South Euclid Lyndhurst Schools

Destination 2023

Strategic Plan

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VISION

SEL City Schools will be <u>THE DESTINATION</u> school community.

MISSION STATEMENT

We educate, inspire and empower students to be high achieving contributing members of a global society.

CORE BELIEFS

We Believe…
- ➢ High expectations lead to high achievement
- ➢ Education must focus on academic, social, emotional, and physical needs of students
- ➢ Diversity strengthens and enriches our communities
- ➢ Students must take ownership of their education
- ➢ Education is the responsibility of the entire community
- ➢ Open and honest communication is critical to effective relationships

- ➤ The best education is achieved in a safe and stimulating environment
- ➤ The demands of the future and the lessons of the past shape our educational practices

Goal #1: Teaching & Learning
We will develop a framework for teaching and learning that will increase student growth yearly

	Specific Results and Action Steps ("The SEL Schools will…")
1.	**Achieve annual increases in student growth by reducing the gap between current and desired student academic achievement**
1.1	While maintaining the tenets of the Ohio Improvement process, Incorporate new systems that enhance the effective use the OIP to inform our instruction and how well students respond to instruction.
1.2	Promote and utilize instruction for inquiry based learning activities (PBL) and experiential learning experiences supported by appropriate curricular materials.
1.3	Acknowledge and celebrate student growth on a school/district level – via communications from building administration .
1.4	Develop, refine and align curriculum, instruction, and assessment platforms in order to meet/exceed the learning outcomes related to Ohio's Learning Standards.
1.5	Regularly collect and analyze student performance data to determine the effectiveness of instruction as well as respond to data to address academic needs of students to prepare them for a Future Ready Economy *(Collect, analyze and respond to student performance data to determine the effectiveness of instruction).*
1.6	Identify and utilize evidence-based instructional practices that promote highly effective instructional/educational practices, accompanied by resources to address/accommodate different learning styles of students and promoting academic stamina and perseverance.
1.7	Increase the number of remediation free scores on the SAT/ACT.
1.8	Increase career-related connections and embed across all grade levels (goals, planning, college, career).
1.9	Advocate for a fair and equitable accountability system at the local and state level.
2.	**Create a PK-12 learning continuum with diverse and enriched learning opportunities, that continue to improve upon academic excellence and Future Ready skills.(deeper learning competencies, produce students that are career, college, and life ready)**
2.1	Implement a research based instructional framework (delivery of instruction model) that supports differentiated instruction and the academic success of students across all grade levels (UDL, 10/80/10, Think, plan, study, do , act...etc.).

2.2	Increase access to a diverse cadre of courses offered at 7-12 that align to the future ready needs and demands that meet the expectations of a global marketplace. Which includes but is not limited to college/career programming across all grade levels as well as provide curriculum connections to real-world experiences (Implement Career/technical Programing at MJH/ODE waiver).
2.3	Establish and expand instructional emphasis on Science instruction K-12.
2.4	Expand STEM/STEAM/MakerSpace/STREAM instruction in grades K -12 and incorporate college/career readiness pathways.
2.5	Promote and provide career pathways by expanding innovative programs and engaging students in interdisciplinary instruction that provides application, learning/real world experience to help students prepare and decide an appropriate career pathway Ex: Fine Arts, Humanities, Business Management, Medical or Technology.
2.6	Increase the participation in high level courses (CCP, AP, HS equivalent),that also result in increased academic performances (with additional supports (i.e., AP clubs, study groups).
2.7	Explore and potentially revise summer instructional programs (Hillcrest, Kindergarten Bridge and Summer Intervention Academy), career internships.
2.8	Revise Junior/Senior Project to make it purposeful and more inclusive in order to provide more students with relevant experience in preparing for potential careers, service learning, community service and/ leadership experiences.
2.9	Explore options and potential host another 21st Century Excel Tecc Program at BHS (information technology, health care billing, etc.).
2.10	Implement College/Career Curriculum that places an emphasis on students learning soft skills that meet industry standards.

