MEETING NOTES

Meeting Notes are not official until they are voted on by the Board of Education at its next Regular Meeting.

1. The meeting was called to order at 6:30 p.m.

2. Members present: Ms. Arnold, Mrs. Byler, Mrs. Crowley, Mr. Moog, and Mr. Perry.

3. The Pledge of Allegiance to the Flag

4. Enrollment Update

NOTE: *Portions of the meeting's audio recording were difficult to decipher, so this document may include several incomplete sentences or inaccuracies. Some of the participants' names may be misspelled.*

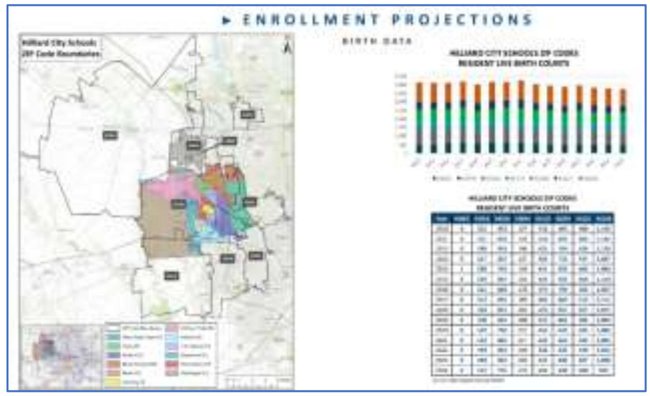
Mr. Stewart: Okay, I'm going to talk slowly to stall for a bit while we get set up for our first presentation.

Mr. McDonough: While we're getting set up, I'll just introduce Karen. Tonight, Karen Jackson from Woolpert will be sharing an update on our enrollment projections and student potential analysis. For those of you who are new to the board, this is something that we've worked with Karen and her team for the last 11 years. There have been different company names throughout that 11-year process, beginning with DeYoung and Richter in 2015. Then they became Cooperative Strategies, and now Woolpert. They have managed our data and provided us with enrollment projections and subdivision yields on the various housing types within the district. We've had a great relationship with them, and they are very accurate. There have been some years where, as a district total, they've been within four kids. And we're talking about 16,000 students, that's pretty darn accurate. Because of some internal processes, the school-by-school projections aren't quite as dialed in as they could be, but they're pretty darn close. They take into account all the different transfers and programmatic things we have throughout the district as well. I'll shut up now so that you can hear from Karen.

Mr. Stewart: And obviously, you discovered you have a copy of the presentation. You will want to follow along as she's talking about the numbers.

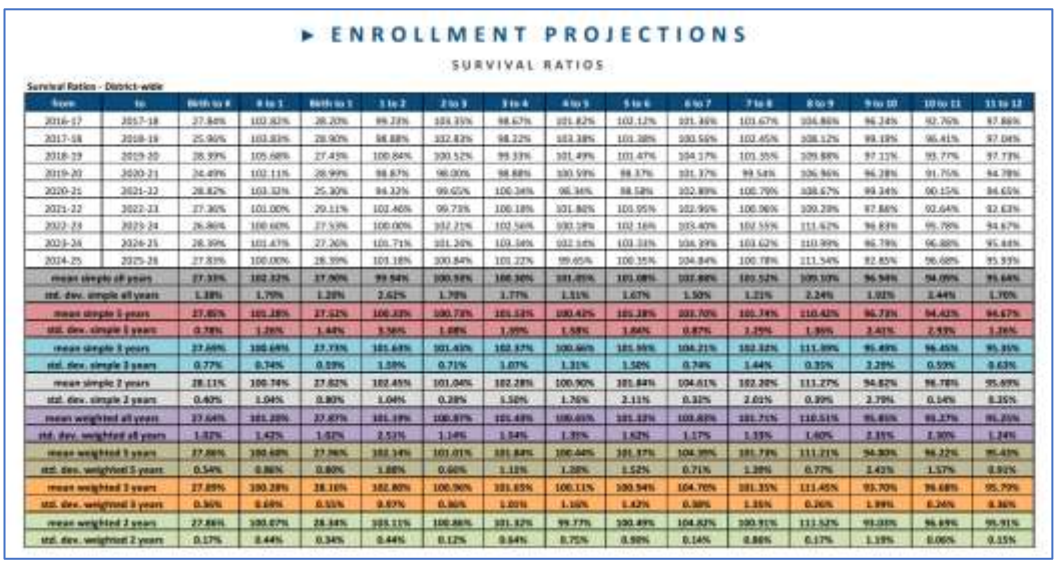
Ms. Jackson: And there are some pretty monster tables in there, so take a close look. So, as mentioned, I'm Karen Jackson with Woolpert. Thank you, guys, so much for having me tonight. We'll start with enrollment projections, then move on to housing. That's usually a little bit more exciting.

Next slide, please. Our enrollment projections use the cohort survival method, which examines student cohorts as they progress through the system, grade by grade and year by year. What it really boils down to is that as the grade moves through the system, we take the ratio of students that you retain year after year, which is the projection ratio or the survival ratio, and apply it to those students moving forward. We use 10 years of historical enrollment data, by grade, school, and year, to inform enrollment projections, along with historical live birth counts. This is not the birth rate; it is the number of births by zip code. We also look at housing, including housing developments (which I'll go into later), building permits, and various census datasets. I'm not going to go into all of that tonight, but if you look at the full report, it contains a ton of census data and a whole lot of other datasets we're not going to get into.



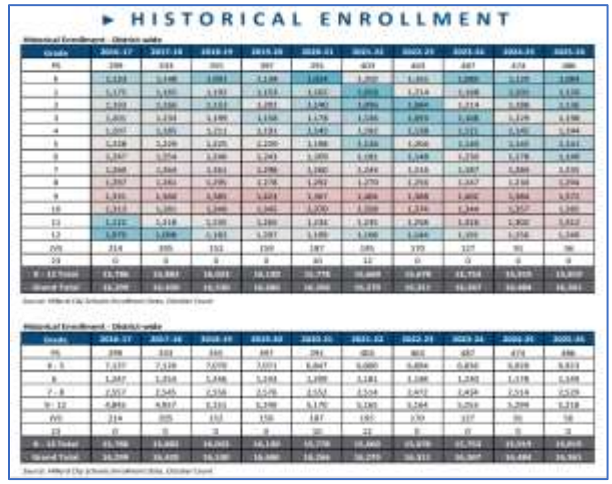
Next slide, please. This slide shows birth data over the last 15 years. So, on the left, we have the zip codes that the district is within. You can see in some of the zip codes, you're just a little sliver. In others, you're pretty much taking up the entire zip code. The zip codes are important because they are the smallest geographic areas from which we can obtain birth data from the Department of Health. So, unfortunately, they won't give it to us any smaller than that. These are used to inform kindergarten projections five years later.

If you look on the right, those charts show the same information: births in those zip codes over the past 15 or so years. The one I want to point out is 2021. You can see there was a slight jump there. We have been slowly declining over the past eight or nine years, but there was a slight jump in 2021. And so that's going to translate to 2026 kindergarten. And you'll see that in the projections.



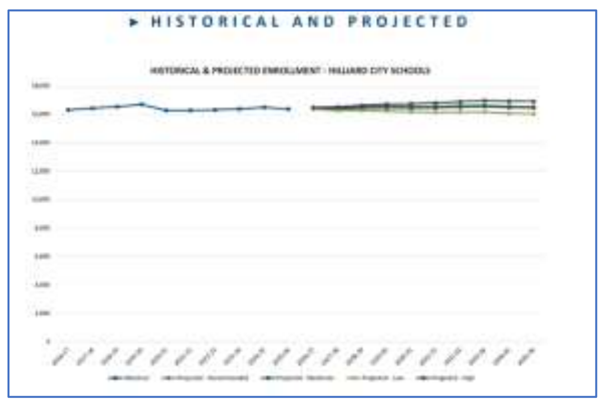
Next slide. So, this is one of those crazy charts that I was talking about. This shows the survival rates: the percentage of students who progress from grade to grade and year to year over the past 10 years. Any ratio above 100% indicates growth in that class. Any ratio below 100% indicates a decline. And then if you look at 2024-25 to 2025-25, 26, the K-to-one ratio is 100%. So, you retained every single one of your students. You didn't gain any, you didn't lose any that year. As I mentioned, this is what we used to inform the projections going forward. It is grade-specific, so we don't have to take the one to two and move that forward year after year. We look at it based on grade because there are some fluctuations as children…*(unintelligible).*

Next slide. This shows your historical enrollment over the past 10 years. It's conditionally formatted to show relative highs in red and relative lows in blue. So those smaller classes will be in blue. Bigger classes are in red. You can view this diagonally across all our enrollment projection charts. I like to look at that diagonally. So, if you look at 2020-21, that was a very small kindergarten class. They have remained small throughout their time in Hilliard City Schools. And you can see them move diagonally through the system. They have maintained a smaller class size. You can do the same thing with a larger class size, like the 2021-22 kindergarten class.

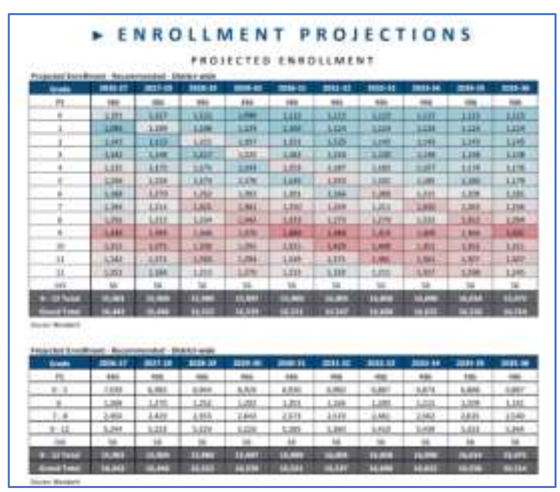


Next slide, please. We also look at other enrollments. Community schools and homeschool students are shown on this slide. This past year, you had 430 students attending community schools and 381 being homeschooled. And then you can get a sense of the trend we've been seeing among those two student groups.

