was the other leave? **Denise Robinson** - It's exported leave and approved leave. **Kerry Cassell** - And do you see that on your, is that on our paycheck? **Denise Robinson** - In the Kiosk **Kerry Cassell** - It's not on ours. And I only ask because when you said that, I'm like, oh, I'm going to check mine out. Mine just says personal leave, sick leave, vacation leave, unit, accumulated leave and balance. There's no place to find exported versus approved. The only thing it does say is displayed leave balances may not reflect current activity due to delayed posting. So is that a system posting or a person posting? **Denise Robinson** - No, it's a system posting. I think it's when you get if you're going to get close, if you have fifty sick days, you don't really need to call and see if you're going use, if you're close. But if you're getting close, you only have, like, three to five days. I would definitely be calling to check with payroll to make sure you have the leave to take, or even before that, if you think it's going to be extended that way, we can look into FMLA and look into other... **Susan Wile** - So, where does she look? Can I tell her where to look? **Kerry Cassell** - But my question, Denise is real quick. Then if they call payroll, like, if I call

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Amanda, she has the up to date. **Denise Robinson** - What she'll do is she'll look at what your payroll screen says, what you see on your paycheck. Then she'll look in Kiosk and look at the exported and the approved, and she will give you that. **Susan Wile** - So, here's how you can find this yourself. If you go into leave requests, and view my processed requests, then it's going to show you these have been approved by exported, which means when you look at your balances, these are not reflected. These are so you would need to still remove those. **Kerry Cassell** - Okay, two questions then. Do you mind if I put in our next newsletter that if you're close, you should double check with... **Denise Robinson** - Absolutely. **Kerry Cassell** - I'll put that in our TEA newsletter. And then is there a way to do a five minute, even just a screencastify, or something out to our staff? Because I promise you, people do not know how to use that I would do that and show you how to do it. **Susan Wile** - I don't have screencastify on my computer anymore, but I would do that. **Kerry Cassell** - Yeah. I would guarantee you that 98% of our staff does not know how to do that, or where to find it. **Sherry Priest** - We weren't trained on it. **Kerry Cassell** - yeah, I was going to say Kiosk wasn't, we were just here's Kiosk. I do have my pages. **Sue Anne Martin** - That would be great. And so, Susan, you'll take that, to make a ... and work with Denise. **Susan Wile** - This is also how to find their approved and their exported. This is also where they go to cancel a leave request. I get a lot of questions on from people that I approve their leave, and they'll say, how do I cancel that? So that's how I know. **Sherry Priest** - It's not user friendly. **Kerry Cassell** - I will add that to my monthly newsletter. Beth, thank you for your presentation. I love your enthusiasm for, both of you, the enthusiasm you guys have. **Beth Moore** - Please know that we recognize your frustrations, and we recognize errors and things that need worked out. **Kerry Cassell** - We know that. We do, and we share that. **Beth Moore** - Thank you. **Sue Anne Martin** - Tell me something going great, Mrs. Cassell. **Kerry Cassell** - My kids and I are back from spring break, and that's 21 little faces that I was excited to see. And we've had, what, six good days? And tomorrow we state test, which means tomorrow at this time, we'll be halfway done with reading. **Beth Moore** - Okay, what about Waffle Day? **Kerry Cassell** - Oh, yeah. Oh, there's waffles coming tomorrow. **Sue Anne Martin** - Waffles? I didn't see that. **Kerry Cassell** - if you have to take a state teste in room 213. We keep it very chill in the morning, we will go out into our morning mile like we do every day, and then we have waffles and we watch baseball bloopers. And then we do some stretching and some deep breathing, and I tell them I give them all a kiss because I love them. And then I say, you know. I keep it chill. Because their grade is the only thing that keeps them back. **Sue Anne Martin** - You know what? How you start the day is how we all should start the day, especially with a waffle. But that whole pausing and deep breathing and taking a walk every day, all those things. **Kerry Cassell** - We do a morning mile everyday. We walk for about ten minutes, then start our day. And I will tell you it helps the behavior in my classroom, because they have already socialized, they've already had their time to talk to their friends, they've had their time to talk to me, they've had their time to move their body, get their blood flowing. They're awake and then our day rolls. So if you can build that into your work day, do it. It is wonderful. **Sherry Priest** - And I'm going to give a shout out to Beth Moore because she somehow managed to get this thing called Ross Rings so that we could do practice tests online with our kids so that those things are not scary, because we take retest coming up. And we did an English Language Arts checkpoint, which means they had six questions to answer and they had to write a multi paragraph response comparing how Brian comparing Brian's fear and Mom's fear,

