



MEETING NOTES

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

- A1 The president called the meeting to order at 6:30 p.m.
- A2 Members present: Ms. Arnold, Mrs. Crowley, Mr. Perry, and Mr. Vorst. Mrs. Murdoch was absent.
- A3 Pledge of Allegiance

NOTE: *Portions of the meeting's audio recording were difficult to decipher. Therefore, this document may contain many unfinished sentences or incorrect wording.*

B PROGRAMS / PRESENTATIONS

- B1 Embrace, Empower, Inspire Award Winners: Officer Gleason, Abby Gischel, Chelsey Summers, Rachel Thompson, and Neil Ferreri

Hi, I'm Katherine Hueter, Principal at Weaver. It's my honor to recognize and celebrate our staff members who are receiving the Embrace, Empower, Inspire Award. We'd like to thank Norwich Township Fire for recognizing our staff members today.

As Mr. Stewart shared, it's a very special award that we're celebrating with our staff. For those who may not know, one of our students in our Life Skills Unit had a medical emergency in our lunchroom. He began choking, and we had staff members step up in every way possible. Multiple members of our team ran to call 911, and some were helping the other 300 students in the lunchroom who were dealing with an intense situation at the time.

We had people who stepped up and provided medical aid with the Heimlich. Today, it's my honor to recognize the staff members who performed the physical aid. We have Ms. Rachel Thompson and Ms. Chelsey Summers. Both of these staff members work in the life skills unit. They noticed the student was in distress and began performing aid immediately and running to get other staff members. Officer Gleason, our SRO this year, is now retired, which is a huge congratulations to him. He stepped up in so many ways, including providing aid himself, calling 911 at the same time, and keeping a calm presence for all of us. And then, Abby Gischel is our school nurse clinician. She's actually currently working. She's an athletic trainer in the summer. But her calm presence, too, during a very intense time.

You know, you see the Heimlich and practice the Heimlich, and in movies, you see the food come out very quickly. Unfortunately, for us, that did not happen in that situation. It was very large and deep, and we learned later that the student needed a tool to have it physically removed due to its size.

We had multiple staff members stepping up, and also teacher Neil Ferreri, who's out of town this week. A lot of times, you hear about educators and educational staff making a difference. This is an example of staff members going above and beyond the job description. Every day, any of our staff would do it for our students. We're very fortunate to report that the student is okay. He's back to being his full self, greeting everyone, and being very happy. His family is, too. We're just very fortunate.

We'd also like to thank Norwich Fire for their partnership. They came back and checked in on our student. They brought five or six fire trucks, which alarmed the community at the time, but it was very special. They all just came to spend time with James and his classmates. We're just so thankful to be part of this community and so thankful for our staff members who stepped up and made life-saving decisions. We really appreciate that, and we're so proud of them.

Hello. My name is Heath Goodham, Battalion Chief with Norwich Fire. I just want to echo what was said here. That morning, I happened to be the first one on the scene, and seeing the staff at the door yelling for us to come into the school was a scary moment. I've been doing the work that I do for 25 years, and I've never run into a scene. I ran into this scene because I could see, hear, and feel the nervousness and seriousness of the event. When I went into the school, I saw everyone up here in front of you doing something other than what they signed up to do. They didn't sign up to perform a Heimlich maneuver on a young child. And I can tell you the work you did, all of you, saved that child's life.

We get called, and 911 gets called for choking victims. I can tell you I have never done the Heimlich maneuver on a child while at work. Why is that? I've been dispatched to many choking calls in 25 years, hundreds. But I have never performed the Heimlich like I did the other day with you guys. And the reason why is that it works. What you were taught to do typically works. This was one of those cases where he needed to go to the hospital. He needed extra care. So I just want to congratulate all of you. Your whole school. I mean, the way you guys acted that day was true professionalism.

This board and this school district need to celebrate this crew, this staff here, and your leadership. Thank you. Thank you. Thank you. You made a difference. It was a beauty for our crew to come back to your school and see him walk out of that school. We don't get to see that. As firefighters and paramedics, we don't get to see that, but to see that, and I mean, it brings tears to my eyes, to see him and see him interacting. It was so cute. He would he would ask one of our firefighters their name, and he was spelling it, and not saying their name, spelling their name. And that tells me he has no deficit. He was blue that day. You know that. He was worse than Hilliard Blue. Right? So thank you, thank you, thank you.

He presented certificates to the staff, recognizing them for their selfless, heroic actions, which ultimately helped save a choking child's life at Hilliard Weaver Middle School on April 25th, 2024. Norwich Township and the Norwich Township Fire Department wish to honor you for your distinguished service to our community. Thank you.

Mr. Stewart added that when we went to the school to present them with this originally, the emotion was still very raw—you can feel that—but I walked away thinking, you know, we all think we know how we would react to the situation. We all hope we know how we would react to the situation. These folks have the advantage of knowing they will do the right thing at the right time. So again, thank you for everything. The second thing I wanted to share was that this is another reminder of how fortunate we are to have Norwich Township Fire and the Hilliard Police Department to partner with and take care of our students. We've had a couple of opportunities in the closing weeks of school to be reminded of just how well cared for our schools, our students, and our staff are with those two organizations. So, thank you to all of you as well.

Battalion Chief Goodham added to help you understand another project that you supported. I truly believe that this is a result of a partnership that we have with the fire department and the local schools. So this school year, we provided CPR training to 1,300 students, mostly 10th graders in health class, all the health teachers, and five nurses. CPR training includes the Heimlich maneuver for choking incidents. We

provided this training at all three high schools and the online school. Thank you for supporting that partnership. It makes a difference. It makes a difference when CPR or the Heimlich Maneuver is happening when we show up, so thank you.

Mr. Stewart said the last thing I'll add is if there's another district in the state that's training all of their students then I'm not aware of it. So, kudos to the Norwich Township Fire again.