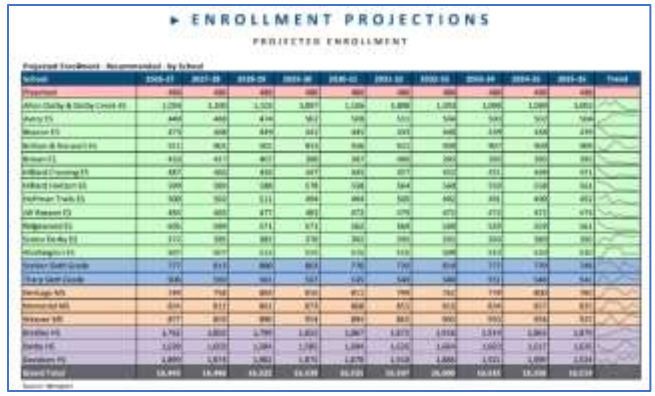
Next slide. So, moving on to the actual projections. The blue line on the left shows your historical enrollment. You can see you're on this growth trajectory, COVID hit, and now you're getting back, but it's not as significant as it was before. And then on the right, we have our projections. We provide four different projections: low, moderate, high, and recommended. I'm going to stick to the recommended tonight, because that's typically the most accurate. The low, moderate, and high are strictly formulaic. The recommended is where we're really taking a look and doing the arc side of the projection. We're looking at housing developments, any anomalies in the survival ratios, and anything that might look or seem off, and applying different ratios based on that information.



Next slide. This slide shows the projected enrollment. Again, this is the recommended projection in the report. As I said before, there were more births in 2021 than in the past couple of years. You can see that translated into a higher kindergarten class in 26-27. Overall, we're projecting fairly flat enrollment over the next couple of years. It does fluctuate a little bit. We do get up to 16,000 K through 12, so not including

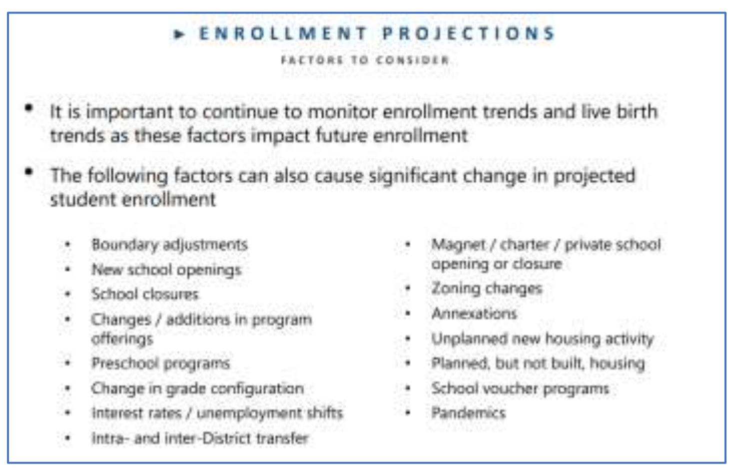


those preschoolers or JVS students, but it's fairly flat. And when we get to the student potential, we'll talk about that a little bit more.



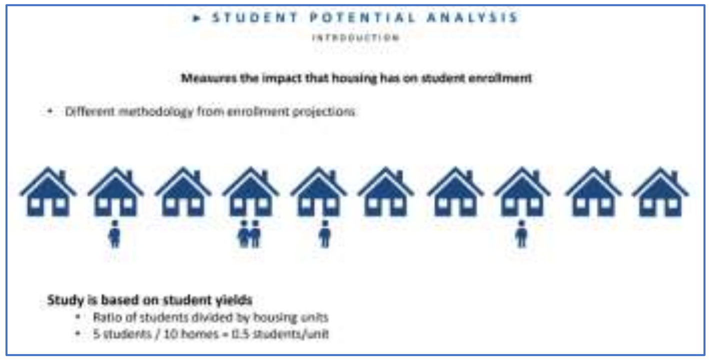
Next slide. This slide shows the same information, but broken down by school. I want to point out that the trend line at the end, some of these look pretty significant, but if you look at Alton Darby and Darby Creek Elementary, that line looks like the enrollment's all over the place. It grows and shrinks by about five students every year. So that line is a little bit more dramatic than it actually is.

If you go to the next slide, this is where things get interesting. The numbers are great, but what we really want to look at is how this impacts our schools. This chart shows the enrollment projections compared to the capacity of schools. So, this is the utilization of your buildings, should nothing change in the future. Please keep in mind that this is based on your school's current capacities. No construction, nothing has happened. None of the master facilities planning changes have occurred. This is strictly what your buildings would look like today and over the next ten years if nothing changed. Any cell in blue will show an underutilized school. Green is really where we want to be in that 80 to 90% range. In any given building, yellow indicates anything at or above 90%, so it's approaching overutilization. They're still probably okay, but they're getting up there. And then red is showing overutilization. We're only seeing red at Davidson.

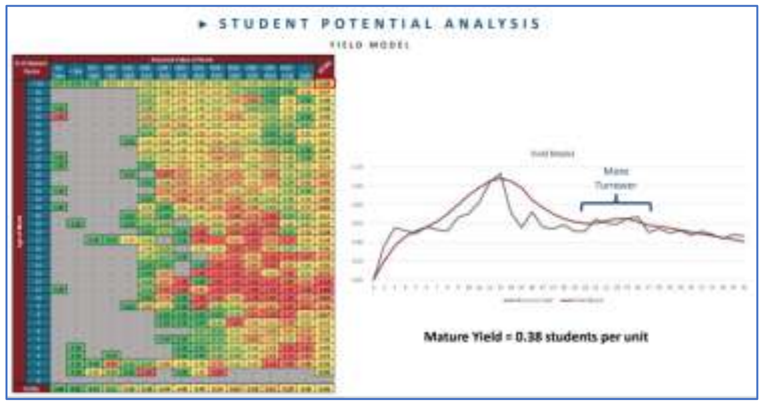


Next slide. Many factors can affect all projections. You do this annually, and trends change each year. These are just a couple of items that can impact the enrollment projections and impact those survival ratios from your year-to-year. So just something to keep in mind.

You're doing a great job of planning and keeping track of these things. So, I wouldn't be overly worried about any of these items.



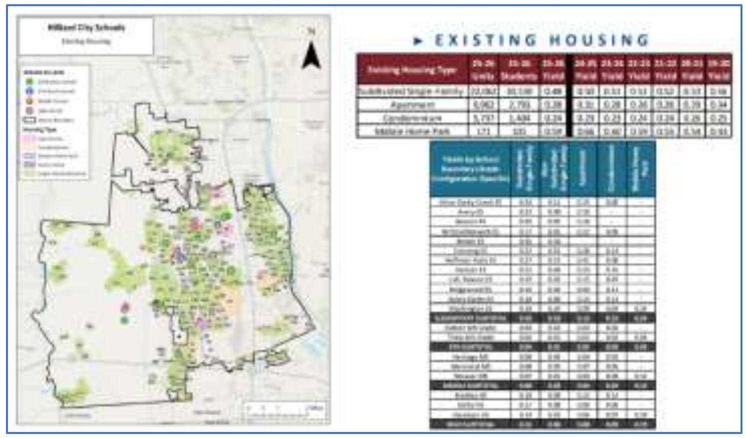
Next slide. Alright, so moving on to our housing study. Our housing study has a different methodology. We use a student yield methodology rather than the cohort survival method. A student yield is simply kids divided by homes. So, if you look at my little example street on the slide, there are five students compared to 10 homes. That's a student yield of 0.5 students per unit or one student for every two homes. For the rest of this presentation, I'm going to be talking about students in fractions. Sometimes that's not loved, but that's what the yields end up being.



Next slide. Alright, so the table on the left shows Hillard City Schools' student yield. So, Hillard City School students were compared with homes within the district based on both the age and assessed value of the homes. Now, keep in mind that the assessed value is lower than the market value, especially in this area, it's probably significantly lower. But this is the data the county can provide us. This is also conditionally formatted, so red indicates higher yields, green indicates lower yields, or even zeros in some cases. What I really want you to pay attention to is that column on the far right, that total column; this is what informs the study. If you look from the bottom to the top, this shows the yields as homes age within the district. And you can see there is a pretty clear pattern: after the home was built, enrollment starts increasing, then reaches about year 12, then flattens out and starts declining.

The chart on the right shows the same information. The gray line shows your actual student yields. And that red line is the yield model we apply to every home, based on its current age, to forecast enrollment forward. The red line is based on the line of best fit (linear regression), but it is adjusted here and there to account for anomalies and other factors. Something I want to point out is that you do have a trend of first increasing enrollment and then decreasing it. There is a period between years, like 2021 and 2025, where we're seeing turnover. That does not always happen. Especially in central Ohio. I've only ever seen one other district with that little turnover trend. And it only happened for one year. So that is something that we're going to be watching. All that means is that homes are being sold to families more often than to other buyers. Once homes reach about year 35 in age, we don't see any big fluctuations in student yield. And you can even see it in the yield model, starting around year 30. We're not really seeing those big jagged buttons. Things kind of start to even out. In our model, once a home reaches 35 years, we assume it's mature and will yield 0.38 students per unit.

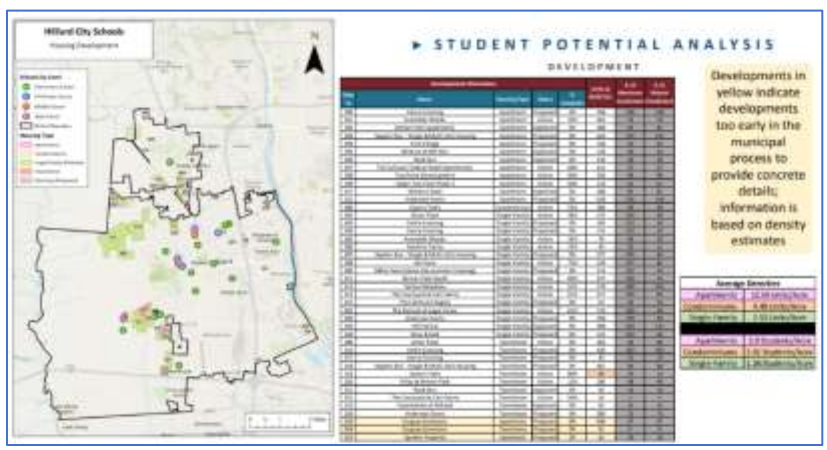
So next slide, please. So, before we get into the forecast, I just want to go into a couple of other things. The map shows all your existing neighborhoods. Green areas show your existing single-family homes.