3.	**Provide Diverse and appropriate technology learning experiences for all students**
3.1	Increase student understanding of technological skills citizenship via K-12 curriculum and anchored in the Ohio's Technology Learning Standards.
3.2	Develop a digital citizenship scope and sequence to promote online safety and etiquette (understanding of appropriate use of information, communication and technology literacy).
3.3	Explore/Pilot and utilize a student internet/web-based monitoring platform (ex: go guardian) – Learning Management System.
3.4	Create and maintain next generation learning environments that are rich in technologies for students and staff (flex seating, etc.).
3.5	Develop and implement a personalized learning platform that provides diverse and appropriate technology learning experiences for all students and Utilize a comprehensive PK-12 curriculum model that emphasizes 21st learning skills (5- C's), PBL, experiential learning experiences (Future Ready)...evolution.
3.6	Explore Ohio's Future Ready platform for potential implementation and utilization across the district (Assess needs/wants/enhancements/barriers/ access outside of school).
3.7	Enhance and refine strategies, utilization and policies to utilize technology for 21st century learning.
3.8	Utilizing technology to create distant learning opportunities inside the district as well as outside (other states and countries).
3.9	Increase and enhance the use of technology for teaching in learning (SAMR).
3.10	Explore, expand and incorporate grade appropriate makerspace curriculum and resources for grade levels K-12, STEM/STEAM/MakerSpace/STREAM instruction in grades K -12 to incorporate college/career readiness pathways.."Design Thinking...The maker in every student".

4.	**Comprehensive Professional Development Plan -** Provide ongoing professional learning for staff with an emphasis on evidenced-based practices and student achievement that will improve student achievement *incorporate curriculum and assessment*
4.1	Implement elementary instructional leaders to assist in the facilitation of instruction, curriculum and assessment and use their expertise in the implementation of best practices.
4.2	Based on data, formalize a framework and multi-year plan for professional development using experts from the field as well as SEL staff.
4.3	Provide ongoing professional development to better understand the purposeful utilization of technology for teaching and learning,by structuring engaging staff development and collaboration activities (including internal collaboration and leadership).
4.4	Utilize Future Ready Framework to construct/map next steps for technology needs across the district (PD).
4.5	Establish annual new teacher academy for SEL teachers that places an emphasis on the "SEL Way" (core beliefs, working with parents, cultural competence, student and collegial interactions, etc.).
4.6	Utilize technology to provide PD opportunities for staff via new models including internal collaboration(BlackBoard, learning modules, webinars, teacher leaders, and technology etc…).
4.7	Provide ongoing professional development for staff to support technology integration throughout instruction that mirrors the technological landscape for life, college and career.
4.8	Provide professional development that assist staff to migrate instructional practice across the SAMR model (Balanced Learning).
4.9	Provide professional development for staff related to Ohio's Career Connections as it relates to age appropriate standards and initiatives.
4.10	Provide the teaching staff with instructional supports necessary to measure, monitor and respond to instructional data (progress monitoring PreK-12).
4.11	PD to support instruction in the areas of STEAM/STEM/Makerspace/PBL
4.12	Ongoing PD that supports the implementation of social/emotional instructional and environmental supports such as Conscious Discipline, Rulers, Responsive classroom.
4.13	
5.	**Explore and assess the Pre-K Landscape within our residential boundaries**
5.1	**Set Districts understanding of their Pre-K Landscape**
5.1.a	Identify who (stakeholders) needs to be aware of the district's Pre-K landscape.
5.1.b	Identify what stakeholders need to know about early childhood (i.e., facts support, how quality measured, success stories/programs).
5.1.c	Identify what information we need to share with stakeholders (first 2,000 days, district data).
5.1.d	Identify ways that information will be shared with stakeholders.
5.1.e	What is preschool, daycare, headstart, etc. (parents, community).
5.2	**Engage Pre-K providers in our district**