B2 Tolles – Todd Hoadley

First, thank you for allowing us to come here tonight. I brought a couple of Hilliard rockstar students for you to meet and hear about. They're really the stars of the show as far as the Tolles presentation is concerned. I'm going to highlight some other things, but you have the Tolles report in your packet. I'd like to introduce you to Justice Brown and Sydney Fischer.

Justice, a Hilliard Davidson student, just graduated and walked across your stage just a couple of weeks ago. And Sydney is from Darby. Staying with the theme of saving lives, both are members of our pre-nursing program at Tolles. Justice completed our 2x2 program, which is a program we have in partnership with Ohio Health, where the students spend two weeks full-time on the job at Ohio Health, and then two weeks back at Tolles to complete their education. We're going to highlight Sydney tonight because she's a state champion. We recognize state champions in athletics all the time, but sometimes, our career technical state champions get forgotten. She's going to be competing in Houston in just a couple of weeks, representing Hilliard Schools. So, I'd like both ladies to talk about their experiences because it highlights the great things happening in Hilliard Schools.

So, Justice, I know you know some of the board members. You shared a little bit with some of them, but can you share your two-by-two story? I think it's just fantastic because it's very atypical of what a senior year tends to look like.

Hi, I'm Justice. To give you some background, I went to Tolles in my junior year. Obviously, it's scary leaving your home school, Davidson. I mean, my friends, my teachers, I was a cheerleader. Leaving that behind was definitely a hard challenge, but it just brought so many good things to my life. I was still cheering my senior year, going to work in a 2x2 program. Many of my friends are at school for that whole 8 hours a day. I'm going to school for two weeks, sometimes I would go to work after that. It's just a surreal experience being 17 and in that work environment. I'm working with people who are 40 years old, and I'm just my little high school self. It really teaches you a lot. Tolles has taught me a lot; Ohio Health and the experience they've given me just set me up. I'm now in labor and delivery at Ohio Health. So, I accepted that position. I'll be attending Capital in the fall for nursing. I just can't put into words what Tolles and Ohio Health have done for me. I think about it daily, like this is my life. I'm just super grateful for Ms. Murray, my pre-nursing teacher. It's everything they have taught me and what more kids will experience because of Tolles, OhioHealth, and the first group of interns at Ohio Health. It's just a surreal experience.

Mr. Hoadley reiterated what she said at the end about Ohio Health. We've been working with them for the last two years to get them comfortable with employing someone under the age of 18 in healthcare. This was the first year they were willing to take this on, and a group of eight students worked at Doctors West and Dublin Methodist hospitals. Justice shared that there was one time she worked a shift at Ohio Health and then cheered on the sideline at a Davidson football game. So, when you look at your cheerleaders or students, it's easy to think they're in school and doing a traditional pathway. But that was

anything but what you did this past year. Can you share a bit about Ohio Health and the benefits of being an employee? How their tuition assistance program will help you at Capital?

Justice said I get paid for the internship, and they have a tuition reimbursement program. If I continue working for Ohio Health and attending school, I will be getting around \$5,000. In August, I will get \$5,000; in January, I will get another \$5,000 because it's a yearly thing. So, as long as I continue working for Ohio Health, which I plan on doing, you have to work 32 hours in a pay period. College tuition is a bit too expensive, so my parents are definitely grateful for the extra money.

Mr. Hoadley asked Justice, what are your long-term plans after college? Justice said I want to be a pediatric nurse. I talked to some people at Ohio Health about trying to open up our own children's hospital. So, that's hopefully the end goal. But anything with kids. Recently I would love to come back and just teach kids. And just be that motivation and support for them. That high school is a scary thing. There are so many things going on in the world. There are so many people that you look up to and want to be like. And just being your own person and knowing that anybody can do it, no matter where you come from, is the end goal.

Mr. Hoadley said Sydney just finished her junior year, and will be following in Justice's footsteps. Do you know where you'll be and your starting assignment? Sydney said she'll be at Riverside, and my assignment is six orange, but I don't know what that means. Mr. Hoadley said that's medical terms for we'll tell you later....Sydney said she's assuming it will be pre-op or post-op.

Mr. Hoadley said I'd like you to talk about HOSA. We don't have athletics, but we have career-tech student organizations. So, can you explain HOSA and your competition?

Sydney said it's a student organization for health career students. They basically said at the beginning of the year, If you want something to look at on college, and you're very competitive, like, this might be something you want to do. And I was like, yeah, that sounds like me. So, I started competing locally, and then I went on to regional and then state. So, I went to Toledo in the spring. It was an overnight, two-day thing. I got to do a lot of workshops and see people in the field, so that was really cool. And I ended up competing in nursing assisting, and placed first. So, I'll be going to internationals in Houston this month. It'll be about a week, so a free vacation.

Mr. Hoadley said I want to say thank you to Hilliard because the majority of your students want to come to Tolles simply half-time. They want to maintain those wonderful relationships they have in their homeschools, such as lunch with their friends or being a cheerleader. If you're in the two x two program, that's not possible because of the work schedules and such. We're seeing a growing number of students across the board, which is really atypical to what Tolles was in the past. In the past, it was you'd go pretty much all day, and you were really severing a lot of relationships with your home schools. Now, it's predominantly, in fact, this incoming class; three out of every four students signed up for half-time. So, we want to thank you for your investment in the noon-day bus. And to me, it's the best of both worlds. You get world-class academics here at Hilliard Schools. You guys can take anatomy and physiology, those science classes that you're going to need to go into college. At the same time, they will be involved in world-class career tech and work-based learning with great partners like OhioHealth.

So, do you have any questions for these young ladies?

Ms. Arnold said Kara and I had the privilege of meeting Justice at the Tolles dinner back in April, and she is just amazing. She was part of the panel, and you've encouraged your brother Jaden to go to Tolles. I think that speaks highly of the program that she's telling her brother to go for it and go do it. Sydney, amazing work for being a state champion and heading to the international competition. Great work!