Apartments are in pink, condos are orange, and mobile home parks are that lighter purple. And then you do have a handful of senior living areas that are in that darker purple. We're not expecting students to come from those, but every once in a while, we may get one or two.

And then, on the right, the table at the top shows your yield. So, we have the number of units, the number of students, and then the overall yield for this school year. And as Mike said, we have been doing this kind of reporting for a handful of years, so we do have this information showing over time. A couple of things I want to talk about with those yields. So, while single-family is lower than it has been over the last six or seven years, more homes have been built. So, I would expect that number to point back up over the next year or two as some of those newer homes yield more students. Apartments are yielding 0.28 students per unit. This is typical in central Ohio. It hasn't fluctuated that much over time. 0.28 compared to 0.31 is not a significant number of students. Condos are yielding 0.24 per unit. Again, we're not seeing a big change in any condo yields. And then your mobile home parks are yielding 0.59 students per unit. That may seem significantly different from 0.66 last year, but with so few mobile home park units, 10 students could make the yield fluctuate widely. So, I don't put a lot of stock into that mobile home park yield.

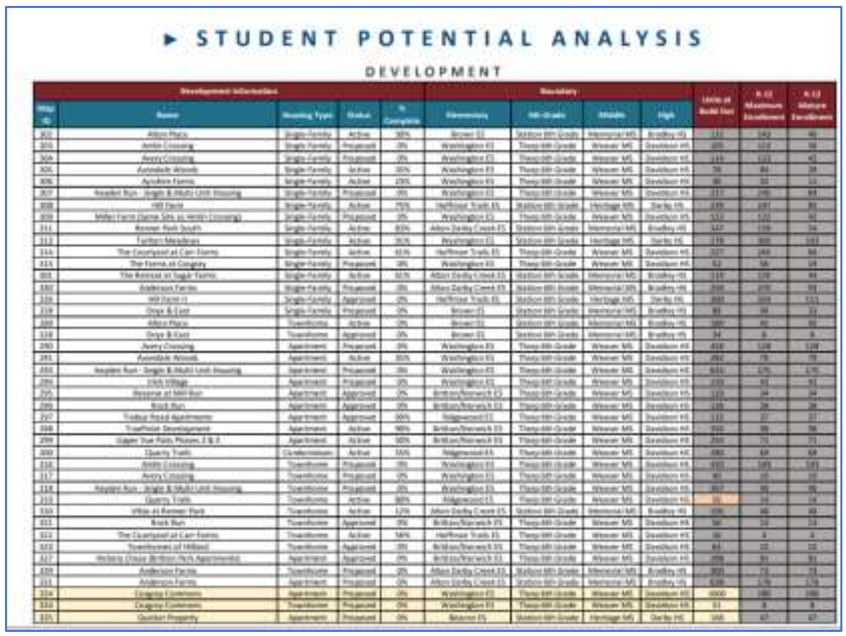
And then the bottom chart shows the same information as the 25-26 yield, just broken down by boundaries. We have all your boundaries and the yield broken out by housing type. Just to note, these are grade configuration-specific, so the elementary boundary yields show only yields for elementary students, sixth-grade yields show only yields for sixth graders, and so on.



Next slide, please. Alright, so here's where it gets exciting. This slide details more developments. There are quite a few, and we add more every single year.
On the left, the map shows the locations of all of your developments. You can see there is a map ID on this, and that's associated with that table. You can see where the developments exist. Again, just like with the last map, the colors are the same. So single-family homes are green, apartments are pink, condos are orange, and so on. And then you do have some townhome units becoming available, and those are new to the district.

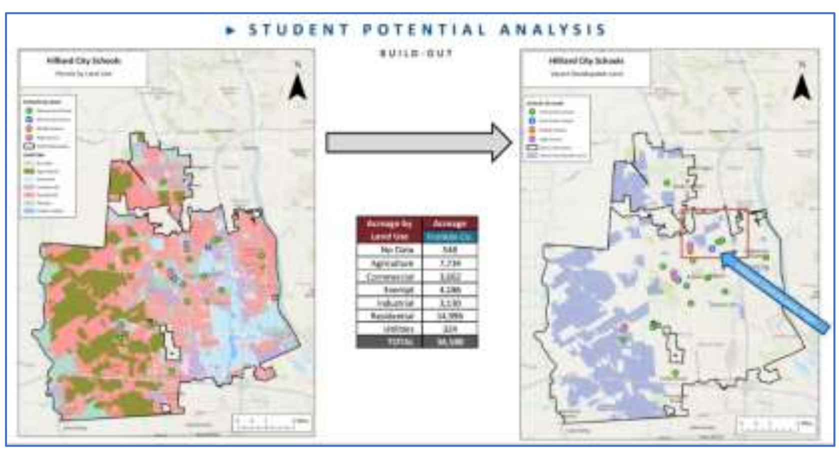
On the right, we have all of the developments listed. We have the name, the housing type, the status, the percent complete for each, and then the units at build-out. The maximum and mature enrollments are based on that yield model. So, for single-family units, the maximum enrollment is, once those homes reach that point in the yield model (which is about 12 years old), what we're expecting to come out of those developments. The mature enrollment is once all of those homes make it through the yield model and hit the 30- to 35-year range, what we're expecting to see as those developments mature over time.

A couple of notes about this. So, you'll see for Quarry Trails townhomes, the unit count is highlighted in orange. More than 56 townhomes are being built. Most of them are just studios, so we’re not expecting any families to come out of those. We're only using units in our model that can support families. Surely a family could buy it, but we don't think that's very likely. And then on the bottom, Cosgray Commons and Quicker Property have yet to be finalized. We don't have a solid unit count, at least not quite yet. So, that unit count is based on the average home density across the district. And that little colorful chart on the far right shows your density. Apartments are yielding 12.59 units per acre. Condos are yielding 0.49 units per acre, while single-family homes are yielding 2.53 units per acre. The bottom section of that chart has nothing to do with the analysis. It's just information I thought was interesting. Apartments yield 3.9 students per acre, condos yield just over one student per acre, and single-family homes yield 1.26 per acre. Now, keep in mind that the size of apartment complexes is much smaller. So, you’re yielding far fewer students from apartments than you are from single-family homes. Single-family homes are where we see big influxes of students. We are not seeing that from apartments, and I don't expect you to.



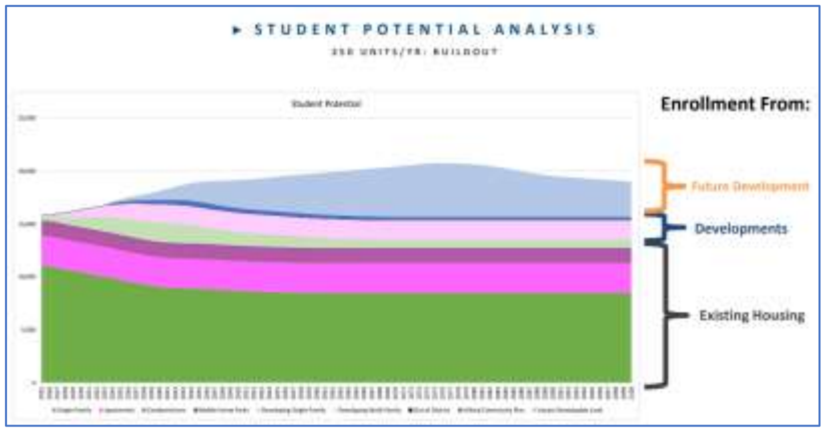
Next slide. This is the same chart as the previous slide. I just couldn't put the entire chart on that last side. This includes all of the boundaries. It's the same exact information. I just had to hide the boundaries in the last one.

Next slide, please. Alright, so we also include a full build-out study within this analysis. We're looking at tracts of land that could be developed in the future and building them out. This is a hypothetical, like a what-if scenario. On the left, we're showing parcels by land use. This is relevant because when we're looking at tracts of land that could be developed, we're really looking at tracts that are either already zoned residential or zoned agricultural, because those are typically the first to turn residential.
We don't see it as often with commercial or industrial properties. On the right, this



map shows tracts that we have identified that could be developed in the future. Something to note: we do take into account things like water barriers. So, if there's a 20-acre lot with a 15-acre pond, developers probably won't buy it. So, we take that out of the mix. We also look at any geographical barriers, any steep cliffs or hills, or things like that; we took those out of the mix as well. And then that red box shows the land that is identified in the Hillard community plan that they would like to develop in the future. And we have incorporated that separately into the modeling.

Next slide. Alright, so what this all boils down to is a forecast. This shows the forecast for the different housing types and developable land. So, at the bottom, the green section shows your enrollment from existing single-family homes.



As you can see, we forecast that enrollment in existing single-family homes will continue to decline. That's because some of them, actually, a lot of the homes are already past that peak in that yield model. And so they're making their way to maturity. On top of that, the pink areas show apartments and condos. Because yields really don't fluctuate much in multifamily, we leave those flat, presuming you will have a similar number of students coming out of multifamily units year after year.

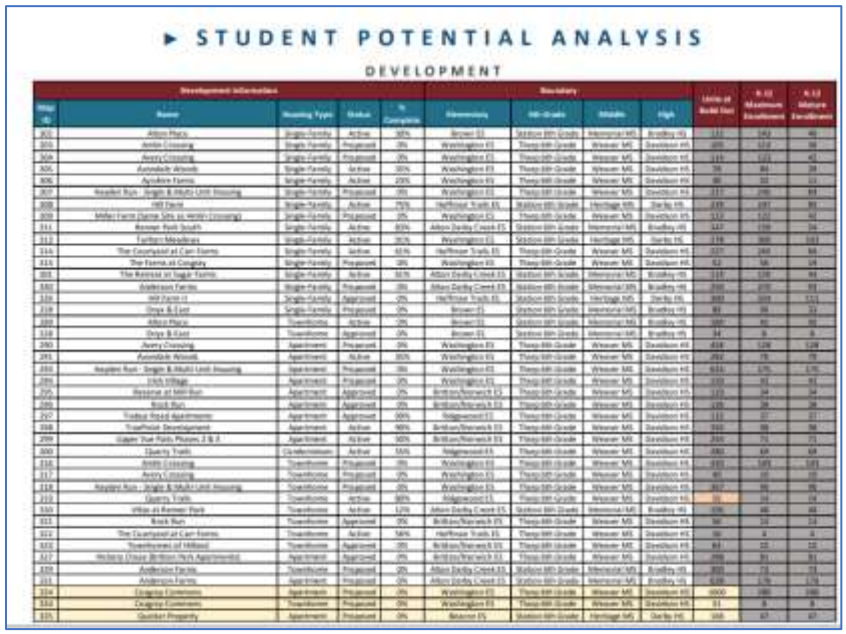
On top of that is where the developments start. The lighter green area shows enrollment from single-family developments, and as you can see, it is enough to completely offset the declining enrollment from the existing single-family homes. The lighter pink area shows the enrollment from your multifamily development areas. As you can see, those end up yielding a similar number of students, even though the multifamily unit count is significantly higher than the single-family unit count.