	5.2.a	Identify what strong engagement looks like.
	5.2.b	Identify what benefits the district can realize with strong engagement.
	5.2.c	Identify what benefits the providers can realize with strong engagement.
	5.2.d	Identify the biggest challenges for developing strong engagement.
5.3		**Engage the families of Pre-K children in our district**
	5.3.a	Identify what are best practices for engagement (first time, i.e. preschool fairs).
	5.3.b	Develop an early childhood PTA (contact other school district's that have an early childhood PTA).
	5.3.c	Campaign for parents to take the first 2000 day pledge.
	5.3.d	Outreach campaign through older siblings.
	5.3.e	Utilize the Ready Rosie Early Educational tool to engage parents.
	5.3.f	Bring "I Care" Program to the district to increase parental engagement http://www.icarenow.com/home.html.
5.4		**Increase stakeholder awareness of early childhood development and learning**
	5.4.a	Identify and target stakeholders who require increased awareness of the early learning and child development.
	5.4.b	Assess stakeholder knowledge and awareness of early child development and learning via qualitative and quantitative measures.
	5.4.c	Determine critical information that will have the greatest impact on the stakeholders.
	5.4.d	Create and implement a quantifiable system to effectively broadcast critical early childhood information to all stakeholders.
5.5		**Expand opportunities for early childhood family engagement**
	5.5.a	Research and vet best practices for early childhood family engagement.
	5.5.b	Construct a hierarchy of early childhood best practices based on a cost/benefit analysis that will yield the highest levels of early childhood family engagement.
	5.5.c	implement a systematic plan to unfold opportunities for early childhood family engagement.
5.6		**Expand collaborative partnerships with early childhood community agencies**
	5.6.a	Examine research-based best practices for community engagement within the early childhood arena.
	5.6.b	Construct a hierarchy of early childhood community partnership best practices based on a cost/benefit analysis that will yield the highest levels of early childhood community engagement.
	5.6.c	Implement a systematic plan to unfold opportunities for early childhood community engagement.
5.7		**Increase accessibility to early childhood education**
	5.7.a	Identify and examine barriers within our district that inhibit families from accessing early childhood education (transportation, before/after care, tuition, awareness, etc.).
	5.7.b	Analyze predicted outcomes (costs/benefits) of potential strategies to increase accessibility to early childhood education.
	5.7.c	Implement high yielding, fiscally responsible early childhood accessibly strategies.

5.8		**Increase kindergarten preparedness opportunities for students without formal early learning experiences**
	5.8.a	Examine and enhance the current system used to understand and identify where children spent time prior to entering kindergarten.
	5.8.b	Engage with community partners to explore and expand resources for students without formal early learning experiences prior to the start of preschool.
	5.8.c	Explore and initiate a plan for the district to provide kindergarten preparedness opportunities for students without formal early learning experiences prior to the start of preschool.
5.9		**Initiate social-emotional and mental health support for early learners**
	5.9.a	Explore available resources to meet the social-emotional and mental health needs of our early learners (counseling services, conscious discipline, etc.).
	5.9.b	Implement high-yielding social-emotional and mental health support to our early learners. (Rulers Program)
5.10		**Increase funding to support strategic planning initiatives for early childhood learning**
	5.10.a	Examine district finances and reallocate funds to support early childhood initiatives of the strategic plan.
	5.10.b	Explore external early childhood funding options to supplement district assets.
5.11		**Expand early childhood education and enrollment**
	5.11.a	Explore staffing options to support early childhood expansion.
	5.11.b	Examine effective early learning building models and classroom structures that will most effectively meet the needs of our district and young learners.
	5.11.c	Asses district facilities to identify available space for early childhood expansion.
	5.11.d	Create a plan, based in research, which will expand early childhood education and enrollment.
6.		**SEL will engage with the parent/guardian to support the teaching and learning process of our youngest citizens and future leaders**
6.1		SEL will share pertinent information with parents/guardian and community members regarding the annual outcomes of student performance (local report card).
6.2		Develop learning opportunities where students and parents from different buildings/grades can work together.
6.3		Increase parental/guardian and community engagement by utilizing multiple modes of delivering activities/communications.
6.4		Utilized designated platform to communicate the requirements and benefits of their child's academic needs.
6.5		Create learning/mentoring opportunities where parents can lead and teach students different skills and trades.
6.6		Partner with families and community to achieve our strategic priorities.
6.7		Engage in regular and meaningful communication about student learning.
6.8		Parent Academy Classes on the Arc Way of "how to do school" including learning opportunities that focus on social/emotional/cognitive pillars for students.

