

Minutes of the September 19, 2023 Regular Meeting of the Tecumseh Local Board of Education

September 19, 2023

The Tecumseh Local Board of Education met in regular session on September 19, 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 Mrs. Scott and second by Mr. Mills to approve the minutes of the August 8, 2023 Regular Meeting and the August 28, 2023 Special Joint Meeting, as presented.

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

Communications

Communications – None at this time.

Reports –

Veronica Cassidy - Just a quick update of there's been a lot of changes, a lot of updates going on over the last couple of years, probably since starting about 2022. So, let's just go through a bunch of things. Basically, I'm just going to give you a wide overview of just equipment and things that we have, that we currently have. Kind of an overview of our core network, which has changed a lot with new installations. We did get a new Wi-Fi network, so I'll go into that. A couple of current projects that we currently have going on that are not quite completed, but we're getting close, and Cybersecurity. This is a huge new scary venture that we're having to get into that we've actually had a lot of different things happening over the summer. I'll give some examples of things when we get to that section and then some new software items that we've had in the district that have come about. Just a quick overview. We have currently about 3,200 student Chromebook devices that's both with students using as well as spares that we have as backups.

We have that because of student repairs that go out, new students coming in. So, we're constantly in flux. So, that's about how many that we have actually in the district. Wi-Fi access points, which allow us to use our wireless devices. We have about 297 of those in the district. Now, that's inside and outside, and we have forty-two network switches, which I will explain. That's basically our core network, that everything runs on the new phone system, which I will go over as well. We have 418 new phones, nineteen copiers, which are also brand new, thirty-seven core staff desktop devices. These are the people that have actual desktops. Some of the secretaries have desktops, some of the board office personnel have desktops. So, those are all included in there. Twelve child nutrition kiosks those are also brand new. That's another brand-new program that we adopted over the summer as well. Three virtual servers. Those run anywhere from our HVAC systems to FileMaker pro for some of our elementary school data to our video

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surveillance. All kinds of things in there, along with our six physical servers. Our door lock systems run on those as well. We have about 325 staff devices, those are those staff laptops, MacBook Airs. So, we have a lot of things, this isn't all encompassing. We have document cameras and projectors and some smartboards and there's all kinds of other stuff. The list could have gone on and on, but that's just kind of where we stand today. So, our core network, that is actually what I call the backbone. It is what everything runs on. It's kind of the traffic keeper. It controls what goes in, what goes out. If Beth sends me an email, it has to run across the network to get to me. So, it's kind of the core, which we need to make sure stays up to date so that we can run everything because we are adding so much more into our network, especially over the last couple of years. So, in late January of 2023, MVECA actually received our new switches. These were purchased from E-rate Funding, which we were 76% covered, which has provided us with the ability to do this, which I am so grateful of. The installation was completed by the end of March of 2023. So, three or four months, the forty-two network switches were installed across the six buildings, including the board office and bus garage.

The new network backbone actually increases our bandwidth, our speed, and allows us to upgrade our Wi-Fi network, our phone system, our video surveillance system, as well as upgrade some of our servers. This network also sets us up for a lot of new projects coming down the line where items that we may need to swap out, which I will get into with the PA system. But this allows some things. For example, John Kame was having trouble hearing in his classroom. So, we were looking at speakers that actually run on the network to replace the speakers that he has in there so that he can hear and also with possibly a strobe as well, so he can see a light. Because honestly, when those machines are running, the new network allows us to do a lot of these things. The board office, the core backbone wiring at the board office had not been updated since originally installed in about 1997, which was right after I was hired. So, we went ahead and did the whole backbone wiring from each location back to the main computer room at the board office. This allowed us to connect up not only their desktops, but also provide the ability for their phone systems, the new phone systems to go in at the board office as well.

Originally in the main computer room, the switch sat on a shelf right underneath the window. It was very hard to get in and out of. A new rack was installed, so it's now standing upright and it has air ventilation all the way around. The wiring is nice and neat. It's got a UPS battery backup system on it, which all of our items do now, across the district, the board office is one that had not had that yet. So, very excited to have that that core piece of equipment. The Wi-Fi network is also brand new. That's basically what all of the wireless devices from our laptops, any computer that does Wi-Fi, cell phones, those kinds of things, all can connect to. That project actually began back in April of 2022. We upgraded the actual physical wiring from a low end wiring up to a higher speed bandwidth type wiring. So, that was all done in April 2022. About March 2023, all the access points arrived and were installed mid-May of 2023. So, that's about 297 access points that were reinstalled. Basically, it increases the speed, coverage and bandwidth on the network to better accommodate the 1:1 student devices that we now have. With the old network we did see some issues with bandwidth where you had just classrooms of 30 kids, they were having a hard time getting on, dropping off the network, those kinds of things. We haven't seen a whole lot of that, that I know of. We still have one instance with Russ which we're still looking to. So, anyway, it's been actually really good. I haven't had any error messages and things that I was getting with the old network, so it's cleared up a lot. So, very excited for that as well.

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We have two current projects. One is the new phone system and one is the new video surveillance. So, the new phone system, we were having issues with the phone system and basically, we needed to get it replaced. The pieces of the phone system we were having a hard time finding. The power supplies that were being used in the phone systems kept failing. The vendor that we used to help us repair it were actually taking the old ones and revamping them as backups. So, we kind of rotated those and we basically couldn't buy them anymore, buy new ones anymore. So, we also started having boards start to go. So, it was just getting to the point where we needed to replace. So, 388 basic staff phones. If you go in any classroom, it's just your simple phone with a smaller screen. We have 21 administrative phones. They have slightly larger screens, can have a few more features as far as quick dial buttons and things like that for them. And then the ten secretary phones, which have the sidecars, which are the quick buttons that they can get to different extensions that they need. Installation began about mid-July. We just completed it, I think, right before school started. So, we're still tweaking a lot of settings. We did still keep The Education Connection. That was another huge piece. Our voicemail system was running on a Windows box that was running Windows 95. I asked Doug Fritz if I could keep the monitor because it's an old terminal green type monitor that I used when I was in college. So, I'm asking him if I can keep that. But yes, it was from 1995. So, this actually by upgrading the phone system, because we couldn't get rid of that server until we had a new phone system. Now we are now on the MVECA hosts The Education Connection at their offices. It's more robust. We're getting a lot more features and new things that we can do with it. I'm learning new things from Doug every day about how we can program it so there'll be more things coming down the line. So, I'm very excited about that, because now I get to shut down that server that keeps giving me security errors all the time.

The OFSC Grant was a grant awarded to us that I worked with Brian and Deputy Loney on. It was \$500,000 for the camera system. It went into high school, middle school, New Carlisle, Donnelsville, Park Layne. Every building had all their cameras replaced except for NC. NC only had their indoor cameras replaced and had a couple outdoor cameras replaced. The rest of their outdoor cameras were relatively new from an upgrade we did previously because their outdoor cameras were failing. So, we did save a little bit of the grant there. Coverage will also include a water tower, which we have not really had a good video or camera system out there to monitor that area, as well as a concession stand out here at the football field, which is not in yet. We already have one at the athletic building, which is kind of watching the back of the athletic building. And then some of the new cameras are actually covering parts of the track and around the other side of the athletic building. So, this will be a concession stand, which will capture basically the windows in the front for when people are buying things, as well as the area that leads up into the stand. So, hopefully we'll get some more coverage there, the new cameras, more clear images, easier search features. I don't know if any of the principals are here, what they are saying about it, but they've been using it. I've been extraordinarily happy with the image quality. When you're viewing a camera, you can actually zoom in on a specific piece and it'll pull another window over to specifically look at that piece. So, you can actually do three or four or five different images from one camera image and monitor them all at the same time. Very neat. The searching is wow! Very, very easy. I worked with Chris Hauf on an issue. One day he came over because it was very new. I hadn't really even used it. We walked through it, we brought up the image and we zoomed in and we found exactly the student he was looking for and found exactly what was happening. And it was very easy, very good. So, a lot different than what we had before. All of this includes maintenance and ongoing support, if we lose the camera, camera goes

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out, they will come and replace it. So, that helps keep the system up and functioning. Eventually, we're not there yet, we will be able to actually view it on our phones. So, all the principals can use their phone from anywhere they want. They can also use their laptop from anywhere as well. But Deputy Loney, Deputy Dillon and Brian, they can all view all the cameras across the district at anytime from anywhere. So, that's going to be a huge jump from what we had before as well, for security purposes.

Are there any questions so far before I continue? **John Priest** - Are there going to be cameras, I think there's cameras at the FFA building right now, correct? **Veronica Cassidy** - Yes. **John Priest** - What about the bus garage? **Veronica Cassidy** - Yes, the bus garage has all new cameras. **John Priest** - Everything at Tecumseh Local Schools will have video surveillance...the board office? **Veronica Cassidy** - Yeah, we're working on the board office. **Brian Dixon** - Medway has the old system has the old because when we wrote at the grant, we had to have it where we had kids in those buildings. So, those areas were left kind of untouched. **Matt Mills** - You mentioned cabling. I know you said the Wi-Fi we had all brand-new cabling. Was that like cat6a or cat6? **Veronica Cassidy** - Cat6a. **Matt Mills** - Okay. What were we using before? **Veronica Cassidy** - 5E. **Matt Mills** - Okay. That's quite a difference. **Veronica Cassidy** - Yes, it's huge. The cameras are connecting, I think, at ten gig. **Matt Mills** - And so you said the WiFi, the access points, did the cameras get new cabling as well? **Veronica Cassidy** - Yes. The cameras are all at cat6. **Matt Mills** - Is there anything left within the district that is still using the old 5E? **Veronica Cassidy** - The only thing would be like any desktop machines that are connected, the halo devices that we have at the middle school and high school, in the bathrooms, the vape detection. Other than that, any desktop devices that would be there, but a lot of those desktops can't handle, don't need the 6 at this point. **Matt Mills** - So, 90% brand new cabling, that's awesome.

Veronica Cassidy - Thank you. Okay, cybersecurity, that has been huge. We contracted with our cybersecurity vendor and we have had a lot of threats that have been mitigated by them. I would say up until now, probably ten that have been pretty severe that have been mitigated. They're also catching a lot of phishing and spam and a few ransomware emails that have come across. We had a teacher over the summer called me directly. She actually was hacked. So, we were able to mitigate some of those things as well. I walked her through some things and then I did some things on the back end with the help of our vendor to make sure that that stuff was all taken care of. So, it has already, in my eyes, paid itself off because I have no idea how much it would have cost us had those things gone through. So, very good about that. Phishing is just basically they're trying to get your information and that comes through emails, spam, unsolicited junk mail, just your basic stuff. Ransomware is the one that's more malicious. That's where they're trying to, from something that you click on, they're trying to take control of your machine, get all of your passwords and those kinds of things. Part of that kind of happened with the teacher. She actually gave them a code and yeah, so was actually getting, got her passwords and so we had to ... **Sue Anne Martin** - If I can add there before you go on, for phishing, sorry for the phishing attacks. We are seeing those at our office as well more often. And what we're finding is I had one come into my inbox the other day from a vice president in our organization and I was like, wait a minute, I paused. Right. Because why is that person emailing me? So, just being more aware, they're coming from the emails are coming from addresses that look and people that look like people we would know and respond to and that's what makes that so dangerous. **Veronica Cassidy** - Yes. I've actually gotten a couple where I've actually had to go into the back end of

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Google Admin and look at the actual coding headers of the email to figure out that it was phishing. That's how good they're getting. Yeah, it's crazy. I know the board office has gotten a lot of they want to change payment information and they're mimicking a staff member. They're getting really good. I've seen some doozies. So, to continue, with this protection with our vendor, we have all of our key staff. So, that's all the board office, anybody that has access to really important student data or has passwords to money accounts, payable, payroll, HR, those kinds of things, they're all monitored 24/7 with the software that's on their laptop or on their devices. The staff as a whole is all monitored daily, but it's not the 24/7 red alert kind of thing. But they are monitored. They all do have virus protection software and those kinds of things on there. Sue Anne Martin - But does that flow to sorry, does that flow to a phone? For instance, are we able to get email on our phone? And when we do that, that protection is not on the phone? Veronica Cassidy - No, that's where the two-factor authentication comes in. Yes. So, the two-factor authentication, that's where that next step is. I have work email on my phone, but to log into it, I have to do a two-factor authentication on it. And that's like everything. Anytime I log into, for example, Apple's Web Store, because it's a district account with district money, it's two-factor and I have a finger before I log into it. So, that's where a lot of things, we're trying to build. So, staff is going to be activated soon, as soon as we get keys in. I think all the admin team has already been two-factor authenticated. I have not checked recently we've had some staff turnover, so I'll have to double check that. But I have not checked that yet. But yes, if you're using your work account outside of your devices, they need to be two-factor authenticated, but that two-factor authentication will be enforced once we get everything set up. We're just trying to get that set up first.