And then, on top of that, we get into the big developable or build-out piece. The darker blue line shows the enrollment from the land that the city of Hillard has decided to develop. So that's from the Hilliard community plan. The light blue area shows the remaining vacant developable land we've identified. Should nothing ever get planned or proposed to be developed again, don't think that's likely, but should that happen, we can just completely ignore that light blue section. Ultimately, this shows what we can expect in terms of enrollment if 250 units are built each year on the vacant land. As I said before, the existing housing is placed in that model based on its current location. Like, if it's 10 years old, it starts at 10. And then the developments are added to our model based on where the municipality or the developer tells us these units will be released and occupied. Occupied is the more important term there, because developers sometimes just sit on houses for a while.

With that, we have a similar chart on the next slide that shows the information by school. This study is more of a K-12 study. We don't necessarily break this one down by grade bands or school. So what we're showing is for all your elementary schools where you're likely to be given the housing forecast. Again, your capacities are based on today, no construction or anything else. So if you look at your elementary schools for the next 15, 20 years, we're doing okay at the elementary level. You're getting to 90% by

2035, but you're not overutilized until 2045 under this forecast. The sixth-grade schools are doing fine. And then in the middle schools we're okay for, again, probably 25 years until those start creeping up. And then the high school is where we are seeing the fastest overutilization.

So with that, as I said before I wanted to talk about the difference between the two studies and how we can marry them.



As I said, the enrollment projections are showing flat enrollment. Can you actually go back a couple of slides? What I want you to look at is the percent complete column, and you can see all the zeros. We've been sitting on a lot of these developments for a couple of years, and they're still sitting at 0%. I would imagine that once some of these units are completed, we'll probably see the trends and the enrollment projections increase. Because we've been sitting on a lot of these developments, while it seems like it's happening fast, things are getting approved fast, but construction's not happening as fast as everybody thought it would. That's why we're seeing those flatter trends: we're not seeing families coming out of those homes yet because they aren't built. I really think that once these units start construction, we'll see that growth trend again. It's just a matter of time, unless they keep taking a long time. It's just something to keep an eye on.

As I said earlier, you guys do a great job of planning and paying attention to these things, so it won't be a surprise when it hits. The other good thing about your trends is that when a neighborhood is built, we don't panic because we have a couple of years before things really start having an impact. Yields start low and then increase. There's a huge misconception out there that when a home is built, three or four kids will immediately come out of it, and that has never, ever been the case. So with that, I say keep doing what you're doing, and we'll continue to watch.

Are there any questions? I know it's a lot of information. We have a lot of numbers in there.

Ms. Arnold: I have quite a few questions. I also serve on our Far West Side Area Commission. I'm part of Columbus's Zoning Advisory Committee. And what we're seeing from Columbus is a different story than what we've seen before, because there's a push for housing, especially affordable housing. However, looking at the available land areas within Columbus, we have two different sets, and the current ones are in the process of zoning, which is changing. So the corridor on Hilliard Rome Road is essentially changed, or they'll be voting on it here in the near future. But we're looking at mixed-use one and mixed-use two. So much higher densities. But again, how much is that really going to turn over, being commercial? The other piece is the big Darby Accord, and today's news was that there's a pause on it, but Columbus is still planning to move forward with what they have seen and anticipate. And a lot of that is much higher density in the Accord area than what we had initially anticipated. One unit to the acre. So, I'm wondering whether it is possible to do some modeling? Just like with the Hilliard plan, with these two different scenarios that are coming through. So, looking at zone in, and again, that's only phase two; they'll have a third phase. But the areas of the third phase for us, I don't think, are going to be as significant just because those are already developed plans, pretty much. It's that Big Darby Accord area in the corridor that they're looking at. I'd really like to see that model sometime in the near future to get a sense of where this is going for us, because I don't think we anticipated their plan. So, would that be something we would look at in next year's modeling, or just something that we could look at sooner? Again, understanding these plans aren't finalized.

Ms. Jackson: I would hesitate to do that sooner because I think they're going to show really big numbers for something that's not finalized. I know there's a unit limit with the Big Darby Accord. And they're not close to it yet, but there is a unit limit. So, we can certainly model all of that. The timeline for that might be a little tricky, but we can play around with it.

Ms. Arnold: I'm really concerned about looking at that Big Darby Accord piece because you've already got in the model of the Anderson Farms, and those types of densities are what they're looking at, including some higher density, even just south of Walker Road there. So great, I'd love to see that for next year. The other piece in looking at that is, and correct me if I'm wrong, when I'm looking at the different cohorts, but then seeing we have a jump when we get to the high schools, where we get the influx of students who they can't continue perhaps in high school, in homeschooling, or charter. So they come back to us. But also, looking at the data, am I wrong when I see that, as we've talked about before, these units in the Big Darby are more expensive because it is more expensive to build there? We don't necessarily see families with younger kids moving into those types of units. We tend to see older kids because you're more stable in your careers. You don't have to worry about childcare costs. You can afford a bigger, better house. If we see those kinds of jumps in density at those price points, would it be wrong to say we're going to see greater pressure at our middle and high schools?

Ms. Jackson: I think that's really hard to say. I'm thinking of Quarry Trails. Those homes are expensive. They're very pricey, and we're not seeing a lot. It's a lot fewer than we were initially projecting. So, if there's a similar model we could look at, I don't think Quarry Trails is a match. I'm not saying we apply those yields to it, because there's probably going to be more. But it is something that I'm going to want to look at. Probably pretty extensively.

Ms. Arnold: Is there a price point where we see that kind of transition? Is it, if you hit $750,000, you're not having kids because you already have, or is it the $500,000? I'm curious to know if there's anything in the models that shows that tipping point, because it looks like we're seeing something there.

Mr. Stewart: A couple of points I'd add to your two questions. One is if you think about redistricting out in the future, there is time. There will be a couple of iterations of this before that happens. This is why we do it (enrollment projections) every year. So, there's time to work that in. On your second point, as you go through this and think about those building utilization numbers, I would tell you that the older you get, the less reliable those numbers are. For example, at the high schools, it may say it's over 100% utilized, but that doesn't account for kids who go somewhere else, come in late, leave early, go to the Hub, or go to Columbus State. If you're just looking at that number, I wouldn't worry too much about that.

Ms. Arnold: I'm also taking into account the fact that we do that, but at the same time, I'm looking at what's coming our way and the types of housing. Again, we do this all the time. It is good. But I want us to think a little deeper into it there, if possible.

Ms. Jackson: You raised the point about the ages, too. We have the students by grade, so we could start looking at that and seeing, okay, who's yielding more to older students*…(unintelligible)…*with that.

Ms. Arnold: Yeah, just in terms of how you see neighborhoods change, and that's where we're seeing that bump in 20 to 26 years, how is that, and again, is that a factor of high cost, or a factor of how people utilize these neighborhoods?

Ms. Jackson: You're speaking my language. This is all really fascinating.

Ms. Arnold: I spend a lot of time with land use these days. I appreciate all the work you guys put into this, and it's great stuff. And just diving into the details and understanding where we're going. But I'm also taking a look at what Columbus has in store for us these days. Concerning. Thank you.

Mrs. Crowley: My only question was, did the change in kindergarten enrollment date change the projection of that class at all or much?

Ms. Jackson: Not yet. So, right now, we don't have the trends to justify a change in that. We don't get students by birthday or anything like that, so there's no real way for us to look at that information. The births, we also don't get that information broken down by birthday, unfortunately. It would be great if we did, shout out to the Department of Health, but that's not something that we have right now. So until those trends start, it's not something we can accurately project.

Mr. Perry: So, speaking of projections, I would go much, 70,000-foot view here. The line stays flat for the most part, except for the build-out projection, which we haven't been able to do yet. Is there a way to project out the anticipated build date for some of these developments that will factor into what could be? It seems we are projecting flat functional rate growth, knowing we will see growth later when they are built. But if we know when they're being built, then we could factor that in. You see what I'm saying?

Ms. Jackson: That's where the student potential comes in over the enrollment projections. With enrollment projections, we use actual survival rates and bump them up a little bit, but we're not at a point where we can justify big jumps until…*(unintelligible)*… But the student potential forecast is based on when those homes are supposed to be occupied. Now, something to note: developers are usually a little more optimistic than others, so some of those dates might be a bit optimistic, as I said. I will say if it seems too much, I usually back off a little bit. If it seems like they're going to build a hundred more units than they did last year, I back off a bit and try to make them a little more realistic.

Mr. Stewart: But for all five of you, the two takeaways are again to repeat myself, that's why we do this every year rather than every three years or every five years. If you're ever asked about these things, you can say, then point to this chart specifically to say, "Yes, we are tracking every single development within our boundaries." We know how far along it is, and you have an estimate of what the yield will be. So, I think that from a peace of mind standpoint, that's the takeaway that I want you to have from this.

Ms. Arnold: And I can tell you, take a look at the Sugar Farms and Renner South components. We started seeing that annexation back in 2018, and you can see the progress. So, figure about 10 years from annexation through full build-out on something at this scale. So 10. Figure about 10 years from annexation through a full build-out on something at this scale that was almost 1,100 units across all products there.

Ms. Jackson: Alton Place is another one that's starting, but it's moved pretty slowly. We've had that for a while.

Mr. Stewart: Any further questions?

Ms. Arnold: One quick one on the townhomes. They're relatively new to us. Are you looking at a two-bedroom or a three-bedroom? Are you seeing any fluctuation there, or is it not really a point you look at?