Goal #2: Communications & Partnerships
We will strengthen our external and internal communications and maximize our community partnerships

	Specific Results and Action Steps ("The SEL Schools will…")
1.	**Use branded materials and spirit merchandise to promote district pride and purpose**
1.1	Publicize the SEL logo and colors style guide.
1.2	Remove quotes from "destination" and hyphen from SE-L consistently.
1.3	Develop and implement a new district mascot.
1.4	Ensure uniform and cohesive branding to all athletic facilities and district buildings.
1.5	Provide new families with an Arc pride welcome materials during registration.
1.6	Give Arc spirit merchandise to students/staff for recognition, raffle prizes, etc.
1.7	Make Arc spirit merchandise available at each building and all district events; increase the variety of items.
1.8	Enhance and promote an online store to purchase Arc spirit merchandise. Establish on on-site store for purchase of spirit wear.
1.9	Promote BHS varsity jackets and make them more accessible/affordable for high school students.
1.10	Encourage all staff and students throughout the district to wear Arc spirit wear every Friday.
1.11	Provide local businesses with SEL pride signage to display.
2.	**Improve the quality, value and effect of direct communications with the external community (Residents, business owners, civic leaders, etc.)**
2.1	Promote the new district website and mobile app.
2.2	Create a landing page on our district's website to collect email addresses.
2.3	Create a series of SEL hashtags#.
2.4	Use social media to promote and celebrate the district.
2.5	Produce formal SEL pride videos featuring students.
2.6	Encourage the internal district community to post informal district highlights/moments of pride on social media.
2.7	Distribute the *Key Communicator* email to a broader audience, not as an "opt in" communication.
2.8	Produce a weekly electronic communication (email and/or app) which briefly highlights things happening in SEL (E.g. "SEL in a Minute" or "The SEL Skimm").

2.9	Provide on-hand collateral to local businesses, library, community centers, churches, etc. with upcoming district events to attend.
2.10	Utilize the Parent Ambassador group as direct communicators (E.g. dispelling rumors).
2.11	Create and maintain databases (email addresses, phone numbers, places of employment, etc.) of alumni, senior citizens and local businesses.
2.12	Distribute, advocate, refute, the results and explanation of our Report Card from ODE in an easy to read and understand format.
2.13	Distribute the tri-fold building pamphlets to a wider audience (E.g. city halls, library, community centers, and realtors).
2.14	Encourage student representation at monthly city council meetings along with school board member.
2.15	Create "SEL Schools in the Community" media to highlight students' specific accomplishments with community service/volunteer efforts.

3.	**Improve the quality, value and effect of direct communications with the internal community (Staff, parents, students, school board, etc.)**
3.1	Email each school's newsletter to all district staff and publish on district website.
3.2	Devise a systematic approach to share plans and updates regarding the safety and security of our students/staff/buildings, etc.
3.3	Formulate a method to easily and electronically collect up-to-date parent contact information for emergency purposes.
3.4	Utilize a variety of tools to inform parents about district/building events in a timely manner (E.g. Electronic Building News, Remind 101, Key Communicator, SEL App etc.) (push information out vs. pull information).
3.5	Create and maintain accurate staff email groups.
3.6	Standardize all staff email signatures.
3.7	Create opportunities for students to publish newsworthy, relevant stories about students and of interest to students (E.g. on website, app, etc.).

4.	**Strengthen communication efforts to prepare students and parents for the transitional grades (AD/RO/SU to GUS; GUS to MJH; MJH to BHS)**
4.1	Advertise our Preschool program in a manner that parents can easily find.
4.2	Provide opportunities for younger students to interact with older students (E.g. District Resource Coordinator, clubs, community recreation leagues, etc.).
4.3	Host youth events at home events throughout the school year (E.g. athletic contests, performing arts events, etc.).
4.4	Provide parents with information about the safety and security of each building.
4.5	Begin advertising the next school options to parents in the Fall.
4.6	Publish a "transition video" for each of the four transition-points in the schools which explain the expectations of each new building.
4.7	Create additional opportunities throughout the school year for the transitional grades (students and parents) to visit the next school.