Training, we do have modules have been added to Public School Works that the teachers all have to, or the staff have to all go through. Also, our vendor, there are phishing campaigns that get sent out. So, I get all those reports back and I usually forward them to Paula. And actually, our staff does very, very well, I've been quite pleased. We haven't had any phishing campaigns that everybody's just bombed. We have a few here and there, but not a lot. So, I'm very happy with that.

Software, a couple other things that have been happening. In the process of getting a new phone system, we're trying to move away from AT&T. One of those was faxes. I'm not old school, I don't like old school fax machines. So, we moved to an online faxing system. It is saving the district a lot of money, but basically we are able to it's almost like sending an email. So, all the people that have fax access, which would be mostly secretaries, bus garage, they have the ability to login to a portal and they can send any kind of document or any type of fax from there. And they also receive faxes so they can use our own old fax numbers. People can still fax us using an old fax machine. Most doctor's offices still have them, and we can receive that just through the web, through the portal. And we don't actually have to have a physical device. So, that is saving us paper as well as costs. So, I'm very excited for that one to go through.

The other one, Securely Classroom, the middle school and high school recently purchased the software. We kind of piloted it about a year ago at the middle school, and the teachers really loved it. This basically allows teachers from their laptop, they can monitor their students that are in their class at the time when they're using their Chromebooks, so they can actually see the individual student screens. They can lock them into specific websites. They can send them places that they need to go or agendas or all those kinds of things. So, they can actually control their

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classroom and watch and monitor what the kids are doing. So, if they release the kids to do their work, they can monitor them from their desk and make sure that they're on task.

They can also lock them out of things and close tabs that they're not supposed to be in and all those kinds of things. We've had positive reports from the teachers. Cara, my newest tech, she's the one that's kind of been spearheading this, and she generated the training and things for all teachers to go through. But we've had positive responses from teachers and actually at the end of last year, a couple of high school teachers piloted it and they were all emailing me, are we getting this? Are we getting this? So, I'm very excited to see so giving some control back to the teachers for their classroom. So, that's good.

Online digital curriculum. I know Beth, she's been working hard, but we've had a lot of online digital curriculum come across. HMH is the biggest one that we've been working with. A lot of things are going digital, so we've been working through that with getting all of our teachers being able to have the classes rostered so they don't have to create them. It's automatically there for them and it's updated as our CIS system is updated with kids moving in and out or shifting courses. So, that's all happening as well.

Upcoming projects kind of in the works. PA systems. The PA systems, just like the phone systems we've had where a lot of the PA system pieces and parts have started to fail and they do not make them anymore and they do not support them anymore. And we're having a hard time. We've actually almost pillaged Medway to the end of its motherboard to keep the ones that we currently have in the other buildings up and running. You did approve for Donnelsville and the High School. Those are on the docket to be done at Christmas. We weren't certain if we would be able to get the current systems up and running. Prior to school starting there was a bunch of back and forth. That's why we kind of rushed Donnelsville and the High School through because those are the two main buildings that were having the most problems. With duct tape, some prayers and help from Doug Fritz and MVECA, we were able to get the systems working. So, that's what they're working on now. They're stable as of now. The vendor that we have, if something were to happen, all of our equipment is in and they are ready to go. If for some reason something happens, they could come in. If we were dead in the water, they could come in and do the install right away. So, that's a good thing. But yes, they will be done at Christmas. Yay me, my Christmas vacation. But excited for that. Basically, all of the current speakers that we have in the buildings, they're good. I don't think we have had to replace any of them. I think Boyd still has a couple of brand new ones and boxes that were extras. So, this system that we're putting in basically is going to allow us to keep the current speakers that we have, the analog speakers and utilize it with our new phone system. So, it's kind of a bridge that we kind of have now but it's not reliable. Trying to explain it the best I can. This is also going to allow us that if speakers do start dying or having issues in the future, if we don't have any more replacements, we are then able to bring in the new type of speakers which are much more expensive, slowly, so we can run a hybrid so we don't have to replace the whole building at the same time, if we don't have to. So, I'm trying to kind of future proof so that we don't have to spend a ton unless we get a grant. We'll be looking for grants. So, that's kind of what's going on with the PA systems.

I'm going to be working on technology plan revision. This is something that I think Paula and I, because of the AGs? Yeah, because of the AGs we're having to. So, I'm going to be revising it. It's been a while since we had anything. I think it was pre-COVID we did a finalized one so it's

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time to do that. And I've got a lot of standard operating procedure documents and stuff already done and in the works because of the cybersecurity piece. So, I've been working on a lot of the cybersecurity back end with standard operating procedures for different things that we need to have and those will be flowed into this technology plan. Another big one is website revision for ADA compatibility. That is a hot topic right now and I'm not saying our site's not ADA compatible, but there's probably pieces and parts that I don't know about that are not. So, I'm looking at either some type of company that can help me overlay on the website or possibly switching to a different website vendor that has a more robust ADA compatibility piece to it. Does that make sense? So, I'm kind of researching that right now, but I know that's something that's been huge. That's all I had as a general overview of everything. But it's been a busy couple of years. **Sue Anne Martin** - That's a lot. That's exciting. It's a lot. Board members, what kind of questions do you have? **Matt Mills** - I have a technical question. I guess just for clarification. When we voted on the PA system repairs in August, it was with the understanding that the issue was because of phone upgrades. What exactly caused that? **Veronica Cassidy** - It was kind of twofold. It was not only the phone upgrades, but it was also the aging equipment. So, the current PA system we have is the DuKane. Basically, we couldn't find anybody to repair it several years ago. This is back when Roger Diller was still here. So, we were kind of piecing it together and doing what we could. The reason I didn't try and do a whole PA system upgrade on top of the phones is because with The Education Connection failing, or getting ready to fail running on a Windows 95 box, we kind of had to pick which direction we wanted to go. I priced out a full PA system install a couple of years ago, and it was like \$200,000 a building. It wasn't like district. I mean, it was expensive because you're talking new speaker wires and all that kind of stuff. Now obviously the prices are coming down with new IPS and stuff, but with the new technology of IP speakers, now you have to add more stuff to your backbone. So, you have to add more switches that can handle the power from the speakers that you're putting in. So, it's still going to be pricing expensive.

At the time we went with the new phone system, the PA systems were still working and stable at the time. But then when we ordered the new phone system, then of course one thing you pay for and then everything else goes downhill. So, the new phone system was the way we had it working or still have it working is kind of a hop, skip and a jump. So, we have what's called an Ojoid. You probably know what an Ojoid is. It's an Ojoid that's actually kind of going in between. But now the amplifiers and the cards on the DuKane system that route the sound up to the speakers, those are failing. So, I've had to actually pillage cards from Medway and put them in. I think the middle school has one and I think Park Lane has one. So, those are failing. So, we kind of have to replace that DuKane system with something. But I didn't think adding a \$200,000 bill for six buildings would be good. So, at least with what we're moving to, it's less money. But it also gives us the option to replace bits and pieces as we move forward. Does that makes sense? So, we can spread the cost out over a longer period of time. **Matt Mills** - So, simplified as to how I heard it, the part where the phone system and the old PA system integrate went bad during the phone updates? **Veronica Cassidy** - Yes, correct. **Matt Mills** - Okay. Thank you. One more question, and this is just more of a cybersecurity question for my own benefit, actually. Mr. Dixon, I was emailing him about the temperature control system. And I know that a lot of times we'll have vendors that need to remote in to access some of that stuff. What type of I know Mr. Dixon referenced a firewall, but if somebody were to come in and plug into one of your control panels with a computer and try and do something, are we protected there? **Veronica Cassidy** -

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Yes. So, the vendors that we have, we have very few vendors that we allow access in from the outside, if they are allowed access, they have a VPN account that's created by MVECA, and it's associated with a specific person at the company. So, it's not just a generic, there's a specific person tied to that, and those are reviewed every year. If somebody just came in and plugged in, even if they plugged into an orange port here, they wouldn't be able to get anywhere, without an IP address, because I don't run DHCP servers just for that reason. So, anything that plugs into a wall has to be a static IP, and that port has to be active in the closet. So, the only ports that are active in the closet are ports that actually have a physical wire in them currently. And then, obviously, the Wi-Fi network is protected. **Matt Mills** - Thank you very much. **Corinne Scott** - Two questions real quick. Have we locked down the use of thumb drives? Are you still allowing thumb drives to be plugged into our computers? **Veronica Cassidy** - As of right now, they're still allowed. **Corinne Scott** - Is that something you're looking at in the future? Second question. More of a general one I know. Like the treasurers meet, all county treasurers meet, all county superintendents meet. Do all county IT folks meet, too? **Veronica Cassidy** - Yes. I actually have a meeting next week. **Corinne Scott** - Good, because I know there's a lot of things going on at the other schools. **Veronica Cassidy** - Yes. Yeah, we get all together. Great. Okay. That's it. **Sue Anne Martin** - Mr. Stafford or Mr. Priest? **Mr. Priest** - I'm good, ma'am. Thank you. **Sue Anne Martin** - I have to I have a question and a comment. Doug Fritz, like Optimist Club Doug Fritz? **Paula Crew** - Yes. **Sue Anne Martin** - I know Doug Fritz. He's so good. He's a good guy. And then number two is I don't know a lot about technology and education, but I do know about ADA on a website. And so I will get with our website manager tomorrow. She's a dear friend of mine as well, and get some companies for you. She's worked closely with several to make sure that our website is ADA compliant and does an excellent job. So, I'll get some of those over for you. **Veronica Cassidy** - Wonderful.

John Krabacher - Thank you for giving me this opportunity again. Last month I stood up here, you said make a presentation in the following month. So, I want to thank you. Several years ago, I leased the land that Westlake used to be on. And it's been very good to the community, it's been good for us. It's helped many people in many different ways. Every year since then, I have come, made a report. This is my yearly report to you on what's happening, what the future is going to be, what our vision is and how people in the community accepted us. So, one of the things that I want to say is a community garden has various assets or various levels. Some people say it's for the whole community. I just want you to know it's for a community of gardeners. What we all have to do is that we all have to help people who are hungry. We're having trouble here, even in New Carlisle with food. And many people have gardens in their backyard raising tomatoes, cucumbers, beans, that's usually what they're growing. The problems that a lot of other people have are, we don't know how, we don't have the space, can you help us? So, we come into an educational factor to the whole thing. We have people coming through the garden that is asking looking at the flowers, which my wife plants and works really hard with, and all different varieties. And then what they also look at is the vegetables. How can I do that? We show them how they can even grow in a five-gallon container and grow tomatoes and be able to have fresh tomatoes. We show them in a tub where you can grow beans and you can have fresh green beans. There's different ways, you don't need a big space. A four x four space is all you need for a family of two, maybe even three. We've done that this year, several times. Several people come through at various times and ask or come onto our Facebook page and they ask, how can we, my tomatoes are not turning red, they're still green. What's going on? So, we help out quite a bit with that. There are many things that we have helped with. We've given away a lot of the food. A lot