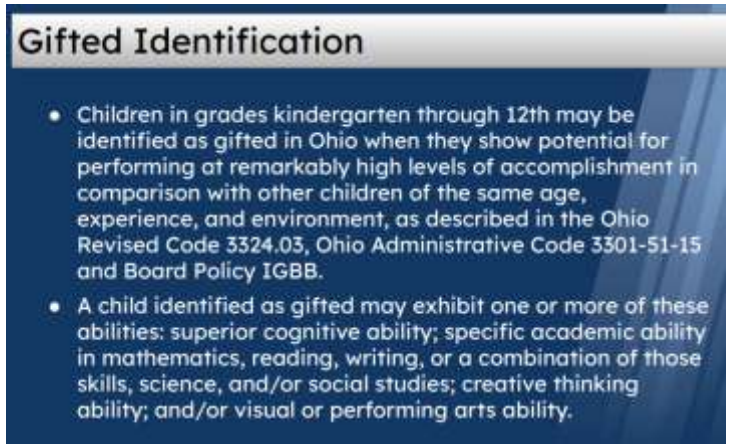
Ms. Jackson: Not yet because they don't really exist yet. We are applying the condo yield to other districts with existing townhomes. Usually, it stays around the same. Something that I've noticed in other districts, and this may not be the case for you, but in Olentangy, for example, in Evans Farms, the townhomes were built first, and we saw a huge influx of families going into those, and then they left. I would imagine, because they were waiting for their home to get built. So that's something that we're also keeping an eye on to see if that trend was regional. But there is potential for townhomes to yield many students at first and then drop off.

5. Gifted Audit

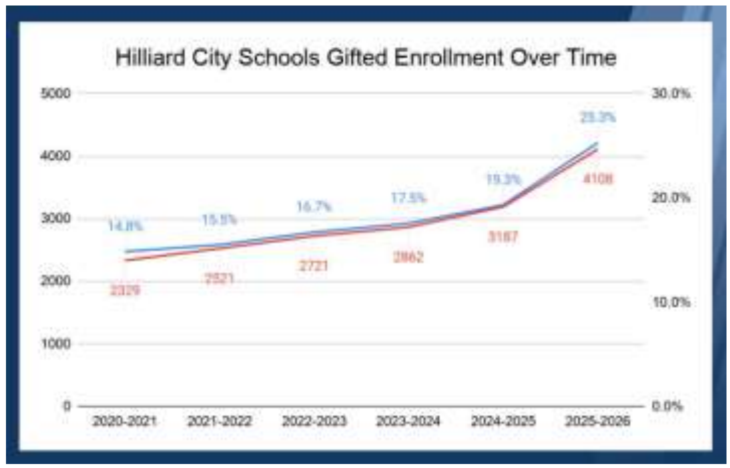
Mr. Stewart: Next up. One item called out in the strategic plan was an audit of our gifted services. Jake Grantier and Jen Lowry have been leading that process this year. And they will share not only the process but also some of the findings and next steps.

Mr. Grantier: Good evening, everybody. And thank you for the opportunity to share an overview of the current landscape of gifted education in Hilliard, as well as the work of our audit committee. Much of what we will present this evening is included in the executive summary that has already been shared with you. In alignment with the district's strategic plan, specifically goal one: student learning. We have recently conducted a comprehensive audit of digital identification and programming to draft and present recommendations in response to community feedback, peer-reviewed research, and demographic shifts within the district.

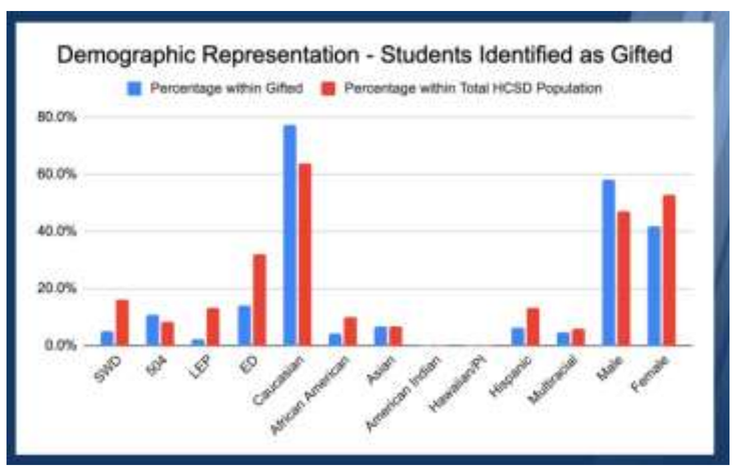
State law in Ohio requires public school districts to identify children who demonstrate high levels of accomplishment relative to their same-age peers as eligible for gifted services in the areas of superior cognitive ability, reading, and math, and to communicate these assessment results to caregivers. While districts are not required to provide gift services, our department supports programming for students identified in these three areas, beginning as early as kindergarten and continuing through grade 12.



Ms. Lowery: The graph you're looking at shows our current gifted landscape from the 20-21 school year through this year, 25-26. As you can see, the trajectory line is directly moving up. The red line is the actual numbers. The blue line is the actual percentages. Looking at the 20-21 school year, there were 2,329 students, 14.8%. So, they're right around 15%. And today we are looking at 4,108 students and just over 25%. As you can see, we were on a steady incline, then made a sharp turn up. We have increased our student enrollment by 1,102 students from this year to the next school year, 2026-2027.



This graph shows our total population broken down by subgroups. You can see the subgroups are listed there at the bottom. The red line shows our total city schools population. So that's with disability care adjusted 20%. The blue line indicates the percentage within the actual gift identification. So, you can see those comparisons going across the bottom. It is probably not surprising that the Caucasian line goes straight up. You've got the rest of our other ethnic subgroups to the right. And then down on the far right, you've got our male and female students. Our female students are surpassing our male students in total enrollment, indicating that our male students are more gifted than our female students.



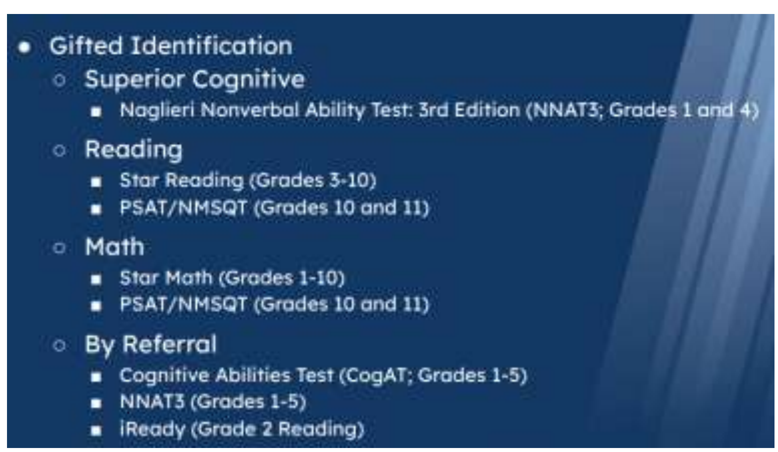
Mr. Grantier: One other interesting piece we looked at when we investigated and disaggregated this data is the percentage of students who are twice exceptional within our gifted population, and how that number continues to increase, requiring different kinds of targeted supports.

Ms. Lowery: This is our current continuum of gifted services in the district. In grades two through five, we start serving students in grade two. Moving forward, we use a cluster grouping model beginning in grade two. We have 121 gifted cluster teachers across our 14 elementary schools. Those are our general classroom teachers who need additional gifted service professional development hours to become gifted service providers. So, we have 121 of those teachers who have obtained those additional gifted hours who are serving our gifted students day to day in the classroom. And then we have five gifted intervention specialists who support those 121 classroom teachers with planning and some small-group pullout work with students over time. We also have our self-contained Arrow program for fourth- and fifth-grade students who are identified as cognitively gifted in one or both academic areas.

Mrs. Crowley: Can I ask a quick question about that? For the 121 classroom teachers, is the 121 extra training provided by Hilliard City Schools, something they have to go outside the district for, or a combination of both?

Ms. Lowery: We have a pretty robust set of online courses we have developed in-house for our teachers, if they're interested. We also try to do a lot here, building it in and doing things that are already happening, professional development-wise, across the district within a given year. If there's a conference or something outside the district that offers those hours, they can take advantage of it as well.

And then in grades six through eight, we have our honors and advanced courses. And especially in middle school, we have increased those opportunities for our students over the last couple of years, including additional courses offered at the Hub. And then, in grades 9 through 12, you've got your AP and college courses.



Assessments used for identification; I won't get into the specifics of this, but we are bound by state law. We're required to assess students two times per year for Superior Cognitive in grades one through six. And we're required to evaluate them at least two times academically. We test our kids with the Naglieri in grades 1 and 4. And then STAR is built in for us because STAR is now an approved gifted identifier. We are a STAR district. So, our students are essentially just built-in screenings three times per year. For grades 10 and 11, the PSAT can count as a gift identifier for reading and math. And then, of course, at any given time, parents, teachers, or students themselves can make a referral for an evaluation.

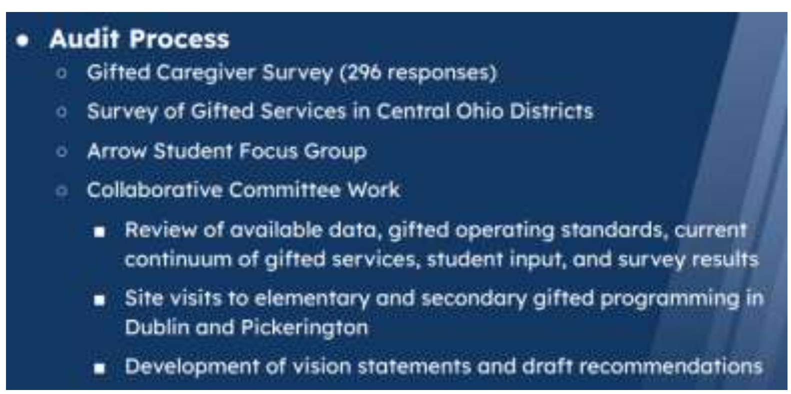
Mrs. Crowley: So, you guys don't give the CogAT? I'm a second-grade teacher. We give the CogAT in October, and maybe, but because of STAR testing, you don't have to give; that's only by referral.

Ms. Lowery: CogAT is a cognitive test, and we do a referral window. So, for our students, we choose the Naglieri because it's a nonverbal assessment, just trying to take out any bias, or language, things like that, to make sure we're capturing all our students. But then, if you've got those kids that are close, then we will go in, and we have a referral for CogAT.