Mr. Stewart said I think there are probably 25 or 30 adults in this room, and I'm going to guess that about all of them are thinking back to themselves at age 17 relative to having any kind of a clue what their future looked like. You have such a leg up on all of us and so many of your peers. While it's great that you praise the program, and it is wonderful programming, kudos to you for having the maturity and the foresight to recognize what an opportunity it is. So, congratulations to you both.

Mr. Hoadley said I'll give you a couple of Tolles updates here, and I'll let you move forward to a couple of other important things. We are embarking on about a \$30 million expansion of one of our current facilities. You may have found or followed Governor DeWine's state-to-state speech where he called out career techs to eliminate waitlists. We're going to be using some of our inside dollars to add on, specifically, in the high bay back labs, a new double welding, and a double construction lab. Those will be additional. And then on the front, we'll be adding health care, so that we can add into that.

We'll be starting our fourth section of health care in the fall. Unfortunately, the only two programs for this fall that will have waitlists are welding and cosmetology. We just doubled up cosmetology a year ago when we renovated that lab completely. We're working to come up with ways to continue to serve additional students in welding. Advanced manufacturing, construction, and healthcare are far and away our fastest-growing programs. A new program for us is cybersecurity. Some exciting news for us today: the Senate released their capital budget projects that they're going to fund or that they're proposing to fund. And we've submitted a request for around \$600,000 for the renovation and expansion of our cybersecurity lab. That was on the Senate list today, so we hope the House will give a thumbs up to that by the end of the fiscal year.

We're working with your administration to try to implement some career awareness and additional satellite tools programming in the 7th and 8th grades. That's the movement we're seeing across the state of Ohio for CareerTech. Really trying to work with those middle school students, um, who start to eliminate potential careers at that level. Often, female students do this. For little or no reason other than they just can't see themselves doing that, but they don't know enough about the program. So, we're working on that. Hopefully, that'll cross the finish line soon.

Our enrollment continues to grow. A record number of tenured students are coming our way. Again, the majority is in a part-time capacity. But three years ago, we had 600 students in the junior and senior programs combined. We'll be onboarding 730 first-year students in March. Our enrollment will be somewhere around 1,100 to 1,200 students. So, exciting to see that grow because we know there's a job out there for every one of those students that have those skill traits.

Finally, I want to thank Mr. Vorst for coming out. You spoke to our pre-nursing program. I want to thank you. All of you, the doors are always open for you to come out and visit your students at Tolles. They do great things for us each and every day. So, thank you for your time today.

Mr. Vorst said I just want to reiterate congratulations, ladies, on choosing such an honorable profession. Maybe I'm a little bit biased. It's a tremendous path that you're on. You're doing it in a very efficient way. I mean, the options for you are endless in the future. Also, thank you to Dr. Hoadley for everything you've

done working with our students and for finding ways to make people happy at Tolles and show them the opportunities. There's a great future in everything that our relationship with Tolles bears. And we're really excited to hear about the expansion. Thank you for everything.

B3 Safety Update – Mike McDonough, HPD, NTFD

Good evening. Heath stole one of the points I wanted to talk about tonight, but I'm going to start there. One of the things that you'll hear us talk about quite a bit is our partnership. Any time we go to them for an ask, it's always yes. In fact, when we went to them last year about CPR, Chris was actually really nervous. We brought Heath on board, and he's like, Oh, we'll make it work, we got this, don't worry. So, any time we request any sort of training or anything like that, the answer always is yes. So, thank you for that partnership.

I'm going to let Chris and Suzie talk, but I want to talk a little bit about our annual safety training in August. This training will be held on one of the three work days prior to the start of the 2024-2025 school year. For those of you who were not on the board in 2018, we did a full-scale exercise at Darby High School, which was pretty intense. We had the secondary staff in the morning and the elementary staff in the afternoon. It was wildly successful. We've had lots of people ask questions about how we were able to pull it off. It was months and months of planning. We're required to do a full-scale drill every three years, and this year is our next full-scale drill.

We thought about what we could do to take it to the next level. One of the things we've all been worried about or not sure how we would handle is reunification. So, an event that hopefully never happens could require a reunification process that needs to occur afterward. That will be a massive ordeal. So, over the last six months, we've been planning a reunification drill for our staff to participate in this fall. I'm not going to give too many details because I don't want to let too many secrets out of the bag. But, once again, we're going to have our secondary staff in the morning and elementary staff in the afternoon. We will include all departments and all employees, such as technology and transportation, which would obviously play huge roles in a reunification process. HPD and NTFD will also be involved.

I can't emphasize enough our partnership. Dave alluded to it a few moments ago. We got to practice our training in a live situation a few weeks ago, and thankfully, it ended up being a non-credible incident. I would say that in eight to ten minutes, we had a full operation in order. All three organizations were on-site and had a command station and staff ready to go. All of the training we completed over the last 15-20 years paid off. It was flawless. All three organizations were very pleased with how things went and the execution of that day.

One of the things that I really enjoy is working alongside Chris and Suzie, whether it's our quarterly joint safety meetings, planning for training, or examining what devices or things we can bring into the school to keep our kids safe. I know Chris has talked about this before, but we were the first school district, I think, in the nation to bring Stop the Bleed kits into the building back in 2015. We have since equipped every one of our staff members with a bleeding control kit as part of their welcome on board so that they have those materials in their classrooms.

I'll let Chris and Suzie comment on this from their perspective, but we honored one of our outstanding SROs, Officer Gleason, who recently retired. He had been with us for 12 years. He was a Darby High School for many years and then moved to Weaver Middle School. We hired his replacement a couple of weeks ago and are excited to work with Josh. We have six SROs in our buildings that do a phenomenal job. They

have become part of our staff. I was very proud when I looked out into the crowd at Darby's graduation. Officer Rogers was there with all of our other staff. They have become part of our family as we have become part of their family. So, I'm gonna let Chris and Suzie talk a little bit from their perspective about our partnership.