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of our vegetables go down there to Mr. Mac's. We have given big trays of tomatoes to Mr. Mac's. I was standing there talking to John McDonald, who was one of the owners, and John McDonald, he goes, stand here for a little bit. Now, I don't know how many people came up and shook my hand, said thank you, thank you. This year we were growing what we call gourmet tomatoes. It was an ASA certified winner, which is called Buffalo Sun. There's yellow and red on it, really has a wonderful taste. You cannot find them in the store. And people were saying to us, this tastes different. This tastes really different. So, we have that. We have cabbage, we have cauliflower, and broccoli. Have you ever grown broccoli? You know, you snip the top off, more, broccoli grows. So, we have kids coming looking at us and says, oh, that plant's done. It's just getting started. So, we're teaching quite a bit. We have approximately over twenty-some gardeners now. If you remember when we started at Madison, we were lucky to have three. Then we went on over to West Lake. We were maybe lucky to have six or seven. Then it went up to twelve, and now we got twenty. We have people from Kenya. We were pulling weeds. I thought they were weeds. They were picking them up and put them in a sack. I go, what are you doing with them? So, we make soup out of that. And I go, wow, is that different? And they were growing stuff in their garden. I said, those are weeds. He said, oh, no, they're know that's what we eat over in Kenya. We have people from Guatemala working alongside of the people from Kenya. They're talking about beans, different types of beans going back and forth. It was great. We had Mexicans from Mexico City, Mexicans on the other side. You might even know some Bernardino Diaz. You probably know them from school because they go to school here. And the kids are out there with them, hoeing, picking, learning about how to have good food. They're still growing cabbages, they're still growing down to this day. So, the garden is becoming, Pat and I call it the international spot in town. We have another family from Kenya, because the one family brought in another one and they said, can we have a farm? And I'm thinking, oh, wait a minute, farm gardening. But I understand what they're trying to say. But in their country, they call this a farm. So, we'll have another one next year, then we have another. I was over there the other day, another Hispanic or Latino. I keep asking, do they want to be called Latino or do you want to call them Hispanic? They said, don't make any difference. So, we'll have another one next year working right along. We got people coming from the senior citizen center. We have, talk about ADA compliance, we have plots at probably about three and a half feet to four feet high so that it can sit down and reach. And we go, how are we going to make those? Well, somebody says, why don't you use garage doors to make those? There's a garage door company has a whole stack of them out there, go ahead and get a garage door. So, we have the older people coming. They're aluminum, they'll last forever. They're going to last forever. And so we have now they're saying, can you do twelve to thirteen more for next year? We're planning to do twelve to thirteen more for next year. We have them stacked up now, probably next early spring, we'll have them all together. So, the ground is being used in a different way and you keep things tight. We have a volunteer. We have a zero-turn lawnmower that comes and was donated to us. And so we have a volunteer now and he is willing every Sunday to come and ride on a lawnmower. And it's great because that takes a burden off of me. A lawnmower for ten acres is a lot, it's a lot of time, and it's very bumpy. So, anyway, so he does that. So, we keep it nice, try to keep it nice. We're trying to also trim down the side, along the fences. Along the fences, the bushes are starting to grow over. And so, we've trimmed them down. We called the city and they came and helped us. What we're doing there is being a good neighbor. That's what we're doing is being a good neighbor. We have water access. We have a well there we love. Occasionally we get somebody coming through and says, I wish this was a football field again. I said I'm sorry. But then they go, you're doing a good job. So, it's all kind of funny. Can we improve things? Yes. There's always improvement in

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anything. One of the improvements that we made was the hoop house. The hoop house was probably about three years old now, maybe four. And right now, we have enough money and grant money to go ahead and change the outside of it. Change the plastic. Plastic only lasts four years, five years. So, we got enough money for that. So, one of the things that I thought when we got this is that I want to be self-sustaining, self-sustained, away from fossil fuels, away from... so we can do it ourselves type thing.

But the big thing now is homesteading. Trying to do like homesteading. Well, time has gone by and we have discovered that the hoop house might be really neat to use. One of the things is it gets really hot in there, 120 degrees when it's like 80 degrees outside because the sun is magnified when it comes in. And the plants and the roots, you don't work very good at 120 degrees. Well, they don't work very good at 120 degrees. So, we need better ventilation. We need a fan system. Yes, we raise up the sides, and we've done as much as we can do. We bolted the doors. Air does flow through and we're able to stabilize. We need better lighting. We'd like to be able to go in there and eat so that people work. And they would like to use the hoop house to start their plants and to start early. The earlier we can start them, the quicker we can get them out and the quicker they can grow. Well, we can't do that. You know, the heat, you know, we can get small electric heaters. But the problem that we have is what we need is electricity. And that's where I came last month for. I went down and asked the County engineer department, how do we get electricity? He says, well, you need to get an inspector in the early days. The reason why that is, in the early days when we took over, like I said, I wanted to be self-sustaining. If you do not use electricity for a year, somebody told me it was six months. They come and take the meter. They come and take the meter. Is that right, Sean? Come and take the meter away. Then if you want electricity again, you have to get it inspected to get the meter back on. Well, we really would like to be able to use the hoop house right now, even for the water. We have solar panels to bring the water up from the well, but we have no way to get it out without a generator. We have a generator. That thing is the loudest noisiest thing in the whole world. So, anyway, so the inspector, I went down to the county and they said, you need the owner to give you permission to sign or to get an inspection. And so then I said, how do I do that? You don't own the property. So, I gave forms to Brian, and I guess Brian gave them to Paula, Paula gave them to wherever it went to from that point, they talked it over.

That's why I'm here for you today. I'm here for you today is actually to give us permission to get that electricity. We wanted to put it in the garden's name, not the Board of Education's name, not Tecumseh's name and New Carlisle Community Garden or John Krabacher. We will be responsible for the bill. We want it in our name for various reasons. We just need to get the meter back on. We can't do that without the inspection. Jon, you're in contracting. You could probably elaborate on that process a whole lot more than I can. **Jon Stafford** - You said it exactly right how it is. **John Krabacher** - Well, that's why I'm asking, in order for our future to be bright, for us to be able to use that hoop house that we got several years ago and for us to expand because we would like to be able to start more of our own plants. We get plants from OSU now from the extension service, from the Seeds program, and they get them from whoever, Meadow View, I think they buy them from Meadow View, and that's all good. We're just trying to be more self-sustained. Thank you.

Sue Anne Martin - Board members, any questions, please? Board members, any questions? Yes, please. **Pat Krabacher** - Can I say something first? So, when John indentured himself to the

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garden, he said he wanted to feed people. And I get that. And I love what we see out there. We have been learning constantly, especially the last five years. YouTube, every day we're videos on how to grow and what to grow and the best way to trim pussy willow bushes or trees and everything. But we're investing our time. And I have a vision for that place. I'd like to share two visions with you. Some of it erupted during COVID and part of it was we remember the empty shelves and grocery stores and the problem with food access. Right now, we have twenty people in the city learning how to grow food and that area will sustain many more people. So, part of the vision is to teach more people how to grow food. Everybody can grow potatoes, garlic, tomatoes, beans probably. We've got survival food growing out there called Jerusalem Artichoke. There's beautiful 8ft tall, but under the ground there's these bulbs that you can slice and fry like potatoes. So, that's one vision that we'd have more people gardening and we would be prepared if there was an emergency.

We have an area in the center of town that could be used for the city of New Carlisle residents to go and plant. A lot of people don't have sun in their yard. You have to have six to 8 hours of full sun. We've got full sun. So, that's the one vision. Emergency food and teaching skills that are really good for young people as well as their parents. The second vision I'd like to share with you is something that's a little bit more abstract. But we are 69 years old and we can spend four to 6 hours a day from April to October in the garden, which is what we do pretty much now we're investing ourselves and there's other volunteers like John mentioned. But the real vision that I have for that place, we're creating a space for Tecumseh schools to use to teach your students what food is all about, what good food is all about. So, many families are eating just fast food and when they taste, like at the farmers market we do an education thing, when we're at the farmers market, we're always giving out information and recipes to how to use kale and potatoes and garlic and onions to make zupa toscana like you go to Olive Garden to eat. So, we do that about every week. But my vision for the place is when we can no longer do it, I'm really hoping that there's interest in Tecumseh Local Schools to take the property that we've been investing in, and we've invested thousands into that over the years, the four years that we've been there. But my hope is that teachers will have a place to take their kids on a local field trip, and students that you might have trouble with because they're like my David, who was in the school system 25 years ago, if there's a place that a student like David could go and just sort of cool down, he's got all week detention. Maybe he goes to the garden for 3 hours to learn how to pull weeds and spend some time outside and be part of a community. Kids today, I'm a researcher, kids today are really struggling to find a place to belong. That's been proven generationally from the youngest kid to the high school kid to young adults, they're struggling with belonging someplace. Well, what we have found, certainly this year with the gardeners is that people are feeling like they belong now. And so that's an opportunity the school has, I think. And that's my hope, my vision, long term. We work hard. We want it to be a place of success that kids can learn and learn how to eat well. **John Krabacher** - Okay, so anybody have any questions? **Matt Mills** - I have a couple. So, I know you're looking for electricity for a pump and some lights and whatnot. I mean, your growing season is almost done this year, right? I know you're trying to use the hoop house. **John Krabacher** - Well, Pat and I will go all the way to November, but most people are yeah, or they pull things up. **Pat Krabacher** - We have to start plants too much ahead. I'm starting plants from seeds, and it's usually six to eight weeks ahead of the last frost, which is mid-May. So, you start by certainly March, mid-March. **Matt Mills** - Okay. The primary use is the well, though? **John Krabacher** - No, the primary use will probably be the hoop house. **Matt Mills** - The hoop house? **John Krabacher** - Yeah, to get ventilation, get heat, get lights. **Pat Krabacher** - And to

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pump water to the other, we have six or eight cubes, but right now our electronic system is only pumping it to the main tank. So, to get it from the main tank to the other tank, we have to run a gas-sucking generator. **John Krabacher** - Well, we use a transport pump to move it up. **Matt Mills** - How long does your battery for your solar panels last? **John Krabacher** - We don't have a battery. **Matt Mills** - You don't have a battery? **John Krabacher** - I said, well, gardeners are only out here during the day, so why do we need a battery to store anything at night? That was my thinking at the time. **Pat Krabacher** - Come out and see us at the garden or come to the market. We're doing two more markets this coming Saturday, and I'll guarantee you free tomatoes if you come this this weekend, the Buffalo Sun are gorgeous. **John Krabacher** - We'll give you an apple. Kids come by and give them an apple, and these apples are not waxed. They're not from the store. They're grown organically. And matter of fact, by the time we get to the end, the mother is back buying four or five. **Sue Anne Martin** - Thank you. Mrs. Robinson, where in the agenda would we add an item to discuss and vote? **Denise Robinson** - You would discuss it now and then if you wanted to take it to a vote. **Sue Anne Martin** - Okay. So, we need to decide if we are going to go forward with allowing the community garden to get a new meter and have electricity on their rented property with us at the community gardens. **Denise Robinson** - I was just going to say I don't know if legally we can allow an electric pole to be put in someone else's name that's on our property. So, that's something you would have to talk to the board's attorney about. That would be the first thing. My second thing is we are in a contract with all of our electricity with AES through 12-31-24. I don't know that we can add electricity on our property without it going through that co-op. I've tried to reach people at AES and the EPC in regards to this. No one's ever heard of anything like this. So, it's basically going to be something that our attorney is going to have to look into and spend some time on, because they have no idea. I just know that we are locked in with our rates, and rates are very low through 12-31-24. **Corinne Scott** - So, there's a chance that this could jeopardize those rates. **Denise Robinson** - Absolutely. Because we're locked in with our current electricity on our properties. So, to add something changes the contract between us and the co-op. And that was where my concern was. But no one can. I'm more concerned if we can have a bill in someone else's name that's on our property. I don't know, as a school district, we're permitted to do that and that's above my expertise. That would be something I think our attorney would have to look into. **Corinne Scott** - That could be a liability issue also. **Denise Robinson** - Absolutely, and then on top of that, I don't know about our consortium and how that all plays in. Again, no one at the EPC had ever heard of someone trying to do this, and there's over 100 school districts in the EPC. **Sue Anne Martin** - Remind me how the Wee Arrows, the young men's football team, how they had electricity there. **Denise Robinson** - From what I understand, they had it, but the district paid for it. That's what I understood, but I could be mistaken, but we weren't in a co-op at that time with our current electricity company either. **Corinne Scott** - So, situation was different. **Denise Robinson** - Situation was definitely different. Yes. Again, I'm not saying you can or can't. I'm just saying this is more of an attorney issue than a treasurer issue. **Jon Stafford** - I would say that we're going to come across it when we put this new building up over here, because we're going to need electricity for it. So, there's going to be some type of meter there maybe. I don't know. We might be pulling it from bus garage, though. **Brian Dixon** - We're not putting electricity in, it was too expensive. **Jon Stafford** - I just would say I'm in favor of getting the electricity to them somehow, as long as it doesn't jeopardize the co-op. Then even if they had to reimburse the district for the bill, and I don't know if that's an issue or not, seems like they would be willing to do that. **Corinne Scott** - So, we need to find out, though, the liability implications. **Sue Anne Martin** - Okay. So, we will follow up with Kate and then come back and maybe let's work to

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have it on our next agenda, please. **Corinne Scott** - I do have a question. Is the community garden because the lease says a nonprofit, is it an official 501c3? **John Krabacher** - Yes, it's a 501c3. **Sue Anne Martin** - And I had asked Denise about renters' insurance. There's a million-dollar liability clause in there as well in the lease agreement. We have some of that in place, but we just need to follow up on this other piece, and we can do that and go forward from there. **Matt Mills** - If I could ask just another clarifying question about having a tenant's name on electric. What do we do with Medway schools? Is that electric bill in our name. **Paula Crew** - It's in our name. **Matt Mills** - And they just reimburse us for it? **Denise Robinson** - No, they just pay a flat rent fee. **Matt Mills** - Okay, thank you. **Sue Anne Martin** - Okay. We will follow up on that and have it for October. Thank you.