5.	**Establish and cultivate meaningful partnerships with various segments of community**
5.1	Create opportunities for students to volunteer in the community.
5.2	Embed volunteerism into the culture/requirements of individual clubs.
5.3	Seek out local businesses, who support the district, to formally engage in "Arc Business Partnerships".
5.4	Promote the opportunity for local businesses to be represented at home athletic contests (E.g. Arc Alley).
5.5	Develop relationships with local businesses to support our students with interviewing skills and recruit them for employment.
5.6	Recognize our partners for their contributions to our district/schools.
5.7	Engage and educate area realtors about the district (especially highlights and good news).
5.8	Formalize a partnership with the Community Partnership on the Aging.
5.9	Encourage local restaurants to offer dining discounts to students and staff.
5.10	Encourage local restaurants to offer SEL food specials (E.g. the "Arc" donut at Dunkin Donuts).
5.11	Invite our partners to be special guests at district events (E.g. sporting events, plays, etc.).
5.12	Create a "PTA Spirit" section at home athletic contests.
5.13	Promote district events to private school parents and students of SEL.
5.14	Build and maintain faith-based partnerships.
5.15	Build and maintain agency-based partnerships (E.g. Beech Brook, Ohio GuideStone, etc.).
5.16	Partner with our police and fire departments for such events as "walk to school days", bike rodeo, students vs. police/fire soccer game, etc.
6.	**Continue to monitor our communications plan and carry out our ongoing initiatives**
6.1	Produce videos about district news to use on AVTV, website, scoreboard and YouTube.
6.2	Make "hype" videos (5K, football playoff, etc.) easily accessible after the event (E.g. Archive on website separate from news stories).
6.3	Utilize the "welcome videos" for each school building.
6.4	Mail a quarterly newsletter to every household in the district.
6.5	Place copies of the district on-hand collateral at local businesses, library, city halls, community centers, preschools, daycares, etc.
6.6	Provide the school board with a progress update on an annual basis.
6.7	Promote newsworthy stories to the local TV and print media on a regular basis (usually quarterly).
6.8	Post every press release from the district homepage on the appropriate social media outlets (E.g. Facebook, Twitter, You Tube, etc.).
6.9	Evaluate our Web traffic through Google Analytics.

Goal #3 School Community Climate
We will develop a plan that promotes an environment in which students and staff are safe, supported, empowered, and where respect for self and others is highly valued

	Specific Results & Action Steps
1.	**The SEL school community will have an increased awareness of the value of diversity**
1.1	Continue to facilitate open and honest conversations about race, subcultures and subgroups.
1.2	Through multimedia platforms and presentation formats, assemble groups to review and discuss themes of diversity impacting the SEL school community.
2.	**The SEL school community will be safe and nurturing**
2.1	Promote the holistic health and wellness of students and staff.
2.2	Utilize climate surveys to their fullest potential.
2.3	Based on survey feedback, provide training to staff to include, but not limited to, de-escalation, intervention, mental health awareness, sensitivity and other related practices to support the social-emotional development and adjustment of students.
2.4	Annually evaluate the K-12 Comprehensive School Counseling Program and related services for students and families and promote the availability of these programs and services throughout the SEL school community.
2.5	Provide all staff and guest staff with an orientation to safety policies and procedures.
2.6	Offer a variety of support systems for staff.
3.	**The SEL school community will be positive, nurturing, and welcoming**
3.1	Provide support at both the district and building levels for transient students and their families.
3.2	Formally recognize and introduce new students at the building level.
3.3	Encourage SEL students' participation in city sponsored activities.
3.4	Promote and support a sense of belonging for all students.
3.5	Provide opportunities for parents to be actively engaged with their child's education.
3.6	Provide opportunities for parents to learn how to assist their children with content. (i.e. adult support)
3.7	Formally recognize and introduce new staff at the district level and provide support at both the district and building levels.
3.8	Formally recognize and appreciate staff and provide support at both the district and building levels.
3.9	Promote mutually respectful, positive relationships between and among staff, students, parents and the SEL school community.
3.10	Increase district and school spirit.
4.	**The SEL school community will promote appropriate student behavior and discipline**
4.1	Reinforce positive student behavior using Conscious Discipline® and other best practice behavior models implemented by the District.

4.2	Establish and maintain a consistent expectation for acceptable student behavior across the district. (i.e. The SEL-way or The ARC-way) {e.g. Michael Tomlin: "The Standard is the Standard"}.
4.3	Encourage students to take ownership of their school experience.
4.4	Implement model programs and practices to address the cause of student behaviors which result in student code of conduct violations; utilize alternative interventions and apply guidelines for returning to school after suspension, when feasible and applicable.
4.5	Analyze and respond to district discipline data on an ongoing basis.
5.	**The SEL school community will be recognized as an integral part of the South Euclid and Lyndhurst Community**
5.1	Provide volunteer opportunities for community members.
5.2	Recognize and celebrate volunteers, recognize district retirees.
5.3	Conduct an annual school supply donation drive.
5.4	Host special events for senior citizens.
5.5	Host special events for all community members (i.e. SEL Appreciation Day) {e.g. district tailgate, potluck}.
5.6	Reach out to families whose children attend parochial/private schools.