Suzie said thank you very much for having us this evening, Mike. I believe maybe I've met some of you before, but to say this is a partnership is probably an understatement. I do not know as many cities where they're, you know, governing, fire departments, police departments, and school districts all come to the table at least once a quarter just to say, Hey, what are we doing? And do we need to do it better? How do we make not only the students but also the staff, anyone who lives, works, or plays anywhere in the school district, how do we make it better? And we just brainstorm. We just throw it on the table, and this is what we do.

So, from the police department side, we have six SROs, one in each high school and middle school. I am the day shift sergeant. So that means I'm Monday through Friday, 7 to 3. I don't know what else to say. I was born and raised in Hilliard, been here my whole life. I'm just embedded in school safety. I went to Hilliard schools. I just feel like I owe it back to them. So, we just keep thinking, how do we do more? Because sometimes students don't necessarily have the best interaction with police officers, depending on what's happening in their lives.

Just a few years ago, we decided our day shift officers would get into the elementary schools. So, each day shift officer is assigned to walk through the elementary schools twice a month, say hi to the secretaries, give high fives to kids, read books, and go out for recess. We do this so staff and students get familiar with us. It's twofold. It's introducing the more community relations side to some of the younger students of the school district, but it's putting our police officers in those schools, so if we do have an emergency in that school, somebody on my shift has been in that school. So, they know a face, they know a name, they know the right hallway, they know where the cafeteria is. Because it's hard. There are a lot of schools. There are only so many of us who work the day shift, so it helps if somebody at least knows how to get in. So, everything has been built up around safety.

The key fobs that we did not have access to. Hilliard officers can get into any school. So, like on our Bradley day, when we had everything locked down, including a safety switch in the schools that shuts students out, it still lets Hilliard officers in. I was very proud and relieved that it was a false alarm. I was working that day, and there was definitely a moment when I looked around and saw you, Chief Baird, and Norwich Township. I'm like, this is working! Everything that we practiced for is working. Thank goodness it was a false situation. I'm a big believer in our partnership and communication, and I think we have it. I think somehow we have the magic key, and it hasn't stopped. He (Mr. McDonough) won't give himself enough credit. He's dealt with two people that just ask a lot. We ask a lot. And so, he says yes to us all the time, too, or I'll make it happen. I think the answer is that I'll make it happen. We ask a lot. So, thank you, and I'll let Chris talk. Please ask any questions. I feel like I'm not giving enough attention, but I'm happy to answer anything you have.

Chris said it's a hard act to follow with these two, but I would definitely echo their sentiment. The impact of the relationships that we have personally and that our organizations have formed is really second to none. I've worked around in a couple of other jurisdictions, and I promise you it's not like this. Just as Mike said, we never like to say no to the things the schools ask us to do. It's such an important part of our community. While we all operate out of different funds, our money all comes from the same pockets, right? So it's really important for us to make sure that we're maximizing all our taxpayer's dollars and

really giving back to each other. Just like Mike says, we don't like to say no; he's the same way. The school district, in general, has been phenomenal. You know, we have come up with ideas like putting blood bags in schools and teaching all of the staff members to control and stop the bleeding. We've talked about lockdown devices for the doors. Due to the partnership and doing our research, we've gotten those things in there. They truly make a difference.

You know, we can check boxes all day and pat ourselves on the back, but in actuality, the partnership led to the training that these folks from Weaver had to step in and save a life, right? And, in the incident a couple of weeks ago, it's our partnership that led to that efficient response. So, it's hugely impactful when you see those things that we're doing in our committee really affect people in real life. Mark Tremayne, with our CPR program when, came to us and said, Hey, is there a way we can give CPR certifications to 1,200 students every year? My head spun for a minute. I initially was like, I don't know. There's no way. But we sat down, and I started to get on the fence. He came in, he said, well, it's done. We'll take care of it. So, I don't know if really we'll start to comprehend since this is the first year, but having 1,200 additional people in our community that have CPR certification with first aid and choking, you're going to have more of these stories. It's going to be a student who's going to be at a restaurant or at work. Something's going to happen, and they're going to use that training they learned in their health class. It's a phenomenal opportunity for us to make our community safer, with the school being the vessel and this partnership really allowing that to happen.

So, thank you to the board for empowering us to have this relationship and really allowing us to do these crazy things we bring up.

Mr. McDonough said something else I wanted to mention. As you know, we have a new teacher induction one week in August. It's part of their employment in the district. But these two have a part of that training as well. We're actually bargaining for some more time this year so we can get hands-on training with all new staff and get AED and CPR awareness. So, it won't be certification, but certainly, they will become aware and know how to utilize that equipment and perform CPR. So, and then certainly bringing that to Hilliard U as well. So, again, thank you for the partnership.

Chris said this may be our last rotation of the full-scale drills. Right. It is six months of planning to pull these drills off and we keep saying, this might be our last one.

Mr. Stewart said I'd give you a quick perspective on the Bradley situation a couple of weeks ago from my perspective. Mike and I happened to be together when we got the phone call. Now granted, we can't run lights and sirens, but it's not like we stopped and went to the grocery store on the way there. And to this day, I can't figure out how, by the time we got there, there was a command post set up and operational. There had to be 30 or 40 officers not standing around, already taking action. Every firefighter who was on duty was either at Bradley or staged at the Norwich Township Fire Department, just down the street. By the time we got onto the property, they were all already in action, so it was really impressive to see. And it was reassuring to know that all this work that we all do together does pay off when the time comes.

Mrs. Crowley said I would like to say thank you for this partnership. I mean, I work in Southwestern, my husband works in Columbus City, and we also had emergencies at our schools within a week or two of when that situation happened. And the response time—I'm not trying to throw anybody else under the bus—was completely different. I think we waited about 42 minutes for help. And it wasn't as serious of a situation, but it was serious enough. Again, to have that happen to us, and to feel the way I felt in that classroom, and then to have this happen in Hilliard, and see how quickly you guys responded, I was like,

oh my gosh, that is really incredible. My husband had a situation the following week. We obviously want the students to feel safe, but also the staff, and what you guys do, and the way you show up so quickly, and you're in there, means everything to them. So, thank you so much for that.