Public Comments Pertaining to the Agenda –

Kerry Cassell - I have a question about Veronica, in her presentation she was talking about Securely in the classroom with middle school and high school, where teachers can lock the kids out of other windows and stuff. Is the plan for that to be implemented in the elementary because it's needed? I mean, as far down as third grade and I'm sure our second grade teachers would agree. **Paula Crew** - Kerry, I think right now we're piloting that at middle and high school and trying to get the bugs out, but I'll get with Veronica and see if she can communicate that.

Unidentified Speaker - I was wondering about the two factor authentication. When are staff going to get that? I actually had to do a two-factor authentication on my school laptop using my personal cell phone, and I then used my personal cell phone. I needed to look at my email yesterday while I was on a field trip at UC. And so I tried to get into my email on my personal cell phone and then I had to use my two factor authentication on my cell phone. So, my personal device I used my personal device to authenticate. **Corinne Scott** - That's how it works. **??** - But I also had to use my personal device, which I'm not comfortable using my personal device. The only reason I added the email yesterday was because I was having an issue trying to figure out where my bus was supposed to park at UC. And that's the only reason I tried to put it on my personal device. So, I'm not sure when we're supposed to get those fobs. **Paula Crew** - The fobs right? I can ask that, too, and have that information sent out. I know she sent out a Google form survey on who would want fobs and who would be willing to use their phones for those.

Unidentified Speaker - We've been told over and over not to use our phones. And I've been forced in numerous situations to do my job to use my personal device when I'm using my school laptop. Why can't I use my school desktop to authenticate? Not sure why I have to use my personal device. So, that was a question I had for Veronica. **Sue Anne Martin** - Thank you. Mrs. Crew has made note of both of those, so there'll be some good follow up on that. Thank you.

Old Business

There was no old business.

New Business

ADOPTION OF CONSENT CALENDAR - PERSONNEL

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

Resignation - Certified

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Michelle Haythe, Business Teacher at Tecumseh High School. Effective September 4, 2023. Reason - Personal.

Resignations – Classified

None at this time.

Employment – Certified

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

None at this time.

Employment – Classified

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

Pam Rihm, Child Nutrition at Tecumseh High School. Effective September 5, 2023. Step 1, \$14.35 per hour.

Philip Rose, Evening Custodian at Tecumseh High School. Effective September 6, 2023. Step 2, \$17.75 per hour.

Garrett Powell, Evening Custodian at Tecumseh High School. Effective September 11, 2023. Step 1, \$16.83 per hour.

Derek Swangim, Evening Custodian at Tecumseh Middle School. Effective September 14, 2023. Step 3, \$18.82 per hour.

Tracy Day, Child Nutrition at Donnelsville Elementary School. Effective September 14, 2023. Step 1, \$14.35 per hour.

Employment – Substitute – Certified/Classified 2023-2024

to approve the individuals listed below to be employed as a substitute on an as-needed basis for the 2023-2024 school year, as presented.

Robert Baker	Madelyn Beilharz
Nancy Bowser-Taylor	Maddie Chassereau
Thomas Niemitalo	James Oddie
Heather Price	Jason Scott
Jennifer Smith	Chad Taylor
Michele Willeford	Kenneth Williford
Dirk Yount	Kaley Breaden
Amy Davidge	Ciara Diamond
Megan Frey-Wiseman	Julia Goforth
Zach McCloud	Jamie Rowland
Amber Sloane	Robin Stephens
Aaron Svisco	Derek Worthington

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Employment – Supplemental - Miscellaneous

For the 2023-2024 school year, salary as per Negotiated Agreement.

Pep Band	Bryan Martin
Stage Band	Bryan Martin
Muse Machine Advisor THS	Michelle Peters
Muse Machine Advisor THS	Lisa Moon
Student Council Advisor TMS	Paul Merkle

Employments - Home Instruction 2023-2024

to employ the following individual for the purpose of home instruction, as needed, for specific students at the rate of \$29.77 per hour. Home instruction services will not exceed 5 hours per week for any one student unless required by law.

Rhonda Fox

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

ADOPTION OF CONSENT CALENDAR - ADMINISTRATIVE

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

National School Lunch Week Resolution

to adopt a resolution designating October 9-13, 2023 as National School Lunch Week, as presented.

NATIONAL SCHOOL LUNCH WEEK RESOLUTION

WHEREAS, the National School Lunch Act was adopted in 1946 “as a measure of National security, to safeguard the health and well-being of the Nation’s children and to encourage the domestic consumption of nutritious agricultural accommodates and other food”; and

WHEREAS, the National School Lunch Program has brought nutritious meals to millions of school-age children, thereby fostering their physical and intellectual development and helping to ensure that every student enters the classroom ready to learn; and

WHEREAS, wholesome, well-balanced lunches are served to over 930,000 students daily in the State of Ohio in order to promote learning and achievement by giving children the energy and stamina that they need to pay attention and participate in the classroom; and

WHEREAS, National School Lunch Week recognizes the individuals including food service professionals, school administrators, teachers, parents and many volunteers, who help ensure the success of the National School Lunch Program in more than 4,000 schools and residential child care institutions in the State of Ohio.

NOW, THEREFORE, the Tecumseh Local Board of Education does hereby designate October 9-13, 2023 as National School Lunch Week throughout the Tecumseh Local School District in recognition of the contributions of the School Lunch Program to the health and well-being of children. The Tecumseh Local Board of Education recognizes and commends the dedicated and

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hard-working individuals who contribute to the success of the School Lunch Program and urges all citizens to observe this week in all ways significant to its importance.

National School Bus Safety Week Resolution

to adopt a resolution designating October 16-20, 2023 as National School Bus Safety Week, as presented.

NATIONAL SCHOOL BUS SAFETY WEEK RESOLUTION

WHEREAS, National School Bus Safety Week has been adopted as a measure to safeguard the health and well-being of the Nation's children and promote active cooperation of schools, students, and parents for school bus safety; and

WHEREAS, school bus safety is an important factor in the Tecumseh Local School District; and

WHEREAS, the implementation of school bus safety procedures is essential to providing maximum security for our school children; and

WHEREAS, National School Bus Safety Week recognizes the individuals including transportation personnel, school administrators, teachers, parents, and others who help to ensure the safety of our school children;

NOW, THEREFORE, the Tecumseh Local Board of Education does hereby designate October 16-20, 2023 as School Bus Safety Week throughout the Tecumseh Local School District. The Tecumseh Local Board of Education recognizes and commends the dedicated and hardworking individuals who contribute to the safety of our school children and urges all citizens to observe this week to promote school bus safety.

Snow Removal Agreement

to approve a contract with Stevenson Utilities Construction, LLC of Springfield, Ohio, for the removal of snow and treatment of ice for Tecumseh Local Schools. Since the district does not have the proper equipment for this type of work, it is recommended that the board approve the contract for the 2023-2024 school year. The cost is \$5,115.00 per clearing of all school building locations, including the board office and bus garage. Last year, the charge was \$3,965.00.

Service Agreement Approval - Comfort Systems

to approve a two-year system controls maintenance agreement with Comfort Systems at \$12,154 each year. The contract runs from July 1, 2024 to June 30, 2026.

Service Agreement Approval - Advanced Mechanical

to approve a two-year preventive maintenance agreement with Advanced Mechanical for \$40,590 each year. The contract runs from July 1, 2024 to June 30, 2026.

Auditorium Roof Replacement at Tecumseh High School

to approve a contract with RoofConnect and TruCraft for the replacement of the roof (Johns Manville 60-mil TPO) on the Auditorium at Tecumseh High School for the amount of \$143,605.00 (includes Bond and twenty-year warranty) using PI funds.

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Contract with New Carlisle Community Garden

to approve the one-year lease agreement between the New Carlisle Community Garden and Tecumseh Local School District. The lease is for the site of the former Westlake Elementary School.

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

ADOPTION OF CONSENT CALENDAR - FINANCIAL

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

Financial Reports

to review and approve the financial reports for August, 2023.

Fund Advances

to approve the following as presented:

Negative fund balances covered by unencumbered general fund balance August 31, 2023.

001-0000	\$442,937.84
505-9023	(\$28,910.72)
507-9222	(\$65,779.00)
507-9322	(\$243,141.21)
516-9023	(\$47,116.46)
551-9023	(\$1,156.31)
572-9023	(\$49,610.52)
590-9023	(\$7,223.62)

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 approve the September 2023 Amended Certificate request.

Permanent Appropriations

to approve a resolution for the permanent appropriations for FY24 and the corresponding 412 certificate, as presented.

Donations

to accept the following donations made to Tecumseh Local Schools.

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
VFW Post 9966 ,	THS Football Cheerleaders	\$ 1,000.00
OHSAA	Athletics	\$ 1,250.00

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Ohio Department of Administrative Services Cooperative Purchasing Program

to approve the cooperative purchasing administrative fee of \$100 with the Ohio Department of Administrative Services Cooperative Purchasing Program for the period November 1, 2023 through November 1, 2024. This fee requires annual approval.

Resolution Declaring the Impracticality of Transportation

Pursuant to section 3314.091 of the Revised Code, it has been determined that it is impractical to transport a pupil who is eligible for transportation to and from a school under section 3327.01 of the Revised Code because the service unavoidably disrupts current Tecumseh Local Schools transportation schedules. Therefore, payment in lieu of transportation is being offered to the parents/guardians of the following students.

Mikyra and Adelyne Baumann	TBD
Thomas and Nashua Johnson	\$538.55

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

ADOPTION OF CONSENT CALENDAR - INSTRUCTIONAL

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

Out-of-State/Overnight Field Trip

to approve the following out-of-state and/or overnight field trip:

National FFA Convention: Teachers Todd Vehorn and Brooklyn Barger, and twelve (12) FFA students; November 1 through 3, 2023 in Indianapolis; Tecumseh staff and students will be traveling with representatives from Greenon Local, Northeastern Local, and Northwestern Local.

Resolution to Adopt an On-Line Calamity Day Alternative Make-up Plan

this item was removed from the Consent Calendar.

Out-of-State/Overnight Field Trip

to approve the yearly eighth grade Washington, D.C. trip. Staff members from Tecumseh Middle School will be chaperoning the trip with an approximate ratio of 12:1. The cost per student is \$730 and is scheduled for November 14 - 17, 2023.

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

ATHLETIC

None at this time.

POLICY

None at this time.