Goal #4
Facilities
We will develop and implement a plan to maximize our current resources and provide facilities
that reflect the needs of students, staff and the community

Specific Result and Action Steps	
1.	**Enhance Building Security**
1.1	Add a layer of security to front entrances.
1.1.a	Evaluate and Create a 2 stage entry system for each building.
1.1.b	Design entry to be directly into office instead of hallway.
1.1.c	Improve screening of visitors; scan driver's license, compare with databases.
1.1.d	Station security personnel at entrance, including k-3 buildings.
1.1.e	Utilize metal detectors.

1.2	Update and enhance radios and cameras.
1.2.a	Update radios and cameras for clear communication.
1.2.b	Create monitored camera control center area for each building.

2.	**Re-purpose Libraries/Media Centers into Makers Centers/Fab Labs/Classrooms**
2.1	Building Admin, Media Center supervisors, and additional stakeholders evaluate individual needs of each building/program.
2.2	Design Future Ready learning environment based around technology, STEM, Robotics, and building specific programming. (coordinate design to curriculum outcomes).
2.3	Prioritize and implement a schedule for the development of Future Ready Maker Spaces as approved by District Administration.
2.4	Construct Maker Spaces upon approval of the designed plan (coordinate designs to curriculum outcomes).

3.	**Upgrade schools to enhance appearances and maintain value**
3.1	Improved Exterior Entrances and finishes of buildings (Visible surfaces).
3.1.a	Evaluate, prioritize and create a replacement plan for windows district wide as needed.
3.1.b	Evaluate, prioritize and create a replacement/maintenance program for all board owned facilities roofs.
3.2	Improved Interior finishes of buildings (Visible surfaces).
3.2.a	Locate all areas in buildings that have old school mascots and replace. Also continue Brown and Gold Striping.
3.2.b	Replace, fix, or redesign hallways without use of lockers.
3.2.c	Evaluate, prioritize and create a plan to update/remodel the Performing Arts Center in both form and function at Brush.
3.2.d	Total remodel of Bathrooms on 1st floor of Brush.
3.2.e	Remodel Brush Cafeteria to reflect a "better dining" experience for students, staff, and community.

4.	**Upgrade athletic facilities and grounds to accommodate the needs of the athletic teams and physical education classes**
4.1	Construct locker rooms for Korb Field use.
4.1.a	Investigate options with engineer to turn East Gym into a Field House (locker rooms/gym).
4.1.b	Create a design for East Gym Locker rooms.
4.1.c	Obtain an estimate for total cost.
4.2	Renovate Greenview Baseball Field.
4.2.a	Resurface varsity baseball field.
4.2.b	Renovate dugouts: paint, patch, etc.
4.3	Resurface Korb Field Track.
4.4	Renovate old Memorial locker rooms to meet the needs of Jr. High Sports.
4.5	Create Welser "PE/visitors" locker room -separate from Brush Team locker room.
4.6	Redesign Concessions at Korb Field and Welser Gymnasium.

5.	**Update District Playgrounds**
5.1	Prioritize the buildings by the current condition of their playgrounds.
	Rowland, Adrian, Sunview, Greenview
5.2	Repair/resurface the elementary school playground blacktop surfaces.
5.2.a	Paint lines for: Four Square, Hopscotch, classroom management.
5.2.b	Remove most of blacktop at Rowland and replace with playground material.
5.3	Replace wood chips with safer materials: i.e. playground turf, etc.
5.4	New playground playsets at the k-3 buildings. Including lockable rolling storage carts with jump ropes, balls, etc.
6.	**Permanent Transportation building and bus parking lot**
6.1	Design transportation building and parking lot.
6.2	Obtain city approval for construction.
6.3	Construct transportation building and bus parking lot.
7.	**Create Master Plan for maximizing school building and land use**
7.1	Facilities Committee Formation.
7.1.a	Identify mission/vision/purpose. Building utilization and land use.
7.1.b	Define meeting schedule. (3-4 times per year)
7.1.c	Investigate/Inquire about neighboring district's Permanent Facilities Committee.
7.1.d	Utilize Ohio School Facility Commission resources to evaluate current buildings. (Including Southlyn)