So, I have two quick questions that I wrote down. I know you talked about the new teacher training when we were at the Britton-Norwich PTO. Some of the building subs talked about feeling like they wanted training—not the ones who come and go, but the ones who are assigned to the building. I know they work through the ESC, which is a challenge, but they would be upset if I didn't mention that they wanted to jump on board with some of the training.

Mr. McDonough said I can figure out how we can pull that off because it is a challenge with them being employed through the ESC, but I can work with HR to determine who our go-to building subs are. I'm sure we can pull something together that gives them at least an overview of our safety plan, including CPR and the use of AEDs. Mrs. Crowley said I think they would feel great being included in the new teacher thing and running through some of the basics.

Also, when we had our emergency in my district, we did ask the SRO from a nearby high school to come over and he said he wasn't assigned to a high school. I know you talked about having people come through in friendly moments, which I think is incredible, but do you have somebody that would show up quickly, or is that more just for the high schools and middle schools? Suzi said as you all know, there's an SRO in each high school and middle school, and we've drilled all types of active assailant, active shooter scenarios, not only with the school district but any area, could be a gas station, could be a big public building, could be the library. The response is different with the schools because we have that connection with the schools.

So, I'll give you a small example of what happened that day. Officer Lupi is the SRO for Bradley and he barks on the radio, which all the officers hear, that he had this situation. That's the "everyone goes" call. Most of our officers are in and around town. Going to Bradley is a haul. We just happened to have a sergeant who was at Alton Darby and Roberts Roads at that time. Officer O'Connor, who is the school resource officer at Memorial. I hear him, and he's running. He's running. He's like, 633, I am headed there right now. He's running across the parking lot from Memorial over to Bradley. So we now know, okay, there's no SRO at Memorial. So, in case any kids get locked out, we have to figure out Memorial. So I hope that lets you know the emphasis that we have.

Mr. Stewart said I think your question was about elementary schools. I can give you a quick personal example, and Suzie will remember this. We had, I think a year ago, a pretty scary situation in Avery Elementary with a young girl. I remember you (Suzie) talking about being at the station and watching every cop there sprinting to their car, not even knowing why they were going. By the time I got there, it was flooded with police officers, and that was in only a matter of minutes.

Suzie said that even though we had that immediate transaction from a school resource officer, we might not have that right inside. I'm not sure if you are aware, there's an emergency radio inside every single school in the Hilliard City School District, and it's usually in the secretarial area somewhere. We just call it the big orange button. When a school staff person (most usually the secretary) presses the orange button, they are connected directly to our dispatchers. This action also sends a notification to all law enforcement agencies in the area. All agencies – Hilliard, Columbus, Dublin, Franklin County Sheriff, etc. – respond to that school. That connection is fantastic because not only could somebody in the office literally be talking to you immediately (our dispatchers), but they can cut the radio in so we can hear them talking, too. On

our radios, I don't know what else to tell you; it's literally all-call. It is the all-call for the fire department. It is the all-call for us. Even though the incident last year wasn't a button situation, it was somebody trying to entice a small child into a car. I was working the day shift, and I was running to my cruiser, and as I was going off, I saw all of our plain clothes detectives and all our command staff; they were all running out to the parking lot. I hope you know that's our promise to the kids in the community.

Mr. McDonough added that part of the first shift liaison's role is to give the principal of our elementary buildings a go-to. So, they have a contact number for that first shift liaison. Whether it's a minor or major situation, they have someone to contact.

Mrs. Crowley said thank you for that. There's nothing more important than the safety of our students and staff, so thank you so much for all that you do to keep them safe.

Suzie said we consider them the most vulnerable, right? The most vulnerable are children from pre-K all the way up to seniors, who are there to learn. They're not expecting violence to come through. Mrs. Crowley said right, and getting them home to their parents is the number one thing. Thank you so much for that and for answering my questions.

Mr. Perry said he wanted to echo what Kara said, and I have a question as well. Maybe we won't figure it out here, but we can put it on the radar and figure it out. But first of all, yes, and people have always said this to me for years and years and years. They say, you know, the first thing we need to focus on, the only thing is, you know, just do academics. And I say, no, that is not the first thing that we do. The first thing that we do is get those kids home safe. I don't care if a single child learns that day; if that child does not come home safe, that is a failure. That's on all of us.

But I do want to say that what we did during Bradley should be a case study. I was so astonished by how we reacted to that. We used to say, a while back, E plus R equals O. We don't control the E. We control the R. And that, you know, equals the O. The event, response, and outcome. We didn't control the event that day. The event happened. Right? We had a plan for it. We can be proactive. We're doing drills and then constant training to be proactive in this. But that one was reactive. You know, we learned. Something happened. We reacted almost instantaneously. We controlled the situation. We kept the kids safe first, and then within an hour, we had a message out to the community letting them know what happened. I could not be more proud of how our staff reacted. How our police and fire reacted. It was absolutely something to behold. I thank you all for doing that. We succeeded.

The one area that I worry a little bit about where I think that we did not succeed was the reaction from the community. And that's the most difficult thing to deal with. And I know that you don't want to get involved in kind of this overarching view of what people are saying out there, and whatever cyberspace they're out on. But, what I was seeing was actively harmful, in my opinion, where people were putting out speculation and conjecture, and it was essentially causing complete panic. When there was no need to be panicked. There was no danger, ever. I wonder what we can do to kind of train our community that if an event were to happen, you know, how do we control the narrative in the sense that we are not creating more panic and confusion, which is actively harmful to a recovery situation and trying to get things back under control and then helping our law enforcement when there are reports coming in all which ways saying, I heard everything from there's triage kits being set up and I'm like, no, there's not. I mean, to have a parent of a student of Bradley hearing that, they're gonna run over to the building, and you're going to flood the parking lot, it's gonna be a whole thing. But that was not the case. And so I wonder what we can kind of do for community training, almost, to say, if this happens, if you hear something, because you're

always going to have...you're always going to have a situation where, if something like that, heaven forbid, happens, we will not be the first ones to communicate because our first job is to control the situation. Then without speculation and conjecture, give accurate information to our community. You can't do that in the moment because, first of all, if there is, heaven forbid, a situation like that happening, we don't really know what's happening usually; it's kind of chaos at the time. Two, if there's somebody in the building, if we're giving that information, they can see it. So, we're giving them instructions just as much as anybody else. I didn't think that went as well as it could have, so I wonder what we can kind of do from that perspective.