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Planning and Discussion

- **Beth Moore** - Thank you for using the term a little bit, because the report card and some information is coming around. And again, I'm just going to be fairly brief and not go into too much detail because it's been out less than a week. There have been some questions, and I've not even talked to principals or teachers about this yet, so I just want to address some of those questions. So, the first page is overall rating. This is the first year for the actual star rating and Tecumseh has a 3.5. Right below that, you can see there's achievement, stars, progress, gap closing, graduation, literacy as well, just like last year. Again, the difference is we have a 3.5 in the actual star rating. So, what does that mean? So, it means that we met the state standard, actually, plus 0.5. I want to add that on there. If you had a three, you would have met the state standards. But in addition, we have a plus five, so I'm adding that in there. So, how does that look compared to other county schools? Below is where Springfield, Northeastern, Northwestern, Tecumseh, Clark Shawnee, Southeastern, and Greenon and what they scored in their report as well, that we can see.
I'm only going to focus in on achievement just a little bit tonight and progress mainly because it's worth 57.2% of the grade, report card grade. And so those are where we get the bulk of the score. **Corinne Scott** - They're not equally weighted in then? **Beth Moore** - No, ma'am. No, they are absolutely not. I went ahead for the first two. If you'll turn to the second page yeah, it's 28.000601,000 I thought that was interesting. One of the things I wanted to point out is we get our score for achievement from the performance index, not the performance indicators like it used to be. And so, some of the questions revolve around the performance indicators. And I understand that because that's how we used to get our old score in the olden days. The state would set the standard and it would raise every year right now, to get an indicator on the right-hand side, you'd have to achieve an 80% pass rate, which means 80% of our students are proficient or higher. The state doesn't use that to calculate our grade. It doesn't apply at all. They're just reporting this to you because that's the way we used to do that. If you look to the left, this is how we get our grade for achievement. And I know we went through this last year, so again, I'm going to be brief. If you look down below where it says the calculation, you'll see that they give more points for students that are advanced, accomplished. A proficient student gets one point, and then you get six tenths for basic and three tenths for limited nothing for any untested kids. This is more fair. This is fairer than the actual performance indicator, because you can look at schools like Centerville or Bellbrook, they're not reaching those indicators either, to be quite honest with you, for the most part. And so the state has decided to take it from just giving a report card grade from this performance indicator to looking at achievement as far as building our students, getting them out of limited, pushing them to basic, pushing those kids to proficient. So, it's really kind of growth within that chart. So, that's where we get our score for achievement. And I think that's just confusing because it used to be the performance indicator. So, if you're thinking, okay, what is 73.1? What does that mean? How does that affect us? How have we grown? If you look below, I just wanted to give you a basis of how our school has recovered from the COVID Pandemic. In 2021, that percentage was 58.3%, with a huge increase in '22 to a 71.6%. That was beyond what we ever thought would happen. So, because of that huge growth, we're bound to slow down a little bit. We cannot maintain that. And so that increase in '23, we're very happy about. Again, I point that out because that is almost 29%

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of the report card. So, again, I just wanted to be brief. So, if we flip it back, have questions about that page, or can I move on? All right, so if you flip it to progress, again, that's weighted at almost 29%. Progress is what our teachers are good at. They are good at taking kids where they're at and growing them over a year, because our kids come in at all kinds of levels. And so, this is really where we can make the most gains until we can catch up in that achievement. If you drop down to the bottom, you'll see what the color coding means. That dark blue exceeds the growth with a large magnitude. The light blue exceeds the growth. The green meets the growth. The yellow fell short, the red fell short by a larger magnitude. The state is a year behind, meaning that this right here is progress from 21-22, because the **Ebos** report comes out in October, report card comes out before that. So, they're always a year behind. But when that comes out in October, you better believe I'm going to bring it to you because I want to compare it to this. You need to keep comparing that. But the more we go over this every fall, it'll be like a broken record, I hope, truly. So, to maintain that four star, I think we're one of the largest in the county to actually maintain that. So, again, that's what our teachers are really good at, taking our kids and having them grow at least a year, if not more. If you'll flip to the next page, performance indicator questions. As I speak to this, these were some questions brought to me to answer tonight. I will not single out a grade level or subject area. I will speak to these issues at issue one, two, and three because I never want to single a teacher out or a grade level. I don't think that's appropriate. So, I do want to point out again, these three questions really do go back to that whole performance indicator. Are those kids, is the grade level making gains every single year? Again, the state doesn't do that because you're comparing apples to oranges. When a group of core hip cohorts come in, you're talking about a whole different variable. So, that's why the state took it off, and that's why it makes sense. Now, do we still look at that? Absolutely. It's just in our nature to do it. We want to do better every single year. So, I put on there the steps that we use to determine or to examine a decline in the performance indicator, because teachers will do it, I will do it, we automatically go to it. So, we look at, okay, how did the state do, how do the other schools in the county do on that indicator? Was it an overall decline? How do we compare? Then we look at the progress of the cohort, meaning how did those kids do as a cohort in the previous year? Because if they've made some gains or maintained the same, you've got to consider that because again, every cohort is a different variable. Then we look at staffing changes. To take on a tested subject area is not an easy feat. It requires you to not only have classroom management, look at behavior expectations, but learn state standards and a curriculum on top of that. It'll take a teacher at least two or three years to get that under their belt. It's a tough job. It's not something you come in and you're like, I've got it. It takes a while to get that job down. Then we look at curriculum and instructional practices, and that's done during TBT meetings. That's done during data and benchmark meetings. And that's really where teachers set goals with their principals that they'd like to work towards. So, that's multifaceted. So, if you look at item one. Yes. That grade level for that subject area was a decline more than we expected. So, what do we do? We look at how it applies to the state in that black column. We look at the county average, and I can't help but go and look at other schools, to be quite honest with you.

Corinne Scott - You said there was a decline because we're comparing it from third grade to fourth grade. Is that what you're saying? **Beth Moore** - I'm not going to mention any grade levels. **Corinne Scott** - But you said a decline. **Beth Moore** - Yes. **Paula Crew** - She said item one declined. **Corinne Scott** - Okay. Compared to what?

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Beth Moore - Their previous year. How did they perform in their previous year? And that's what's listed below there. **Corinne Scott** - Okay, understood. Thank you. **Beth Moore** - All right, item two. **Sue Anne Martin** - Can I ask, however, before you do that, are you able to also get the other schools in the county previous year performance as a comparison? **Beth Moore** - I can, because we have meetings as well and we share data with each other. And this is why it says preliminary data, because those scores start rolling in in the centralized reporting system and we're pounding them in there. But I will say there is a cleanup with EMIS that says we're not counting this score or this kid counts for you, even though they're homeschooled. So, there's some cleanup in there. So, if you're like oh, that's not what's on the report card. It's just because there's a cleanup. This is preliminary, we want to know. We're nerds like that, we really do. Number two, so there was a decline in that score as well. Most of the pods, and we say pods because teachers work in groups and so we call them pods. So, most of those pods saw significant gains. And I put a chart down below. We did have a teacher retire from one of those schools that did see that decline, who was a master science teacher who ran that program. Again, after she retired, unfortunately, a long term sub was placed there. And again, a long term sub is not going to know the curriculum as well as a former chemist from the Dow Corporation. And if you look down there below, you can see where Tecumseh Local scored as compared to the state. Actually, both of those elementaries, you can see the other elementary that's not highlighted did quite well in that grade level, which brought the whole Tecumseh Local spring score up. Again, I've not met with principals, so they probably might have some work to contribute about this as well. And then finally item three. Again, I've just looked at county scores to say, okay, how did we compare to other county schools? What was the state average? What was the county average? And then what kind of changes did we have as well? Sometimes when a grade level is a two person department, a single teacher leaving can make a difference while the new teacher is trying to learn that curriculum. And I'll take this to principals, I meet with them tomorrow. So, this is definitely some of the things that we'll talk about and they'll make plans to say, what do we do to make those improvements? You guys have any questions about that? Honestly, if you do, feel free to email me. My home cell number is right there on my address. We can do a Google meet. Come and visit me, it would be fun. **Sue Anne Martin** - I would again be interested to see the comparison to previous year. That's a really interesting comparison for me. But I also in this case, want to draw my peers' attention to taking out one district. It's either really good or mediocre when you look at those numbers. We are not alone in that. So, that's an interesting phenomenon for me as well. **Beth Moore** - Yeah, one of the reasons I'm not doing a lot, I do it with the teachers as soon as the data comes in and principals, that's all we've got. We don't have this here, this calculation from the state, but maybe I should because it kind of perpetuates this whole performance indicator. So, we keep going to 'oh, we came down,' but really when we could be just fine if we use the measures the state is using. So, that's something to think about and consider. Again, I'm glad you're looking at the report card. I'm glad you have questions. I'm glad you want to know more about it. That's important.

Susan Wile - There's just a couple of things that I wanted to make note of. In our English department, we have noticed a trend in newcomers and I'm sure the teachers back there have noticed that. I was asked a little bit about immigrant funds. So, we have at least three students at Park Layne, at least one at Donnelsville, two at New Carlisle, four at Tecumseh Middle School, and eleven at Tecumseh High School, who qualify as newcomer students. Meaning that they have been in the United States for less than three years without formal education in English previously.

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And that's new for us, really. We've got a large population of students who English is their second language, but most of them were born in the United States and come into us as kindergartners. They don't come to us as high schoolers. Just a bit of a new challenge. Immigrant funds become available to districts when they have at least thirty students who meet the status of being an immigrant, and that's at least a 5% increase to the district over their previous year's population. So, we haven't quite hit thirty with those numbers, but we are kind of looking into that and making sure that all of that is getting put into EMIS correctly, so that if we do hit that thirty student target, that that will trigger us receiving that additional federal funding to help with that influx and just trying to work with our ESL department and make sure that we are providing some things for those kiddos. Because we know that it would be challenging to come into high school and not speak English and try to do that curriculum, that rigorous curriculum. So, it's a new challenge and something for us to keep an eye on. And I also wanted to point out that we have a lot of teachers that are making great progress towards having that sixty hours of initial PD they have to have in order to meet the requirement to be a service provider for students who are gifted. And I'm just really grateful for that. I know we kind of challenged ourselves a few years ago to really provide better services for our gifted students. And our general education teachers have spent a lot of time pursuing that professional development. We have had some turnover, which has affected the number of service providers we have a little bit, but as we've gotten new staff members in, they are really taking that up. I've just had a couple contact me the other day and they are getting right involved in those offerings from the Montgomery County ESC to make sure that they're going to be able to continue to be qualified and we're going to be able to provide those services. So, that's exciting too. That's a couple of things that are going on in my department, and it's really all I have, unless you guys have questions for me. (There were no questions.)

Brian Dixon - I have two things I want to give you an update on the pole barn over here. Clark County Career Technical Center began construction last Monday. Students from across the county have been working on that project. I've had the pleasure of going over there and watching them work. It is a slow process because it's a learning process, but we've had Tecumseh Juniors over there, Jared Chaplin, Jonathan Fernandez, Jacob Gibson, Caden Hoffman; and Seniors Peyton Combs, Levi Hamilton, Diego Rivera and **Dillon** Mendoza participate in that project. So, it's been awesome getting to interact with these kids. They're kind of excited to tell you what they're doing because they're doing it for the first time. So, the group of 20 seniors comes out in the morning. The juniors come out in the afternoon. Each one of the seniors took the bobcat and dug a hole, which was exciting because they've never done that before, and they did a great job. They began setting permacolumn posts in there. Brian Hicks, Clark County Building Inspector, has been out, and they've all passed, but he had a lot of interaction with the kids. So, it's really neat to see from an educational standpoint. And it's a truly awesome project for CTC for our students that are Tecumseh kids, for the district, and I think for our taxpayers, too. So, just anytime you want to stop out and see them, those kids really like to kind of show off their work. The only other thing, and I'll just mention this, just kind of plant the seed. You guys may want to start looking at this, but the great solar eclipse, if you're not familiar with that, you might want to get familiar with it. Stay tuned for information, there's a lot out there. We haven't made a whole bunch of decisions. I've attended and will continue to attend meetings put on by the Clark County Emergency Management Association. The EMA is putting on programs based on what this solar eclipse is going to do to our community. So, just keep that in mind.

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Deputy Loney - Deputy Dillon and I have just been busy. We had class talks at Park Layne today. We spoke at Rotary. Deputy Dillon is back in the field, and everything's good with him. He thought fall started last Monday. **Sue Anne Martin** - I was going to say he's had an exciting start to being a resource officer with us. **Deputy Loney** - I told him he's had a pretty quiet initiation into Tecumseh here. We've done good. It's really been great working with him. He's doing a lot of good things. He's already making that difference, I can tell. We're getting ready for homecoming. Seatbelt check is next Friday. Health Department will be out here. Got some other little things we're working on here in the next couple of weeks. Good things for our district here. The drug take-back will be the last, I think it's the last weekend in October from 10:00 am - 2:00 pm. We'll be here at the high school. We're finishing up our last part, Governor DeWine had started this program that every freshman that entered last year has to attend an interaction class with law enforcement. Every school district, we have to do that. So, with the help of Mr. Dixon we've been working on, there's four main criteria that we've got to do, but we kind of want to expand it a little bit more to our students, what rights they have, how to interact with police officers, stuff like that. So, we have a curriculum that we're working on, and we'll get that all submitted. Beth has helped us with it, but we'll be working on that. I think it'll be fun. It'll be a good time. We get a lot of those questions. Some of our students will get stopped over the weekend and come in and say 'are they allowed to do this?' We're willing to take those questions. This program that we're doing, I think will help shed some of those questions. I'm looking forward to getting those classes and teaching. **Paula Crew** - Thank you, Deputy Loney. I know you and Deputy Dillon presented to the New Carlisle Rotary Club today and talked about the requirements that Governor DeWine has and how you're fulfilling those with our students. So, thank you.