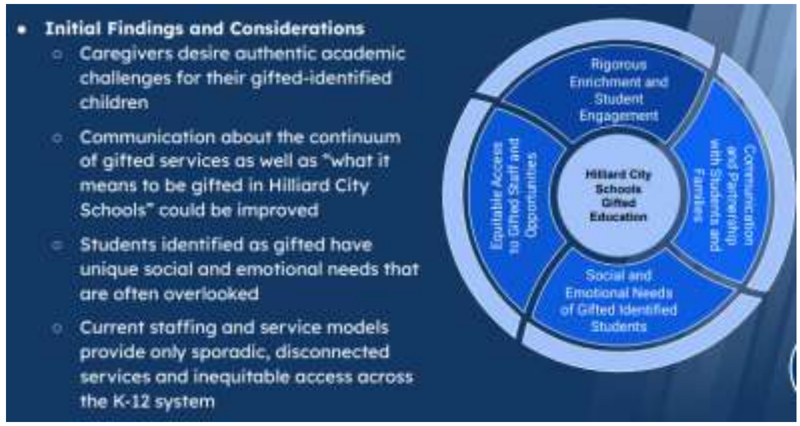
Mr. Grantier: Peer-reviewed research and evidence-based practices in gifted education have moved toward a more inclusive model of enrichment. And it has shifted from giftedness as a static label toward a concept of universal access and talent development. Our goal is to ensure every learner has equitable access to responsive, individualized, and challenging opportunities. By doing so, we move beyond basic compliance and focus on maximizing true student engagement, authenticity, and measurable growth. We recognize that talent exists in every corner of our district. By identifying barriers and actively working to close excellence gaps, we ensure that our marginalized and disadvantaged students have the support they need to demonstrate their potential and access advanced opportunities.

Diversity in our gifted programs isn't just a goal; it's a requirement of a truly excellent system. A focus on effective instructional models allows our team and the teachers we support to prioritize evidence-based, personalized pathways that meet the unique academic and cognitive needs of students identified as gifted.

And lastly, investing in ongoing professional development for all staff provides necessary support for both the academic and social-emotional needs of our students. Furthermore, we recognize that parents and caregivers are our most vital partners, and we are committed to mentoring and supporting them through their child's entire academic journey.



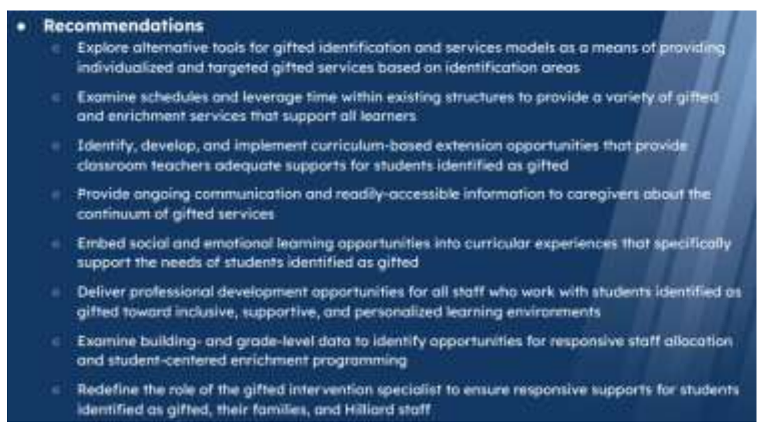
Our audit began with a survey of caregivers of gifted-identified students in the district, modeled after our district's curriculum revision process, which yielded 296 responses. In addition, we gathered information from neighboring districts about their gifted service models and connected with a student focus group of current fourth and fifth-graders enrolled in our Arrow program. Subsequently, our audit committee reviewed available demographic achievement and growth data, the gifted operating standards, our district's current continuum of gifted services, student input, and survey results. We also had the opportunity to visit gifted programs in elementary and secondary schools in Dublin and Pickerington. These sites were chosen for their similarities in demographics and programming, as Pickerington also offers a self-contained gifted program similar to Arrow, providing valuable insights into other districts' approaches to gifted education.



Initial findings from feedback, input, and observations include our caregivers' desire for their gifted-identified students to regularly engage in authentic academic challenges. Communication about the continuum of gifted services and what it means to be gifted could be improved. Students identified as gifted often present with unique social-emotional needs that should not be overlooked, and current staffing and service models provide disconnected and inequitable services across our K-12 system.

We developed four vision statements very similar to the graphic that Jake referred to on the previous slide. They are:

- Cultivate investment in learning by providing developmentally appropriate, rigorous, and engaging experiences that prioritize depth, complexity, and meaningful intellectual challenge.
- Engage with students, caregivers, and all stakeholders and provide clear communication regarding available gifted services and how gifted-identified students will be responsively challenged and supported.
- Support the social and emotional needs of students identified as gifted.
- Provide equitable access to learning opportunities, environments, and staff specifically designed for gifted identified learners to ensure individualized growth.



And then we have recommendations. What are our recommendations moving forward, after everything we've learned and after all the data is in? We have developed a list of recommendations that we feel we're already beginning to implement, though with some minor adjustments. But looking at alternative tools for identification, making sure that the tests and assessments we are using are identifying students in the way we want. And that it covers all of our needs, from the nonverbal to the verbal and the quantitative as well. Looking at schedules, not only schedules of our staff, but looking at building schedules, looking at student schedules, also leveraging time looking at the time that's built into our day in general. Also, given the time our staff members have available, can we make any adjustments to better support our learners' curriculum-based extension opportunities? We've had three years at the elementary level with our new reading/language arts and math curricula. So, making sure we build in extension opportunities for students to continue challenging themselves and provide ongoing communication. That was one piece that came out of much of the work we did: our caregivers really want ongoing communication to know what's happening in the classroom for their kids. We feel like we've got a pretty robust piece on our website, but definitely want to make sure that parents know where to go and/or who they can ask if they have questions. Embedded social and emotional learning opportunities for these gifted kiddos. Continuing down that path of providing professional development opportunities for all staff, not just staff of those folks that have their hands on our gifted learners, but those students go in and out of other classrooms. And looking at our elective classes, all of those kinds of things, and making sure everyone has opportunities for professional development, and working with this population of students. Examining our building and grade-level data to ensure we are providing opportunities that are responsive, redefining the role of the gifted intervention specialist, and ensuring we're able to provide the most to our students who are identified as safety.

Mr. Grantier: Since the conclusion of the audit process, we have begun taking steps to act upon the work of our committee in preparation for the next school year and beyond. To provide more equitable access to gifted intervention specialists and prioritize support for elementary students identified as gifted and our cluster group teachers, we are expanding our elementary team from five gifted intervention specialists to seven for the next school year, allowing each GIS to support two elementary schools. We have also increased our capacity at the Arrow program and will serve 120 fourth- and fifth-graders in it next school year. In addition, we have begun designing opportunities for staff and families to learn about ways to support the academic and social-emotional needs of students identified as gifted, with the goal of improving partnerships and engagement. Lastly, as a department, we will provide periodic communication to all caregivers of our students identified as gifted, as well as support building principals, teachers, and our team of gifted intervention specialists in connecting meaningfully with families regarding gifted programming.

We also want to recognize the interdisciplinary group of teachers, gifted intervention specialists, counselors, school psychologists, and administrators who participated in and contributed to our gifted audit. At this time, we'd be happy to answer any questions you might have.

Mrs. Crowley: So, if a student, let's say in the fall, tests gifted in STAR, but the teacher that they're with is not certified in that area, do they get serviced by the gifted teacher that you said is servicing two buildings, or do they get moved to a different classroom? What happens?

Ms. Lowery: Currently, our practice is that if they are identified within a given school year, they do not begin receiving service until the following school year. Because with the number of kids that are identified, it would be a constant, moving in and out.

Mrs. Crowley: That's what I was thinking. It would be hard on the kid. And then, how do kids get into Tharp? I know that the number of kids who qualify as gifted is high, but the number of available seats seems lower. What's the determination of how kids can get into that program?

Mr. Grantier: So, for the first time this year, we had to leverage a tiered system for invitations to the Arrow program. We prioritized students identified as having superior cognitive math and reading skills (all three areas), and finally used a lottery-based system to extend invitations. We have completed our rising fourth-grade enrollment. So, all 60 of those students have been invited and have accepted those invitations, and we've communicated to all the other parents that the enrollment process is complete. We still have two spots left for our rising fifth graders and are working with families one at a time to extend invitations and fill those seats.

Mrs. Crowley: I know many parents are hesitant to join the program at Tharp because they're sad about leaving their homeschool and their friends. Do they make an extra effort to build that community among those kids there? I would think that they would, but I have a friend who's very hesitant to send her daughter there next year, and I'm just trying to ease her concerns.

Ms. Lowery: In the first two weeks of school, we spend a lot of time in team building. I think they do a really good job of maintaining many of the same ideas to make it feel so much like your home elementary school, even though it's in a different building. There are sixth graders in the building. I would also note that over the eight years the program has been up and running, we have had a retention rate of about 95% to 97% from fourth grade to fifth grade. So, once they get there, sometimes there's some nerves, but they tend to like it.

Mrs. Crowley: I have one last question. My son is identified in both reading and math, and he's in seventh grade. He is in an honors math class, but because of his writing skills, he is not in an honors ELA class. Does he still get serviced in that area? Is there any way for that to happen in the middle school besides being in an honors class?

Mr. Grantier: So currently, no. At the secondary level, it is all about course selection, and one of our ultimate goals is to ensure we retain students in advanced and accelerated courses all the way through 12th grade and beyond. We want to make sure that students continue to want the challenge that often comes with being identified as a gifted learner. And so, right now, your son is receiving gifted services in math but not in language arts. And it's something that we're working towards. One of the things that we learned from some of our other partner districts is ways to support secondary students specifically and make sure the student and their family have a good understanding of what gifted service looks like at the secondary level, and how we can help to manage those transition points as students navigate course selection, going to a new building, and trying to figure this out. And so, we're looking to adjust our supports over the coming years to better help our secondary students.

Mrs. Crowley: When he was headed into middle school, the recommendation was that, if they were a student athlete, they should be careful about taking more than 2 honors classes. So, he chose math, and he loves social studies, so he also chose honors social studies. Is that the push, or do you think kids who qualify as gifted could handle that type of workload?