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which were two different stories, how they were alike, and then how they both overcame their fears. And we had to have an introduction, body paragraphs and a conclusion because we're ten years old and we have to do this. But we did an ELA checkpoint last week with one of these written responses. But my kids, I have 20 kids, and 18 of them, 18 of them would be proficient. And so we celebrated because we're like, look, this is the same thing you're going to have to do next. Again, I actually give them a hug and a kiss on top of the head, tell them that I know that they're going to do their best and I believe in them and we're chill too, because you know what, boys and girls, one test or one day doesn't make you a great student. **Beth Moore** - You should be proud of that because, thank you for using them. I think it helps the kids. I really do. Thank you for using them. **Sherry Priest** - Well, we've been doing the science ones and they're like, especially with physical science. And I said to them, look, all you have to do is be a reader, which you all are, and then be a thinker, which you all are. And so as we work through them, some of the ones who struggle a little bit with science are seeing that, oh, there really wasn't a whole lot of science in there. **Beth Moore** - I can read this. **Mrs. Priest** - Yeah, thank you for that. We appreciate it. **Paula Crew** - And Sherry, I just wanted to comment. I was in your room one day when they were taking that and they didn't dislike it. I mean, they were telling me all about it. No, I mean, they didn't, they were telling me. That's huge. That's huge. **Sue Anne Martin** - Thank you, Sherry Priest and Mrs. Cassell. Thank you.

**Paula Fugate** - I had to make noise, because I've been nice and quiet. Anyway, don't throw those books away. If nothing else, give them to, like, people that are doing imagination libraries or send them down to Kentucky or Tennessee or some of these schools who lost everything in the flood. But when you said they would put them in a dumpster, the hillbilly almost came out, but it didn't. Just to go back and congratulate these two amongst all of the other teachers after sitting in a third grade classroom last year. Mentoring just happened to be the day we were mentoring, and it was the day before state testing. And to see how upset, how anxious, I don't even know how to explain it, those kids were. I was beside myself. I mean, I told my group, we talked about it a little bit, and I said, here's what I want you to do. Take some deep breaths. Just in through the mouth or in through the nose, out through the mouth, and as you're doing it, just say, I can do this. I can do now, I'm going to make a request of the school board if you're going to write the Senator regarding the funding for the SRO add in there, please to use state testing as suppositories. **Sue Anne Martin** - For state testing for what, please? **Paula Fugate** - As a suppository, for themselves. I cleaned that up. **Sue Anne Martin** - I got you. **Paula Fugate** - Because there's no sense in putting our kids under this. Not when I see those little darlings like that. And I know it's the same because my granddaughter's in the 7th grade this year, and she just looked at me and said when she got off the bus, she came in the house and I said, what is wrong with you? I've got the test coming. And, they're ridiculous. Add that to your letters, please. **Sherry Priest** - I forgot when I was up there, but we sent book boxes to Kentucky to tornado damaged buildings that had requested. So, I mean, that would be a thing that we I mean, Donnelsville, we collected books and did that reading. Took care of that. I don't know if that's a possibility. But if they're going to go to a dumpster, there's a recycling dumpster up in Springfield that is a book recycling dumpster. That's what it's for. You know what I'm talking about. **Corinne Scott** - They have one just for books right now. **Sherry Priest** - Yeah, just books. **Beth**

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**Moore** - I imagine what these will be ones that have no cover, these are really falling apart. But anything that could be shipped I'm sure will be.

**EXECUTIVE SESSION**

Motion by Mrs. Scott at 8:24 p.m. to recess into Executive Session to consider the compensation of a public employee or official. Second by Mr. Priest.

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

The meeting reconvened at 9:14 p.m.

**Adjournment**

Motion by Mrs. Scott to adjourn the meeting.

Second by Ms. Martin

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

Meeting adjourned at 9:18 p.m.



President



Treasurer