Paula Crew - You're going to receive the Ohio Auditor of State's Facts and Questions document, and I wanted to take some time to go over that with you. Remember, this is the document we've been waiting to come out regarding the levy, what's allowed, what's not allowed, and I thought it was important to make sure that we went over this an open session. So, we had it for the record that we talked about what's allowed and what's not allowed regarding running a levy. I have highlighted that for you. So, it should make for a little quicker run through of that. So, I'd like to just take about, hopefully about ten minutes to go through this and we'll break with any questions that you may have along the way. I'm just going to review my highlights, but if you want to take a look at this in its entirety on your own time and we can come back and talk about it next month as well, that would be fine. The high-level overview, school districts and district personnel are permitted to provide factual information to the public regarding the district's finances and the impact that the passage or failure of a levy or bond issue might have on the district. We're not allowed to use public funds to talk about the levy. So, you'll see that throughout this entire document, it talks about you're okay to say factual information to your constituents, internal and external stakeholders. It does a nice job in the FAQ of telling what we are or are not allowed to do. It asks a question and answers yes or no or maybe or sort of on what we're allowed to do. But then it does give a best practice and an example. So, on the top of page two, as the saying goes, and this is stressed throughout the document on your own time and on your own dime. So, AOS acknowledges that it may be more difficult for district administrators, so that's myself, Denise, principals, directors and staff members, teachers, classified, who are compensated when working irregular hours to show that they did so on their own time and at their own expense. Remember when Mrs. Princehorn came in from Bricker and she talked about when we're waiting on this document to come out, they said, you're never off. You work 24/7, so you can't be on a levy

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committee talking about the treasurer and the superintendent. So, we'll look at that a little bit more. But in that next paragraph, they talk about taking a holistic review and looking at that tone of totality. When they look at that, a best practice is to they talked about sending out information and make sure that it's something that you do on a routine basis, even if it is the factual information and not just something that's disseminated when we're going to have a levy on the ballot, and we do that. Denise gives a five-year forecast in November and May of each year. In the connecting link that goes out twice a year to every household in the district, we have a Facts, Figures and Finances page on there, and we're always talking about where we're at with our five year and our bottom line. So, I'm pleased to report that we do this, as do many other districts in Ohio. On the bottom of page two, I've highlighted that school district cannot allow the levy committee to use the district's bulk rate, of course, so they're not allowed to use our bulk rate. They are allowed to use our mail system as long as they reimburse us, but they can't have our bulk rate for mailing. **Sue Anne Martin** - And if that happens, reading further, any anti levy committee is permitted to do the same. **Paula Crew** - Exactly. And you'll see that throughout. . Okay, on page three, number three, may the district allow a levy committee to use their district premises or equipment? Yes, but we should have a policy that what does that look like to use our premises. We do. We have what's called a building usage form in our board policy already. Number four, may a superintendent or district administrator provide details to the community about an upcoming levy via a letter, the district's regular newsletter? Yes, we're allowed to do that. Again, factual information must be shared. You're not allowed to share information that could be gleaned as trying to persuade the folks to vote yes for the levy. And it gives examples there of support our schools and keep our schools strong. And I've made a note here again, a best practice is to include that on a regular basis, and we do that in our communications with our community. On page four, may a district send levy committee communications home with students? No. So, we can't do that. I don't know that we've ever done that with levy stuff in book bags, but we're not supposed to, and we won't. Information Sharing, is the district allowed to publish financial data during a levy committee? Yes. And again, as long as it's factual and it gives examples at the bottom of page four there, the treasurer shares with the community the five-year forecast submitted and that this information is shared with the public every year. In fact, twice a year. On page five, may a district tell the public what cuts will be made? Yes. You have to be careful. Interestingly, as long as it's factual and you make a statement and we'll get into that a little bit later. But if that statement is made, that yes, in fact, this is what's going to happen if the district does not pass this levy. But it also says to be cautionary because you can't use that statement to encourage people to vote for the levy, which I find is exactly what that would do. So, that's kind of a gray area for me, and we're looking into that a little bit more. And they say here the best practice for you, the board members, is to a best practice for you is to adopt a statement at a board meeting well in advance of the levy vote detailing the likely cost saving steps the district would take if the levy failed. So, if we put this levy on if this and it doesn't pass, then these are the steps that we're going to have to take as a district to compensate for that not passing. Number three, the levy committee, may a district provide information about how to contact the levy committee? And this is perhaps it doesn't say yes or no, just perhaps. And so, if you take a look at that and that's not something that's a big deal, we will follow those instructions there on the bottom of page five on the perhaps letting people know about the levy committee. Number six, I've highlighted this for your information as board members under the example that it is much easier to differentiate when a board member is being paid with public resources and not compared to district administrators who are required to work irregular hours. So, you folks are only paid in your capacity as a board of education when you're in this capacity, a board meeting.

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But if you attend a levy meeting, you're not being compensated for that. You don't have to be compensated for that. You're not a "board member," you can be a public figure at that time or a community person. Sue Anne Martin - As long as only no more than two of us show up for those. Correct? Paula Crew - Actually, that's a question that we have that's in our list of questions, because they're saying no. They're saying it wouldn't be a meeting. You could all five be there. So, we're checking on that, though. Good question. And then an activity related to the formation or support of a levy committee must clearly be outside the regular school day, not during board meetings or district sponsored events where the administration, board, and employees are paid to be present or as part of their district position. So, again, being very careful to make sure that we can document that it's outside of the board meeting and outside of our time working. May the district disperse information on behalf of the levy committee even during non-working hours? No. So, we cannot do that at all. It's an easy one. On the next page, may a district administrator or staff member answer questions of the public or press related to a levy during the time when they are being compensated? Yes, but caution should be exercised. Again, you can be factual, but not tell the person what you think or how you should vote. On the next page, I've highlighted the district or board might consider adopting a statement of facts, and this is all throughout the document. So, that might be something that we want to come up with, is to have that statement of facts as we head into a levy and starting that process. On page nine, asking, can the district hire an outside consulting or communication firm to assist with activities intended to influence the outcome of the levy? No. And districts in Ohio have done that for years, where they've hired they've used their funding and they've hired a firm and they've asked that firm to do a survey, for example, or they've tried to push through a levy. I know Northeastern had a firm that did that. I don't want to speak for you, but when you got the income tax levy passed. So, with this document, we're not allowed to do that any longer. Number eight, can the district allow the levy committee to use district logos on pro-levy campaign materials? Yes, you can. But the district, again, would also need to permit any group or organization that is opposed to the levy or bond issue to come up with to use the district logos as well. If you allow the ones that are for the levy, you have to allow the ones who are against the levy. May districts use public funds thanking the community? Yes, but caution is advised. Do you remember when Mrs. Princehorn, when she came in from Bricker, said, we can't even thank our constituents anymore? And she said, because it's not going to be allowed. Well, it is allowed. You just have to be careful how you do it. You have to make sure that you show you've utilized the levy funding as opposed to district funding to thank them. So, to buy the paper, to go out and stick on a sign that's done after school hours, et cetera. Next is taking a look at those roles on page ten. May district administrators or boards use public funds, including compensable time for personnel to attend training designed to provide best practices? Yes, and it gives examples for that. I won't go into detail unless you want me to on that. Number two, may district administrators or staff, can they be compensated by the district to prepare informational materials? Yes, and it goes into details with that. On page eleven, can district administrators or staff advocate for the levy on their own time? So, can a teacher or a custodian, a secretary, myself, can we advocate for it? Yes, but they must do so on their own time when they're not being compensated by the district. And it gives an example down here. So, when district personnel choose to influence or advocate for the passage of a levy or bond issue during typical working hours or times when the public might reasonably expect that the district personnel are being compensated by the district, such district personnel should submit for and have district approval to take paid time off. So, they're saying you must submit leave. Number four are levy campaign restrictions applicable for Board of Education members, district administrators, and district personnel? And the answer there is that levy campaign restrictions

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apply to all district administrators, board members, staff. However, these rights have limitations during the time the public employee is receiving regular compensation from the district. And then it mentions this a couple of times throughout the document that AOS does not consider using paid time off as being compensated by the district. So, if you're taking sick leave, personal leave, et cetera, that's not considered as being compensated by the district. Number five, may a superintendent, treasurer, or a board member meet with a levy committee during school hours to answer their questions? Yes, but again, keeping it factual, I forgot. If you want to jump in and have questions, please do. May a member of the Board of Education participate in a levy campaign? So, can you guys participate? The answer is yes, but they must do so on their own time and without using district funds or resources. However, even during a board meeting as a best practice, board members have the right and responsibility to explain and support their vote to place a levy or issue on the ballot. I would asterisk that board members that's saying, you have that right there on the top of page thirteen. It's actually pretty much what you need to do, board members. Number one, may levy campaign promotional items be placed on or around school grounds? That's simple. They can, we can put our signs out there all up and down 40. If we do that, though, the no sayers are allowed to come in and put their signs all up and down 40. So, that's why we tend to say, no, we're not going to put anything like that on school property. In this document, it talks about that's one of the biggest rights you as a Board of Education members have. You have a right to say, no, we don't want this on our property or we want this on our property. So, and that's that whole page fourteen there, it talks about having a policy, an advertising policy, and we do have that policy. We looked today it's policy 9700.01, which just tells us that the district may the district allow a levy campaign committee to purchase advertisement space on the district signs or say Evans scoreboard out there. Can we have them place something else out there? We can, but we have to let naysayers and people do that as well. So, we just have to be again, cautionary. Interesting, may district administrators, board members support the levy by wearing pins, stickers, shirts, et cetera during the school day? No. And boy, we've done that for years. I remember all the buttons that we've worn, support arrows, go arrows. That's not allowed. I'm trying to see if there's anything else that is major. I just wanted to get those roles in for you. Denise, was there anything else that you wanted to say, just about this document again, because it starts repeating itself with 'the information must be factual in nature.' And you'll see that as you look through there. **Denise Robinson** - That's basically what I just took away from it. As long as we're factual, we can pretty much be anywhere at any time. As long as we're only presenting factual information. **Paula Crew** - And then the surveys on page seventeen as well, we talked about surveys and can you disseminate surveys? You cannot disseminate surveys asking whether or not your taxpayers will pass a levy utilizing district funds. The levy committee can disseminate a survey using levy committee funds asking whether or not, do you want an income tax or do you want a property tax. But that can't come from us as a district. Coming from us is just the factual information. Please take a look at that. And I know that was a lot to go over, but it's a lot of information and I'm going to put that on my report next time to see if you have any questions or if you need us to clarify anything or if we can't, to find answers from ODE or your attorneys. **Matt Mills** - So, we the district can't do surveys, but the levy committee could. Can the district share a Facebook post by the levy committee asking for a survey? **Paula Crew** - No. **Matt Mills** - Okay. **Paula Crew** - And that was it, because last time we said put it in You Know You're from New Carlisle, and we put it on our district web page. But honestly, that came from the district, just like every other district in Ohio did. And the whole struggle is how do you share that information even when you have a quote, unquote levy committee and a levy president and a treasurer when you have that, how do you disseminate that information? Hey,

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take this survey and let us know which you would be more willing to support. But that's okay. I mean, we can figure that out. So, there's a couple of documents. There's this document, and I have one more to pass out as well. So, there's two different things. Daniel and Denise put this piece of paper together, which is a nice graphic organizer that shares all of the past levies, attempts, passages that we've had since what year, Denise, was in the very beginning? **Denise Robinson** - We put 1976 on the first continuum. It was 21 mills. And then if you go down just about a quarter of the way, you'll see May 1995, 7.35 mills. That was our last operating money that was passed. So, that's why that's bold and italicized. And then just to note at the bottom, our PI levy and the combined emergency levy will need to be on the November '24 ballot, together. And it's usually together. Usually before this, it was three, two emergencies. So, we combined those. But yes. So, that will need to be on the November '24 ballot. And these dates and mills, they either came from the Board of Elections website, they came from our board meeting minutes that we could find. I'm not going to be on record saying it's an all-inclusive list, but it's the most data that we could find. And like I said, Daniel put all this together for us. So, thank you, Daniel. **Paula Crew** - And then the other document is the election filing deadlines for 2024. And so, we just wanted to give you all of this information. **Corinne Scott** - To clarify the top, we have two potential election dates. March 19th and November 5th. **Denise Robinson** - And November 5th is when we'll have to have the PI levy and the emergency levy on for sure, for renewal. **Sue Anne Martin** - So, what does that mean financially, where we sit today in September? Do we need to put something on in March? Because I don't think putting a third one on in November is going to be an option. **Paula Crew** - I think it'll actually would. We talked, I think a check, check, check. **Denise Robinson** - No, to answer your question, no, I don't believe we need to be on in March. **Sue Anne Martin** - Okay. **Paula Crew** - You think we can wait until November? **Corinne Scott** - Financially, we can wait until November, **Denise Robinson** - But then you have to take into account what the board is going to decide, whether it's a property tax or an income tax, because income tax takes 18 months to see a full year of collection. And then you also have to take into account, property taxes and the values that just went up and all that. And that's when also the deadlines are different depending on if it's a property tax or an income tax. So, you kind of have to determine that first off and then figure out where you want to go from there. **Paula Crew** - Then we also wanted to ask with all of these nuances, you had said you want Mrs. Princehorn to come back after we got the guidance to give us our specific scenarios. Would you like her to come back and kind of she does levy stuff all of the time and give you... **Sue Anne Martin** - How much did she cost? It was nominal. **Denise Robinson** - Do you mean for her to come? Yeah, it's \$300 an hour, plus her travel, plus... **Sue Anne Martin** - Okay. I'm wondering for November, we can maybe talk about it in February, right? So, can we maybe make a decision after the first of the year, if we want her to come back with us and start that conversation again? **Paula Crew** - We Can, sure. **Sue Anne Martin** - Okay. If everybody agrees. I don't mean to ...if you all want to talk to her next week, I'm good, but I'd rather wait till we're closer to when we need to start that process. **Denise Robinson** - Well and you'll have a better idea once we do the November forecast. We'll have a better idea of where we are. **Sue Anne Martin** - Okay. So, let's talk about that in January and then we can go, what the steps we want to take and lay out that calendar for those. **Paula Crew** - So, at what point are we going to have conversations about what kind of levy, is that we're waiting until January? **Sue Anne Martin** - I think, after the first of the year. **Denise Robinson** - And also then we will have depending upon what type of levy, is where we have to go with the information, either at the County Auditor's Office or Department of Taxation. So, we're at their mercy and our attorneys, because they do the resolution. So, there's just so many nuances. But you have to determine what you're going to do