Suzie replied that communication is the key in the sense of emergency. We also say that communication is the first thing to go in an emergency, meaning it does not go well. Only for the fact that there's a job at hand, right? Specifically, when we were dealing with the high school, it didn't help that every high schooler has a phone, and boy, they can say whatever they want to whomever they want, without a care in the world, and I bet it was pretty scary. I bet they are with their teachers, locking doors or stacking chairs, and that was undoubtedly a scary moment for them.

We know the phones are going to go off. Then all the phone calls actually started coming into our 911 center from parents. We were waiting. We knew the parents were going to start coming. We got to figure out how to block off the driveways off of Walker because they're going to come on this parking lot. We can't have them in the parking lot. We were thinking all of it through. Pretty quickly, we came to the conclusion that maybe it was a false situation, but just by one person saying it over the radio, it needs to be communicated to the schools. And, thank goodness, we have great communication with the schools.

And then we have a public information officer and a civilian....officer at our police department, too. They were communicating non-stop during the situation. And we had to come up with something to be able to say, everybody's safe, but yes, we have an emergency. Okay, wait, don't, don't word it like that. Everybody's safe; it was a false alarm, yet we're still interviewing the young lady who set this off in an office to make sure there's not another person involved. Because there was a lot involved. There were phones, and we're trying to figure out, is there anybody else? And we're not quite ready to say that yet. And that takes time away while students are in there.

So, could we get something else in the community? In training wise, yes. Are they going to listen to us when it's their kid in the school? Probably not. They're probably going to show up.

Mrs. Crowley said it was amazing how fast Stacie had something. We didn't send out anything about our incident for two days, so I mean, the timing was fast. Mr. Perry said Stacie's timing was absolutely perfect, but getting faster would have been something that we didn't know. Any slower would have been something that we did know, and we weren't communicating.

Suzie said I want to give credit where credit's due, too. I mean, the police department and fire department, we're all firing on all cylinders. So are they. They were instantly calling each other, so that's another partnership I guess we didn't discuss. So, if there's something we can help with the community, we will. We're literally taking our reunification training right now that we've been working on. That is part of the training built-in for August – when are you going to get the information out? So, that's training us more. We can only do so much to push out to the community. It says to push communication out to your community as fast as you can. Not only is your community coming, but the media is showing up super fast.

Mr. Stewart said I just want to underscore something she said. There certainly was some unhelpful conversation on social media and we kind of addressed that in one of our statements by stating that in any situation, you should only listen to the school or law enforcement. This was the first time in 30 years that I've been a part of a situation like this where we did not have an onslaught of parents come to the building. In fact, I don't think we had any parents come to the scene.

Suzie said there was one parent. He was eating Chick-fil-A with his daughter in the parking lot, like in that front. And he came up, and he goes, listen. Clearly, this isn't a good time. I'm just letting you know I'm sitting here, and I'm not going to interrupt.

Mr. Stewart said we're never going to have parents not worry about their children. We're used to a flood showing up and making it even more challenging. We were ready for it, but it never materialized, so there was some good there.

Suzie said I hope that answers your question. Mr. Perry said it does, in the most appropriate way. We just don't know. It's just so difficult to handle that.

Mr. Vorst said I won't be long winded, but I'll reiterate the kudos and thank yous and job well done. Thank you for your continued partnership. A couple of years ago, I met with Sargeant Settles and talked about blind spots, and quite literally, his comment on blind spots was that we do have blind spots with some spots where we don't have cameras. That is something Mike and his team have taken on to improve. Are there any blind spots now or areas that need improvement over the next five to ten years?

Suzie said I don't necessarily work with cameras, but here's what I will tell you. On that same day, on the Bradley day, as we're screaming over there, Bradley's going on lockdown, we had two SROs from other schools having to meet Officer John Gleason, who's now retired, and Officer Josh Barnett, who is Heritage SRO. They both have access to the cameras. They got on there, and like, we see somebody sitting in the fieldhouse, get to the fieldhouse first. We see somebody in this hallway, get to this hallway first, and they're telling us over the radio. So, we know as soon as we get there, we're like, that's odd, that's odd. They're shuffling them into the gym; why is one kid sitting by himself? Well, he got the wrong message: get to the fieldhouse. But it didn't matter, so you have SROs from other schools looking into that school to be able to tell us, go here, go here. And that's just another set of eyes.

Mr. McDonough said we talk about this in our facilities committee meetings quite often, but Mark has worked with every one of our buildings on interior cameras, and we've actually tried to turn a lot of our attention right now to exterior cameras. So, whether it's vandalism or getting more camera views of our playgrounds so that we can see instances when kids are getting injured or that type of thing. So, Mark's done a good job working with each one of our building principals. All our SROs are happy to share with us where they feel there are blind spots. One of the things we do with Officer Deaton and Office Settles is vulnerability assessments that we use when applying for safety grants. After each safety drill, Officer Deaton (he's on-site for each safety drill) sends us a report on things that went well and things that didn't go well. Over the years, we have made improvements to things like our PA systems because of those reports. So, our ongoing dialogue helps us identify areas that need to be improved.

Mr. Vorst said I guess my question wasn't specifically just the cameras, but are there areas for improvement from safety and security and from fire prevention and fire control that you guys see we need to focus on in the next five years? Mr. McDonough said no. I think the proactiveness of our partnership is that we meet quarterly, and we talk about whether it's current events or the drills that we

have to do. I think that keeps us on top of things, and we're constantly making improvements as a result of those meetings. So, there's nothing glaring in my mind.