Mr. Grantier: I think that decision is different for every child. It's really difficult to paint with a broad brush and say that just because you are gifted, you can handle a more challenging workload. What we have learned through this entire process is that there are no two identical gifted learners, and that the wide spectrum of kids identified as gifted requires us to be much more targeted and personalized in how we support those students and the services we provide. And so again, one of the things that we want to help support specifically at the secondary level is those transition points. When families are making decisions about what's best for my kid, we want to make sure that everybody who is coming alongside that student, whether it be a gifted intervention specialist at the elementary level, or a school counselor, or a building administrator, feels well-versed enough to speak about gifted services so that families can make the best decision for each of their children.

Mr. Perry: A couple of questions about the slides, and first of all, yeah, thank you to everyone who worked on this. You can see the list of names is two columns wide. It's quite a number of people. But I was going back to the graphs. So, slides, I think four and five. So, the first question is: on the first graph, do we think the sharp rise in gift identification is due to additional identifying markers or to increased identification efforts? Or do we think that there's an increase in the number of gifted students? Do you have a reason for that?

Ms. Lowery: We have not increased any of the testing we do. We stick to a very scripted calendar for what we offer, unless those referrals come in. So, I would not say that is the case. There has been some renorming of tests. I think everybody has been in that boat. Everyone talked about the COVID slide. I don't know that we saw that large a slide here in Hilliard. I think we did a good job of providing quality education for our kids during that time period. But the other piece at the elementary level that we have to think about is that this is the third year of those two new curricula. Jake and I have just started looking at some data and crunching some numbers to see where we're at. And the trajectory that we're seeing is definitely an increase. I think that we're doing a good job with where we're at with*…(unintelligible)…*

Mr. Grantier: Districts across the state with demographics similar to ours are also experiencing a significant increase in the number of students qualifying for gift services.

Mr. Perry: Thank you for that. And then the other one was the other graph that I had here. I'd be interested to see how this relates to socioeconomic status and free and reduced lunch eligibility. And the reason I ask is that there are two different things you would look at if there's an issue with lower economic status not being identified as gifted: when you have a resources problem, getting those kids the resources they need…*(unintelligible)*... And if you're seeing folks in the same socioeconomic bracket experiencing different rates of gifted identification, but I worry about there being a cultural barrier, and we need to make sure that we're not contributing to that. Obviously, identifying those later slides you showed. I think that would be an interesting data point to have, cross-referenced with other demographics, too.

Mr. Grantier: Absolutely. As we mentioned, we don't want pockets of excellence in our district. We want a system of excellence. We already recognize that there are places and spaces within our districts with significantly higher rates of students identified as gifted. As you can imagine, those are often the schools with a higher mean socioeconomic status, which tells us that students are arriving at some of our elementary schools, specifically, with excellence and opportunity gaps. So, by providing opportunities for students to participate in programs like universal talent development, we can help mitigate some of those obstacles and still allow students to realize their potential.

Mr. Perry: I definitely appreciate it, and we always feel that gifted status and whatnot is pretty evenly distributed across the population, regardless of socioeconomic status or based on race, ethnicity, et cetera, et cetera. So, if you're seeing that gap, it's not because those folks are in any way less gifted than others, but it's really because of identification, opportunity cost, and making sure they're focusing on the cultural component there. I really do appreciate the focus on that as well.

Mrs. Byler: I was part of the ISPTO when the gifted audit was talked about; we were also hearing about the communication portion. So, I was very encouraged to see that as part of your program. Some of the parents said they had filled out the form, and 296 people was a great response. So, I'm encouraged to see that. I'm more on the IEP side with my kid. I get a meeting, like obviously that's required. What does that look like then for the communication portion, and then to tie into that, you don't get the service until the next year. Like from Kara's question. So my child identifies some in math, but he doesn't get services yet. The teacher will pull him aside to complete some extra worksheets and participate in small-group work. Is that encouraged then? He's not necessarily in the gifted class, but he's getting some services in the classroom. Just talking about it like that, and then also the communication portion. What does that look like for those kids and families?

Mr. Grantier: As I mentioned, the state requires us to notify parents when students are identified as gifted. Anytime there's a STAR administration, an NNAT administration, or a referral window closes, we are required to notify parents within 30 days of those results and whether their child is eligible for gifted services. If that's a new identification, as we mentioned, that will be for the following school year. But any teacher would be encouraged to provide personalized and challenging opportunities for students, whether they're identified as gifted or not. We recognize that we have many very capable students out there who may not have a label alongside their name but could benefit from those kinds of opportunities during the school day. It will help with engagement and authenticity, and ensure they recognize they have something to contribute to their community as learners. We also provide a written plan each year for students identified as gifted. It is not a curriculum. It's just a brief overview of the types of services a student might receive. Those look a little different at elementary than at secondary, just because of the different service models. But those are shared with parents as well each year. And as we look to increase the capacity of our gifted intervention specialists and redefine that role, we want to prioritize communication with families and partnerships with caregivers to ensure we are alongside each other and supporting one another when it comes to our identified students. So, with additional members of our team, we're confident that we're going to be able to do that with much more*…(unintelligible)…*next year.

Mrs. Byler: So, they'll receive those test results and then have someone to talk to and, obviously, that communication portion.

Mr. Grantier: Absolutely.

Mr. Moog: What percentage of identified gifted students actually accept the programs or the services available to them?

Ms. Lowery: At the elementary level, we have very few students who do not participate. If you're specifically talking about the Arrow program, our acceptance rate is between 50% and 55%. It's often a bit of a push-and-pull in a struggle. Do I want to leave my elementary school to go to the program? But typically, when they get there, they want to stay there. We require that parents who choose not to participate or opt out of services for a year put their decision in writing. And we do keep track of that, but we have probably less than 5% of our elementary-level identified students who are not participating in services. It's a little trickier whenever you get to middle school and high school. I was very impressed that Kara knows that her child is not taking, because oftentimes when you're talking with parents, they're like, " Oh, I didn't know they were, well, because they can change their schedules and things like that, since it is based on course selection.

Mr. Grantier: I should also add that students in fourth and fifth grade who are either not invited to Arrow or decline invitations still receive gifted services in their home building. So, we are serving the student. And to Jen's point, we have a service rate of greater than 95% through eighth grade. Again, high school gets a little bit dicier because it is a little bit more on the kid to choose which courses they want to take. But overall, we have a pretty high service rate.

Mr. Stewart: I want to thank these guys. When you start an audit like this in my chair, I'm going, oh God, where's this going? And when you send a big group of people out to say, "Okay, take a look at this and make some recommendations," you just never know where it's going to go or what the cost is going to be. And I think they landed on some very practical, low-cost, high-impact recommendations. For example, zeroing in on the notion of helping parents understand what it means to be gifted in Hilliard City Schools will make a big difference.
And I think you're going to see some of that started next year. So, thank you. Great job.

6. The Board of Education adopted the agenda.

7. The Board of Education approved the consent agenda Item E1.

E1 Approve the following Certified Personnel actions: See attachment to the Minutes.

Mr. Stewart: As part of the consent agenda, you just approved two new principals for our district. One is returning to the district, and the other is already here, moving seats. First, I'll introduce Lisa Sullivan, who will be the principal of JW Reason.

Mrs. Sullivan: I just want to say that I am humbled by and so grateful for the opportunity to return to Hilliard as the next principal at JW Reason. When Mr. Stewart called me, the first thing after I stopped jumping up and down and screaming yes in his ears, so sorry about that, the first thing I said was, I'm going home. I am incredibly grateful and I cannot wait to begin to serve the students, the families, and the staff at JW. Thank you so much.

Mr. Stewart: When I called, she did scream. We had a brief conversation, and maybe it was a strategic error on my part. I said, "Do you want to know what we're going to pay you?" And she said, I really don't care. We thought you might be interested to hear that. In fact, do you want to introduce your family, Lisa?

Mrs. Sullivan: Oh, absolutely. This is my husband Brad, and my daughters Kenzie and Bella, both of whom are Hilliard Bradley graduates. And Bella is currently a first-grade teacher at Hilliard Horizon.

Mr. Stewart: I'm really excited to introduce you to Matt Anderson, the new principal at Memorial Middle School.

Mr. Anderson: Good evening. I am Matt Anderson, current assistant principal at Hilliard Darby High School. I am embarrassed to admit that when Mr. Stewart called, I was at Costco and said I would call him back. But certainly equally as thrilled as Lisa to be joining the staff at Memorial Middle School. I just want to say how proud I am to work in Hilliard schools and how grateful I am for the opportunities to grow professionally. Being an assistant principal for the last 9 years, I'm just very blessed to have learned from the professionals in this district. And it is top-notch. So I feel very proud, but also very eager to start the work. I taught middle school for many years, so I'm eager to get back into middle school. I'm thrilled to start that work, but just very grateful for this opportunity. Thank you very much.

Mr. Stewart: As you said, an assistant principal for nine years and has just done a bang-up job. He's a perfect fit for Memorial, and the staff is excited to get started, and I'm really excited for that as well.

8. The Board of Education approved the following resolution:

AWARDING CONTRACT FOR THE WASHINGTON ELEMENTARY SCHOOL PAVING PROJECT TO CHEMCOTE, INC.

The Chief Operating Officer ("COO") recommends the Board of Education award a contract to Chemcote, Inc. ("Chemcote") for the Washington Elementary School Paving Project (the "Project").

Background:

1. The Board has identified a need for the Project.
2. In compliance with applicable law, the COO and Treasurer solicited bids for the Project based upon design documents prepared by Watcon Consulting Engineers Surveyors, A Verdantas Company ("Architect").
3. Once bid were received for the Project. The Bid were opened and read aloud on April 20, 2026 at 11:00 a.m. with the apparent low bid submitted by Chemcote in the amount of $976,939.32 (the "Low Bid").
4. Ohio Revised Code 153.12 allows the total amount of a bid to exceed the published estimate by no more than 20%. The published estimate for the Project is $1,150,000. Accordingly, the Low Bid is below the published estimate and compliant with Ohio Revised Code 153.12.
5. After review of Chemcote's bid submission and a scope review meeting with Chemcote, the Architect recommends the contract for the Project be awarded to Chemcote as the lowest responsible bidder. The COO and Treasurer concur with the recommendation and request authority to negotiate and sign an agreement with Chemcote in an amount not to exceed the Low Bid.
6. Additionally, to avoid Project delays, the COO and Treasurer request the Board authorize contingency funds for the Project in the amount of 10% of the Low Bid (the "Contingency Funds"), and authorize the COO and/or Treasurer to sign change orders and contract amendments for the Project, to be billed against the Contingency Funds, in a total amount not to exceed the Contingency Funds. Change orders and contract amendments in excess of the Contingency Funds, individually or in the aggregate, will be brought to the Board for its approval.