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first and then we'll figure out the rest. Sue Anne Martin - We can probably sitting here in the middle of September, our organizing meeting is early in January, we can probably have a work session at some point that month and kind of just make it for that again and go from there. Is that all good? Okay. Thank you for this. Paula Crew - Also, I just wanted to, Mr. Mills last time had talked about the pronouns, and I was going through all the policies and the AGs to highlight the pronouns and the differences. What I found was where there was a he or she or his or her, they're replacing it with the word student where it says a person, a he or a she, they may also replace it with a noun, like, multiple times, it would read he or she. They would mark out he or she and then put superintendent instead or treasurer instead or principal instead or teacher instead. They've changed his and he and she to they and their, and they've changed when it would say him or her to them. So, you charged me with going through and looking at all of the pronouns and all of these policies and deciding whether or not they showed possession or they were possessive, tense, or it was more of a neutral. In most of the cases, it's more of a neutral, like, 99% of the time, it's a neutral. It's making it the superintendent instead of he she or the student or he she becomes they. So, I would propose my recommendation would be instead of this took a long time to go through all of these policies and AGS and highlight and figure out which way they were leaning toward. I would recommend either keep them all or tell NEOLA, keep it how it was, or change it to their recommendations. I don't care either way. Corinne Scott - I think it's more clear this way. Sue Anne Martin - I like the clarification. Corinne Scott - When it says the student, so you know who you're talking about, or the superintendent, you know who you're talking about. I like that part of the change that made it more clear who they're speaking of. That's why they're recommending, the changes. Paula Crew - It is. Again, that is what NEOLA was recommending. Matt Mills - I'm okay with the students and the superintendents everything. It's when you're just changing the he/she to they and their, that was my crux. Paula Crew - So that's an example of that, again, is they would change, it would read his/her, and they would change it to their, not there. Matt Mills - Okay, I'm fine. Paula Crew - Again, I'm good either way. Whatever you want to do, you've already approved them. Sue Anne Martin - I appreciate you taking the time for that evaluation. Paula Crew - Absolutely, all right. And then I just wanted to let you know, our staff, our teachers, administrators, guidance counselors are doing an awesome job. Our mental health therapists with the Start with Hello week. They're doing a lot of really neat things throughout the district this week, and that's part of that safe act and social inclusion requirement, which is also goal two on our strategic plan. Brian mentioned this eclipse information. I'm not going to go into it a lot, I brought the one that you gave me a copy of from this meeting. I was in Savannah and I sent Brian and John to this for me. They'd invited superintendents to come to that and he kept texting me while I was in Savannah. And I thought they were teasing me because they said, this is huge, all the hotels are already booked in Clark County. I'm like, funny guys. And then they said the traffic is going to be astronomical. They're recommending that we potentially close school. They're saying officers won't be available to keep us safe. And then after a while, I'm like, boy, they're really going on with this. And then they were serious! So, it's a lot of things and nuances to look into. But with that being said, we have some time. It's not until April 8th, and there's some caveats that we have. We do have a professional development day on April 10th already scheduled. We could simply slide that PD day to the 8th, and have our students stay home and then have our PD be online so our staff doesn't have to come in and navigate 40 being blocked for how many miles did they say because of that one-minute eclipse? And so, ODE initially sent out really good resources, right. And we have teachers who are excited to teach about that and be here. We have teachers and staff who want to be home with their own kids looking at it. It was a mess last time we had an eclipse. But

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the county superintendent is asking that basically the county schools all do the same thing. So, I do have a meeting coming up in October, and I can report back out in October. But again, even if they decide to go to school or if they decide not to, I want to go on your recommendation on Brian and John's. And it is a quick fix on that April 10th date to just shift that to Monday. We have already accounted for that not being instructional hours. Beth and Susan have already made calls to those instructors and they can all do it online. So, then you can utilize ODE's excellent resources to front end it before the eclipse. Corinne Scott - I would add, because last time we had it, I personally took my daughter out of school. Paula Crew - Actually, we have secretaries who told me they won't work here again if they have to work through an eclipse. Sue Anne Martin - Well, it's very cool. I just never anticipated all that. Brian, they told me to make sure I had gas in my car. Paula Crew - John, Brian, can you think of anything else to share? Brian Dixon - Paula sent me to this meeting, and they were kind of like, you need to order eclipse glasses. When I got there, they said, 70% of the population of the United States is within 8 hours of Ohio. Champagne County, like St. Paris, Mercer County is like the center line of the perfection of seeing the eclipse. So, people will try to get to that location and when they can't get there, they're going to be stopping here in good old Clark County. They expect the population to double that day. They expect major interstates to be parking lots during that time. We have to have our porta john back by April because all porta johns are rented during the month of April already because of the eclipse. Deputy Loney - In talking with Brian, like I said, we've got several months with this, but we have to look at protecting our assets here. And obviously I'm going to be working. Deputy Dillon will be working. But we need to look at, are we going to have people potentially we show up Monday morning and our lot out here at the high school is full with RVs and cars. We've got to look at that. Are they going to damage our property? Are they going to pull in their fifth wheel or whatever? Are they going to try and come to the stadium to have that higher vantage point? So, those are things we'll have to look at. There's another meeting October 12th, but I know schools in Champagne County, all Champagne County schools are closed. I think Mercer and Auglaize and Shelby too. So that's just something that we need to look at. We'll be working here, but our assets here have to be protected. Paula Crew - I do appreciate these fellas going for me and bringing back that information.

Information Items

- Sept. 21 Picture Day - Tecumseh High School (underclassmen)
- Sept. 25 Picture Day - Donnelsville Elementary School
- Sept. 26 Cross Country Retro Race & Fun Run
- Sept. 26 Parent Teacher Conferences - Tecumseh Middle School 4:00-7:30 pm
- Sept. 28 Picture Day - Park Layne Elementary School
- Sept. 28 Parent Teacher Conferences - Tecumseh Middle School 3:30-6:30 pm
- Sept. 29 Homecoming Football Game
- Sept. 30 Homecoming Dance - Tecumseh High School 7:00 p.m. - 10:00 p.m.
- Oct. 3 Parent Teacher Conferences - New Carlisle Elementary 4:00 - 7:00 p.m.
- Oct. 3 Parent Teacher Conferences - Donnelsville Elementary 4:15 - 7:15 p.m.
- Oct. 5 Parent Teacher Conferences - New Carlisle Elementary 4:00 - 7:30 p.m.
- Oct. 5 Parent Teacher Conferences - Donnelsville Elementary 4:15 - 7:45 p.m.
- Oct. 5 PTO Fundraiser Kickoff
- Oct. 6 Teacher In-Service Day - No School
- Oct 6-8 Heritage of Flight Festival

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- Oct. 7 Heritage of Flight Parade
- Oct. 8 Heritage of Flight Mile of Food
- Oct. 9 Parent Teacher Conferences - Park Layne Elementary 4:00-7:30 p.m.
- Oct. 11 2-Hour Delay, Staff Inservice
- Oct. 11 Parent Teacher Conferences - Park Layne Elementary 4:00-7:00 p.m.
- Oct. 13 End of 1st Grading Period
- Oct. 17 Donnelsville 5th grade field trip to Carillon Park
- Oct. 17 Parent Teacher Conferences - Tecumseh High School 4:00-7:30 p.m.
- Oct. 17 BOE Meeting - Tecumseh High School Arrow Conference Room 6:00 p.m.
- Oct. 18 Unity Day
- Oct. 18 Picture Re-take Day - Tecumseh High School
- Oct. 19 Parent Teacher Conferences - Tecumseh High School 3:30 - 6:30 p.m.
- Oct. 19 National Honor Society Induction Ceremony - THS 5:30 p.m.
- Oct. 21 Tecumseh High School Marching Band Showcase of Bands
- Oct. 23 PTO Fundraiser Orders Due
- Oct. 24 Report Cards go home
- Oct. 28 Drug Take-Back at Tecumseh High School parking lot 10:00 a.m. - 2:00 p.m.
- Oct. 28 Beggars Night - Clark County
- Nov. 7 Staff Professional Development Day - No School for Students (Election Day)
- Nov. 10 Veterans Day programs
- Nov. 12-14 OSBA Capital Conference
- Nov. 14 BOE Meeting, 6:00 p.m.

Comments and Questions from Board Members

- **Mr. Mills** – I don't have a huge amount. Seems like the students are at least back into it. I know busses are rolling, and I know my kids are getting homework. Excited to see the football game, a couple of weeks ago. I was disappointed with the result, but they fought hard, so all of our students do. Just happy to see everybody back in school and moving, and then I will not be able to make the parade at the Heritage of Flight.
- **Mrs. Scott** - I want to just say thank you to everybody who keeps our kids safe every day they get to school. So, staff, the teachers, bus drivers every day I'm thankful for that. Updates from CTC. Enrollment is currently at 783, which is over 100 more students than they had last year. They went to a three lunch-period day, so they're able to accommodate more of the kids in the classes. The levy will be on the ballot in November for all Clark County ballots, it's 1.4 mil. There's also the same 1.4 mil renewal for United Seniors, Elderly Services. It's the same amount of renewal on there, so hopefully that won't cause any confusion. Tecumseh has the most students at CTC than any other schools. 141. About 140 students there. **Paula Crew** - Does that include Springfield City? **Mrs. Scott** - Yes. **Paula Crew** - Really? Wow. **Mrs. Scott** - Other schools have more, like, in house type of programs, too. They added a driver's ed class. It's after school. They're adding criminal justice. And if they're able to expand into the new building, they will be adding a drone or UAV program as well. And because they're building the barn, they've had some issues in the past. There are no more project houses like they used to do in the past. That's why they're building a barn here, and they're building one at Clark-Shawnee and I think one at Northeastern this year. So, different groups are going to different things. And in the future, they're looking at potentially building a house on site like a prefab, and then move it to a site someplace. A lot of the other bigger CTCs are able to do. They have the facility

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to do that. They can do everything there, which cuts down all the travel time. They have better control of it. They can do things inside, do some things during the severe weather conditions. So, things are going well there. The parade will be fun to see all the kids participate in that. It's fun to see a lot of the kids, whether they're in the football or the little Wee Arrows or the cheerleaders. The Scouts will have a big presence there, too, with the big flag. So, it's exciting to see all those things coming up. And that's all I have.