Suzie added that since we meet every quarter, that's what we throw on the table to talk about, and then we act on it.

Mr. Stewart said I think our biggest blind spot is the subject of that full-scale drill this fall – reunification process. I think all of us would agree that's the part in a major incident that we're the least confident in, and that is why we chose that as the topic of that full-scale drill.

Mr. McDonough said the other thing I would highlight is that as part of phase one of our master facility plan, improvements include improved security entry for visitors as well as ADA. If there's one thing that we need to improve on, it's some of the ADA accessibility with sidewalks and that type of thing. So, those are things that Mark is working on as well. We're also doing a couple hundred thousand dollars worth of ADA improvements this summer. So those are the big things right now for us.

Chris added that the most important thing is to continue your commitment to this program and to this relationship because we continue to iterate from ten years ago when we started to where we are now. Through the implementation of projects, we find the blind spots, and then we address those with the next thing, and we continue to iterate the next level of safety. So, one day, when we're past Suzie and Chris, and maybe even Mike, just continue that commitment because there's nothing more important than the kids in our community, safety at school and at home, the relationship, and the ability to sit in a room and discuss blind spots and risky areas, and then to assign the resources to remedy those.

Suzie said it means a lot to hear what you did for this group, because when we've asked for it, we've gotten it, and all of this came from the support here. Thank you.

B4 EL Update – Molly Walker

I'm going to give you an update on where we are and look at the last several years and the growth that we have seen. I thought I'd start by setting the stage. I read a recent article in the NISPPAC that talked about the impact of our families that have members who were born outside of the U.S. In Central Ohio, they are having a positive economic impact. They have this graph that I thought was a nice setup for the trend in the U.S. So, nationally, and then where Ohio fits in. I think you're going to see this same trend when you look at where we are with those learners in our community.

You've seen this one before. We're very similar. Seventy-five different countries are represented in our halls, with over 65 different languages. Spanish remains our top language, with Arabic and Somali behind it.

All right, let's discuss some numbers. In the 2018/2019 school year, we had 1,152 students in our English learning program. Six years later, we have 1,963 students, which is a 70 percent increase. I just want you to think about that – nearly closing in on doubling in that short amount of time.

Sometimes, we get questions about how it works. How do you get into EL? What does that look like? We have some students from a previous district who have already gone through the process and documented them as getting EL services. However, the majority of our students fill out a family questionnaire when they come to the Welcome Center and fill out their information. One of them is about languages that are

used in the home. What other languages are spoken? And that sets off a process where we screen students using the Ohio English Language Proficiency Screener, which is a state test that opens up there. This year, we screened over 560 students and 95 percent of those students qualified for EL services. And of those who qualified, 64 percent were in the lowest proficiency level. So, they would be essentially newcomers to us in their English skills. So then yearly, the students participate in the Ohio English Language Proficiency Assessment that judges their English acquisition and where they are in that. Once they become proficient on that assessment, they are exited from EL services. So, that's the process from beginning to end.

Okay, so we talked about the exiting and entering, and I've given you a visual here of that growth over time. The blue number would be the previous year's EL students. The red are the exiting students—the number of students who would have been deemed proficient and so would leave the services. The yellow represents the new growth coming in. And then the green will be the new number of EL learners each year.

You can see that our exiting numbers are not keeping pace with our growth numbers. I have another graph because I know how much you guys like graphs. This is looking at that net gain. So, once we look at who's exited and who's coming in, this is the net gain. Before 2020, we were averaging less than 100, about 80 new EL students a year. This year, we're pushing almost 400 by the time we're done. So, that net gain, we're having to keep up with as we go through.

This is just a sampling of the impact on different buildings because one of our challenges has been to try to anticipate where that growth will be happening. I've picked the buildings with our highest EL populations. In the 2019/2020 school year, J. W. Reason had the highest EL population. Since then, they have seen a 13 percent growth, but they no longer have the highest population. This year, Darby High School had an 85 percent growth and has taken that lead spot. At Ridgewood, we've seen a slight decline in their EL population. Even some of our very small ones, like Scioto Darby, went from 15 to 29, which doesn't seem like very much, but it's a 93 percent increase for a building that was structured for 15 kids. It's not a universal look across the district, which creates challenges in trying to anticipate those.

We have different models for services. At the elementary level, the initial ELA instruction is done almost exclusively by a general education teacher with supplemental support from EL staff. It could be the EL staff in that ELA block with that Gen Ed teacher helping to support. It could be pre-teaching vocabulary, making sure they have context culturally for holidays, and that kind of thing. Our newcomers are probably getting a little more intensive support because they are truly starting from scratch on English acquisition.

At the secondary level, there are different models because the gap in their skills with their peers can sometimes be very big. We do have a Newcomer's Center, so some of our students will receive their EL instruction from an EL teacher at the Newcomer's Center. Some will be in a shelter class, which is just for English learners. They could be getting that from an EL teacher or from a Gen Ed teacher with EL support, or they could have a course at their home building with an EL teacher. And then, depending on the staffing that we have in the building, we try our best to provide support in other areas because if you are, ELA class is not the only place that you probably are getting support as you go through to take a look at those pieces. So, as our staffing allows, we try very hard to support those.

Mrs. Crowley asked if the newcomer center was at the Hub. Mrs. Walker said yes. Mrs. Crowley said we were talking with some people at the innovation evening. There's one for middle school and one for...Mrs. Walker said yep, we run two sections. We have a section of each in the morning and a section of each in

the afternoon. We are a model for the state. We often have other schools that come to take a look at our newcomer center. Mrs. Crowley said that it was a neat room.

We've seen many changes in staffing over the years. I think the first thing that you'll notice is that back in 2018/2019, we were almost split right down the middle between EL teachers, who are full-time certified staff, and EL tutors, who work a little less than a full day. They're paid hourly and are typically a little harder to retain because they have the same certification as an EL teacher. However, they're getting paid a little less, and they're working a little less. So, over the years, we've learned that that support is not as sustainable over time. In the buildings, we need that full day from beginning to end.