The Board resolves as follows:

1. Based on the information provided, the Board selects Chemcote as the lowest responsible bidder.
2. The Board authorizes the COO and Treasurer to negotiate and sign an agreement for the Project with Chemcote in an amount not to exceed the Low Bid, and to sign any associated documents consistent with the intent of this resolution.
3. The Board also authorizes the Contingency Funds and authorizes the COO and/or Treasurer to sign change orders and contract amendments for the Project, to be billed against the Contingency Funds, in a total amount not to exceed the Contingency Funds. Change orders in excess of the Contingency Funds, individually or in the aggregate, will be brought to the Board for its approval.
4. No property interest in the Project will be created until all required documents have been submitted by Chemcote and the agreement is executed by the designated Board representatives.

9. The Board of Education approved the following resolution:

AUTHORIZING AGREEMENT WITH SCHORR ARCHITECTS, INC. FOR PHASE I OF THE CAPITAL IMPROVEMENTS PROJECT

The Chief Operation Officer recommends the Board authorize the negotiation and execution of an agreement with Schorr Architects, Inc. (“Schorr”) for Phase I of the Capital Improvements Project (the “Project”).

Rationale:

1. The Board previously identified a need for various capital improvements throughout the District. These improvements are anticipated to include new construction, renovations, or repairs of the following facilities: New Brown Elementary (Walker Road) Construction, New Beacon Elementary Construction, Beacon Demolition, New Ridgewood Construction, Ridgewood Demolition, New Preschool (Norwich) Construction, Brown Renovation (collectively “Scope A”); and Darby H.S. Weight Room, Districtwide Playground Improvements, Districtwide Security improvements, Athletic Improvements, Performing Arts Improvements (collectively “Scope B”).
2. Based on the overall size and number of scopes of work within the Project, the Superintendent, in consultation with the Chief Operating Officer, determined that the Project should be divided into separate scopes for more efficient management of the Project, identified herein as Scope A and Scope B as outlined above.
3. In accordance with Sections 153.65 through .71 of the Ohio Revised Code, the Board previously selected Fanning Howey and Schorr as the firms most qualified to provide design and related construction administration services for Scopes A and B, respectively.
4. During the course of the preconstruction stage of the Project, it has been determined that the Scopes should be reallocated in order to effectively maintain the Project schedule.
5. ORC 153.71(B)(3) provides an exception to the statutory qualifications-based selection process for design professionals when there is an emergency requiring immediate action. Here, an emergency exists because the Project design phase has fallen behind schedule and there is a need to recover the overall program schedule in order to maintain compliance with the IRS required timeline.
6. In order to recover the design schedule, the Chief Operating Officer recommends reallocating the Beacon Demolition, New Ridgewood Construction, Ridgewood Demolition, and Brown Renovation to Scope A2 to be performed by Schorr, who was identified as the number two recommendation by the evaluation committee for the Scope A items.
7. Schorr submitted a proposal for the Scope A2 items in an amount not to exceed $1,684,530.50 for Basic Services, $55,000 for a Basic Services Allowance, and $36,000 for Reimbursable Expenses, for a total amount not to exceed $1,775,530.50 (the “Contract Sum”), which the Chief Operating Officer believes to be appropriately competitive.
8. Based on the emergency, the Chief Operating Officer requests authority for the Superintendent, Treasurer, Board President, and Chief Operating Officer, working with legal counsel, to negotiate and execute an agreement in an amount not to exceed the Contract Sum.
9. To avoid Project delays, the Chief Operating Officer also requests authority for the Superintendent, Treasurer, and Chief Operating Officer to execute contract amendments in an amount not to exceed 10% of the Contract Sum. Contract amendments in excess of that aggregate amount will be brought to the Board for approval.
10. Further, the Chief Operating Officer requests authority to negotiate and execute an amendment to Fanning Howey’s contract to reduce the scope of their design services and corresponding fee.

The Board of Education resolves as follows:

1. Based on the recommendation of the Chief Operating Officer, the Board finds that an emergency exists and waives statutory qualifications-based process for procuring a design professional and authorizes the Superintendent, Treasurer, Board President, and Chief Operating Officer, working with legal counsel, to negotiate and execute an agreement with Schorr in an amount not to exceed the Contract Sum; and to execute any related documents consistent with the intent of this resolution.
2. The Board authorizes the Superintendent, Treasurer, and Chief Operating Officer to execute contract amendments in an amount not to exceed 10% of the Contract Sum. Contract amendments in excess of that aggregate amount will be brought to the Board for approval.
3. The Board authorizes the Chief Operating Officer to negotiate and execute an amendment to Fanning Howey's contract to reduce the scope of their design services and corresponding fee.
4. The Board authorizes the Superintendent, Treasurer, Board President, and Chief Operating Officer to execute any related documents consistent with the intent of this resolution.

10. The Board of Education approved the following resolution:

AUTHORIZING AN AGREEMENT WITH B&C COMMUNICATIONS FOR THE TWO-WAY RADIO REPLACEMENT PROJECT

The Chief Operating Officer recommends that the Board authorize the negotiation and execution of an agreement with B&C Communications. ("B&C") for the Two-Way Radio Replacement Project ("Project").

Rationale:

1. District administrators have identified a need to replace the current two-way radios in the District as the existing radios are outdated and require an upgrade to serve their intended purpose.
2. The Project is outside the scope of competitive bidding under R.C. 3313.46 because it is for the security and protection of school property.
3. B&C provided a proposal for the Project in the amount of $345,742.89. The District's existing systems are complex and require significant effort to properly integrate. Accordingly, The Chief Operating Officer believes B&C's expertise and knowledge will provide significant time and cost savings for the Project over other technology vendors. Therefore, the Chief Operating Officer recommends waving Board Policy DJC regarding the solicitation of three price quotations under these circumstances.
4. The Chief Operating Officer recommends the Board authorize the Chief Operating Officer and Treasurer to negotiate and execute an agreement with B&C in an amount not to exceed $345,742.89 (the "Contract Sum").
5. Additionally, to avoid Project delays, the Chief Operating Officer and Treasurer also request authority for the Chief Operating and Treasurer to sign change orders and contract amendments on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders and contract amendments in excess of that aggregate amount will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the information provided, the Board waives Board Policy DJC and authorizes the Chief Operating Officer and Treasurer to negotiate and execute an agreement with B&C in an amount not to exceed the Contract Sum and to sign any other documents consistent with the intent of this resolution.
2. The Chief Operating Officer and Treasurer are also authorized to sign change orders and contract amendments on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders and contract amendments in excess of that aggregate amount will be brought to the Board for its approval.

11. The Board of Education approved the following resolution:

AUTHORIZING AGREEMENTS FOR CONSTRUCTION MATERIAL TESTING & SPECIAL INSPECTION SERVICE AND HAZARDOUS MATERIAL SERVICES FOR PHASE I OF THE CAPITAL IMPROVEMENTS PROJECT

The Chief Operating Officer recommends the Board authorize consultant agreements with Professional Services Industries, Inc. ("PSI") for construction material testing & special inspection services and hazardous material services for Phase I of the Capital Improvements Project ("Project").

Rationale:

1. Pursuant to sections 153.65 through .71 of the Ohio Revised Code, the Board previously selected PSI as the firm most qualified to perform construction material testing & special inspection services and hazardous material services for the Project.
2. PSI provided a pricing proposal for construction material testing & special inspection services for the Beacon Elementary, Brown Elementary, and Norwich Elementary scopes of work in an amount not to exceed $471,216.
3. PSI provided a pricing proposal for hazardous material services for the demolition of Brown Elementary and Beacon Elementary scopes in an amount not to exceed $39,540.
4. The Chief Operating Officer requests authority for the Chief Operating Officer and Treasurer to execute an agreement with PSI for the construction material testing & special inspection services for the Beacon Elementary, Brown Elementary, and Norwich Elementary scopes of work in an amount not to exceed $471,216.
5. The Chief Operating Officer requests authority for the Chief Operating Officer and Treasurer to execute an agreement with PSI for hazardous material services for the Brown Elementary and Beacon Elementary scopes in an amount not to exceed $39,540.
6. Additionally, to avoid Project delays, the Chief Operating Officer requests authority for the Chief Operating Officer and Treasurer to execute contract amendments in an amount not to exceed 20% of the contract sums for each agreement. Contract amendments in excess of that amount individually or in the aggregate will be brought to the Board for approval.

The Board of Education resolves as follows:

1. The Board authorizes the Chief Operating Officer and Treasurer to execute an agreement with PSI for the construction material testing & special inspection services for the Beacon Elementary, Brown Elementary, and Norwich Elementary scopes of work in an amount not to exceed $471,216.
2. The Board authorizes the Chief Operating Officer and Treasurer to execute an agreement with PSI for hazardous material services for the Brown Elementary and Beacon Elementary scopes in an amount not to exceed $39,540.

3. The Board also authorizes the Chief Operating Officer and Treasurer to execute contract amendments in an amount not to exceed 20% of the contract sums for each agreement. Contract amendments in excess of that amount individually or in the aggregate will be brought to the Board for approval.

12. The Board of Education approved the following handbooks for the 2026-2027 school year:
    a. Preschool/Elementary Student Handbook
    b. Sixth Grade & Middle School Student Handbook
    c. High School Student Handbook
    d. Athletic Manual for Parents-Athletes-Coaches
    e. Performing Arts Handbook

13. Policies submitted for a first reading
    a. DID – Capital Assets
    b. EBDE – Procurement and Administration of Overdose Reversal Drugs
    c. EDEC – Artificial Intelligence (new policy)
    d. EFD – Misbranded Foods and Cultivated-Protein Food Products (new policy)
    e. JEB/JEBA – Entrance Age (Mandatory Kindergarten) Early Entrance to Kindergarten

    Mr. Stewart: No action needed on this item.

14. The meeting was adjourned at 7:46 p.m.