- **Mr. Priest** - Well, thanks for sharing, Paula, pictures of the school lunches because they look great. And then the salad bar. Is that at the high school? **Paula Crew** - It is. And the middle school has it on occasion as well. I'm not sure how many days a week, but they have had it. Okay, awesome. Like I said, those look great. It seems like a great start from my perspective for the beginning of the year. I guess we've been in a month, but everything's going well. I talked to a high school teacher. Recently, and he said with putting the phones up, his classroom average has jumped ten percentage points. **Corinne Scott** - Oh, the kids have access to phones? Okay. **Mr. Priest** - Yeah. During the lesson, it's jumped ten percentage points, which is pretty amazing. Pretty amazing. So, everybody just keep doing what you're doing. You guys are doing great. Thank you.
- **Mr. Stafford** - I don't have anything.
- **Ms. Martin** - I also, non -parent, non-kids in the school right now, have been hearing great things about this first month of school. I know we've had a couple issues, right? We've had a couple days of no electricity. Okay, whatever. We have handled it. I've heard great things about how it's been handled, how everybody came together, how you made it work. So, thank you all very much for all of that. Way to go. I also want to echo Mr. Priest also hearing good feedback about school lunches. I had a parent text me and ask if they could start visiting their students during lunch and pay full price for the lunches. So, that's exceptional to hear because we went through a couple of years of creamed spinach. I'm excited for homecoming. I have been out of school for a few years. And so, if you have any class friends that are 1988 graduates, that would be us. We're getting together at the football game, so that'll be fun. And also for the Heritage of Flight Festival, there's also a 5K that morning. As a side note, if you want any information on it, I got it in my bag. Okay. I did have a board item as well. We've talked about the capital outlay plan. When did we have that on the calendar to bring back? **Paula Crew** - I think November is usually when we do that. **Ms. Martin** - With the five year forecast. Okay, perfect. Thank you.

Public Comments

- **Melissa Willardson** - Can you guys add something to your calendar of events? On the 29th of September, the band does pep rally tours across the district. We go to all the schools and do a little mini concert at every school, culminating with being back here at the high school for the pep rally here for homecoming. This will be our third or fourth year we're doing this, and it paid off because our numbers in the band have been increasing steadily. So, just something else on your calendar. Thank you.
- **Kerry Cassell** - Thank you for tabling item U. That is greatly appreciated by the union. And then I have to say, because we just had our day today, how lucky we are to have Beth as our curriculum person. The data she shares with you is the data she's willing to share with us, and it's valuable. Our third grade met with her today, and I know in the past benchmark days, that always comes up in negotiations, like, whether or not they're still needed and they're so valuable to us. I would say it's more so than, no offense, than the

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PD days or the in service days, because that's where we're looking at our data. That's where we're looking how to make the changes in our classroom to make our kids better, each other better. We get time with our team. So, it is appreciated. So, we just want to say thanks.

- **Sherry Priest** - And I have a positive. Sue Anne Martin, you gave me The Lion, The Witch, and the Wardrobe last year when you did board tours. And my Flexi readers are reading The Lion, the Witch, and the Wardrobe this year. So, that is my positive for you, because I was like, I haven't read that for a few years, so that's what they are reading this year. **Sue Anne Martin** - Yeah. Excellent. Thank you. I'm so glad. Mrs. Cassell, tell me something good. **Kerry Cassell** - Something good. Well, something good for my personal life, Noah is going to Wright State to play baseball next year. **Sue Anne Martin** - Excellent. **Kerry Cassell** - And Nick is at Manchester as a junior playing baseball. So, that's awesome because Craig says not many kids play in college, and I have two that will be so that's awesome. And then school wise, I have an amazing class this year. Like, knock on wood, we are rolling. And it's just it's good. **Sherry Priest** - And I have one more. This rostering thing that Beth found, and we can do with showing our kids what the tests look like and getting them, I swear, I think that is why our scores look like our scores did, not that we didn't teach anything. **Sue Anne Martin** - But it helps, right? **Sherry Priest** - Yes. We're being given tools so that we can move our students along. **Sue Anne Martin** - Wonderful. Thank you for the feedback about how wonderful it is to have our director of curriculum as well. She's pretty cool.
- **Kristie Talley** - I'm a high school guidance counselor. I'm up here about the newcomers. We have eleven newcomers at the high school. I don't know exactly what newcomers means if it's just new to... **Susan Wile** - so I asked our ESL tutors because I had a lot of teachers contacting me about newcomers. So, I asked them about new to the United States, and I was talking about like, just recent. I didn't give them parameters and say, tell me within the last three years or the last four years or how but how recent. So, Laura gave me that she has eleven students who've been in the United States fewer than three years and are speaking English at an emerging level. **Kristie Talley** - Okay, well, I can speak to this school year, and I had probably seven new Hispanic students, and only half of those spoke any English. We have two that are enrolling this week that speak no English and another one that is enrolling sometime in the near future. Our students are struggling and our teachers are struggling. I'm putting these kids in Algebra One, and English 9. And those teachers are looking at me saying I can't do anything with this student. And one of our resources is I'll tell them to use their phones and do Google Translate. Well, they can't get on the Wi Fi with their phones because we don't have a public Wi Fi and they are struggling. I'm putting students in these classes and I know they're not going to be successful, and I'm setting them up for failure and the teachers up for failure. These are my colleagues and I'm saying, I'm sorry, I know they don't speak English and I have no resources for you. Laura Bucio is in our building three periods. We need help. I would say there's probably almost a third of our freshman class that are Hispanic. I mean, we have more and more Hispanic students, and they're not all no English speaking, but a lot of them, even if they do speak English, they are struggling because it's not their first language. And our teachers are struggling and frustrated and they need help. Our students need help. We had a student last week that actually she withdrew. She came in hoping she'd be a senior, but this is her first year in high school in the United States. Came from

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Mexico. I could not put her in as a senior because we have all these state tests they have to take. And so we enrolled her as a junior. She was with us from I don't know if she came in at the beginning of the year or not, so she's probably been with us for three weeks. She has withdrawn because she was so frustrated because she was not getting the help she felt she needed, and I don't have anything to give her. Her mother actually said she was crying herself to sleep at night and was concerned about her mental health and actually withdrew her. That happened just last week. And I don't know what to tell these parents. First off, I can't speak to them. I don't have a translator available. I'm using a student worker to help me speak to these parents. We are struggling, and they are struggling. And as a school counselor, I'm trying to set these students up for success in graduation, and I'm failing at my jobs, and I'm setting teachers and students up to fail at their jobs. **Sue Anne Martin** - So, before Susan jumps in, don't go anywhere. I want to pause and say, you're not failing at your job, and I take that. But the passion and care and compassion that you are demonstrating in just talking to us right now shows that you care immensely and want help. That is not failure. That is not failure. **Kristie Talley** - I appreciate that, and I think I've worked with a lot of people in this room and with their children, and I think they know I have the compassion for this district. But I truly am failing at my job when it comes to these students. **Susan Wile** - Kristie, I know it's a little, very little help, but we have iPads that we can get for kiddos if they need to get Google Translate and they cannot get on a public Wi Fi network. **Kristie Talley** - Well, how many do you have for us, Susan? **Susan Wile** - I can contact the Resource Center and find out a number. **Kristie Talley** - I have two more students coming this week. **Susan Wile** - I will find out, Kristie. **Kristie Talley** - thank you, I would like that. **Susan Wile** - Because we have several, and we can get more if we need them, because I think Google Translate is a really good tool for them. And they should have access to it. **Kerry Cassell** - Jumping in, we have a couple siblings at Donnelsville in the same situation. (indistinguishable, multiple people talking at once.) **Susan Wile** - I would cry myself to sleep at night too if I tried to go to high school in Mexico. It's incredibly challenging. And we don't have a ton of choices as far as, like you said, they have to take algebra, and that's not a choice that we can change. **Kristie Talley** - Actually math they usually do okay in, it's the other subjects. **Susan Wile** - Well, numbers, but still, the instructions difficult to understand when you don't speak that language. I had another thought. There was something else you said, and I wanted to share. Oh, translators, please get with April. Get with your building secretary. They have the resources, the Ispeak folders, and the information about how to use our telephone interpreters. They're available 24/7. You just dial a number, you push one, you get a Spanish interpreter. They connect you within minutes. It's very simple to use. You can have a translator anytime you need one to communicate with a parent. You do not have to wait for Laura Bucio to be available, and then that gives her more time to work with our students. **Kristie Talley** - And is that, like I know one student was from Honduras. And, you know, I thought they just speak Spanish, but it's different than... **Susan Wile** - they will translate any language. There's a number of languages on there. And that's one of the things that really pushed me to get that service set up for us, was the fact that we had students coming in that weren't speaking Spanish, with students coming in speaking Arabic and some other languages. So, you can get a translator for any of these languages. **Kristie Talley** - Can you put that in some sort of document? **Susan Wile** - Every secretary has it. **Kristie Talley** - I mean, I work closely with April, but she's not always available when I need it because she's working with three counselors and all of

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the students. Is there just a document that you can share? **Susan Wile** - Yes, I will send it to everyone. **Kristie Talley** - Thank you. **Paula Crew** - And not that Misery loves company, but it's not that it's just happening here, this is happening everywhere. My sister's at Mad River, **Kristie Talley** - Yeah, but I really just care about the kids at Tecumseh. **Paula Crew** - But if we have, well, I care about all of the kids in education, but my point... **Kristie Talley** - I can only not sleep at night about the Tecumseh kids. **Paula Crew** - Okay. I'm just thinking, though, that if this is a problem that's starting to be seen throughout the state, throughout the nation, hopefully, then that will result in additional resources that we can utilize. **Susan Wile** - we do have two days of PE planned this year and a series of PE planned for next year. **Beth Moore** - It's such a big problem. We're like we can't even **Kristie Talley** - we just had such an influx this year **Susan Wile** - it's going to be ongoing.

- **Julianne Howell** - I teach first grade at Park Layne Elementary. To kind of follow Kristie Talley's comment, I was going to kind of bring up too, what's our plan to better support our ELL students. My phone is dying by 10:00 every day trying to use Google Translate. The look of frustration of these five, six, seven year olds, asking them to make sounds that they've never heard, running assessments. I'm asking. I have 21 students in my class this year right now, five of which are ELL, two of which are brand new within the three year no English. So, I'm relying on the other three to translate for me, and they are feeling frustrated. So, I've gone to our supports in our building. I have the visual cards that are in English and in Spanish. They're pulled four times a week for 20 minutes interventions. It's just not enough. And I'm feeling, again, like Kristie said, I'm failing as their educator because I'm expecting these other kids to translate, and that's not fair to them either. And having one person in our building truly fluent in their language, and she typically works with the kindergarten population in our K-1 building, but I'm calling her multiple times. Hey, he's in tears. I don't know how to help him. And God love him. His water had spilled in his lunchbox, but he's pointing. I'm trying to help him. So, something as simple as helping him with his lunchbox was a huge frustration and a hard way to start his day. So, that's tough. So, knowing that it's district wide, that's something we seriously need to take a big look at. My other question was in the agenda on page five, Article N, which I'm sorry, about the fund advances, on the left-hand side, it lists a series of numbers and things. Where am I able to find information about what each of these items cover? **Denise Robinson** - Those are all fund numbers. They're all federal funds. It's kind of like what I passed out to the board today. If you would call me or email me, I can send you a cash report that has all that data on it. **Julianne Howell** - Okay, I just wanted to kind of know, like, article 001-whatever. **Denise Robinson** - Yeah, those are just all fund numbers and special cost centers. So, the general fund advances, there's no movement of money on the books, but the board approves that we're okay to spend the money out of federal funds and go negative. But there's enough money in the general fund to cover those, and you have to have those approved or else I have to move money every single month on the books. And they're all reimbursable grants. That's why they're negative. You spend the money before you reimburse. **Sue Anne Martin** - They're like a Dewey Decimal System, almost. They're always the same. 001 is always the library. Right? I mean, just simplifying it. So, you just want to know what the names are of those items. **Julianne Howell** - Can I Google search, though? I don't know. **Denise Robinson** - Well, these fund numbers are federal grants, so if you look up you can look up the federal grants for school districts.

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And we use the Universal School Accounting System, it's called USAS. So, every school district that gets Title I funds, it's going to be a 572. Any school that gets migrant funds, it's going to be a 505. So, it's consistent throughout the state of Ohio for all of these numbers. **Julianne Howell** - Thank you. **Sue Anne Martin** - Most of these are on this form you gave us earlier, aren't they? **Denise Robinson** - They are, every one of them. **Sue Anne Martin** - I can give these to you before you leave.

EXECUTIVE SESSION

Motion by Mr. Priest at 9:05 p.m. to recess into Executive Session to consider the discipline of a public employee or official, and to consider the compensation of a public employee or official.
Second by Mr. Mills.

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

The meeting reconvened at 9:56 p.m.

Adjournment

Motion by Mr. Stafford to adjourn the meeting.

Second by Mr. Priest.

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

Meeting adjourned at 9:57 p.m.


President


Treasurer