So, we've worked to phase those out. That process has traditionally been taking two tutors and turning those into one teacher, which is good financially. It does take you down from two bodies to one body. You'll see the body ratio as you're going over and think about that 70 percent increase from 18-19 to where we are now and looking at those ratios over time. Also, you'll see that in 2021 and 2022, when the ESSER funds came in, we were able to hire some more EL teachers. Then, in 2023 and 2024, those positions came back into the general fund, which puts more pressure on those pieces. We're trying very hard to keep up with that. What we're learning is that we will probably never be able to hire enough EL staff to support that.

So, we are thinking about how we can help our Gen Ed staff be better prepared. In some states, every teacher has to have TESOL certification. So, thinking outside the box about how those pieces work, we've really got to help fill that toolbox of our Gen Ed teachers to help support that because this is a tough piece to keep up with and remain financially responsible.

Mrs. Crowley said there is no set ratio by the state like there is for special ed, right? Mrs. Walker said there is not. Mrs. Crowley said that for EL, it's district by district, right? Mrs. Walker said yeah, they have some suggestions that they're working on, but at the end of the day, they're just suggestions. They are not quotas that we're held to, like spec ed, which definitely plays a role. When it comes down to legally, we have to make sure we've met those spec ed requirements, and then EL, we're not required to. So, we do the best that we can, but that does cause some friction between those two pieces.

Mrs. Crowley asked whether you bring in experienced teachers (at a higher rate of pay) or recent graduates when hiring for positions that require EL/TESOL certifications rather than a Gen Ed position. Roy Walker, Executive Director of Human Resources, replied that for EL and spec ed positions, we're hiring at the higher rate. Mrs. Walker added that the pickings are slim. We have two tutor positions to fill, and only two of the seven candidates I contacted were willing to come for an interview. All the others had jobs. It is a competitive spot to be in. We would love to have more Gen Ed teachers with the TESOL certification. But right now, if you've got TESOL, we need you in these spots that we're trying to fill and to support our learners there.

This is a summary of those pieces. The challenges that we're working through are continuous growth and anticipating that growth. Last year, we sat down with staff and felt really good about it, but then pockets popped up that we did not anticipate. As I said, Scioto Darby and Darby High School were two of the spots that just really blew up this year. Prior to that, it was Crossing that was the hot spot and Crossing has stayed hot, but we've staffed that appropriately. So, it's been a challenge to try and take a look at those pieces. As growth happens, and it happens in different spots, we've had to move some resources around. So, some of our buildings may have lost some support. They say, wait, we have more people! You know, we have more students but less support. We're working hard to support our students as much as possible.

Supporting our newcomers is one of our biggest challenges. In working with the population, I see staff in other countries who speak multiple languages, which is not as likely in the U.S. For example, today at summer school, I had a little girl at Britton, but she really needed to get to Norwich. So, I had to walk her over there. It was a very quiet walk because I didn't have a lot of skill sets in my languages.

So, supporting those and helping them. We want them to be a part of the community, feel welcome, and have time with their peers. So, we're helping and supporting them, not just at the Newcomer Center but in all of their areas. We talked about helping our Gen Ed staff understand even little things as far as routine. The more routine they have, the more an EL student can anticipate what's coming next and the less they have to worry about the language barrier. So, just even little tips and tricks like that help them with their Canvas course, and those translation apps are very popular, so they get more comfortable.

We've been working on our session with the induction teachers. Part of it is that we're hoping to have some EL students come in and have the teachers practice using a translation device with them to break down that barrier, that nervousness, and that anxiousness that a staff member sometimes has about trying to communicate with those who are newcomers.

Of course, we have 18 percent of our EL population that's also identified as special education, with learning disabilities. Finding the time to support them with language, as well as their disability, creates unique opportunities for us. We also translate and communicate with students and families, so we've talked a lot about the student piece, but the families are also a piece. We work really well with TalkingPoints, an app that we use, which works very well. Some of the challenges are that we don't use TalkingPoints for everything we do in the district. So, I think it's kind of hit and miss sometimes what a family may be getting.

When a student graduates out of EL services, that doesn't mean the family has graduated out of their English acquisition. They lose the opportunity for those communication pieces. We have also found that EL students need mental health support. Some of these students are coming with great trauma. It's hard to work through that when you have that language barrier. So, looking to essentially all of those infrastructure supports we have for all students. Just trying to make sure that we're set and ready for our multilingual students.

Our strategic plan has come at a very opportune time. You can see support for EL learners and all learners sprinkled all the way through it. But I've highlighted some of them that are coming up. My team and I will be conducting a full analysis of the support we have for EL students and families. Coming up this year, we will be getting feedback from both parent and student focus groups to make sure we're getting their voice in the process of making sure we're meeting their needs. We'll be evaluating and auditing our communication methods to see where those gaps are and how we can fill them.

Another example of structured programming is making sure that we have graduation seals and industry-recognized credentials that are available to everyone. I could put more on there, but I said, well, we'll start with these, but you'll see that theme sprinkled through what we've been doing.

And then I wanted to end with a positive. We exited 232 students just this spring. We had our inaugural EL gala, essentially. The team had a wonderful time. This is a picture of all the staff that was there—our EL staff. You'll see some principals who came together. It was the most amazing evening. The attendance was unbelievable. I think we probably had 600. The Davidson PAC felt very full. The families were so proud. We had one family that had family members who flew in from out of the country to come and celebrate with

their children. I mean, it was so heartwarming. They did a wonderful job. The team did the program in English, Spanish, and Arabic. The families were so proud, and the kids, dressed to the nines, were so excited for the evening. They are a joy to be a part of our community, and we're excited to help support them.

Any other questions?

Ms. Arnold said she had a comment. When you talked about communicating with families, I've been on that side of the equation. My daughter was an EL student when we returned because she had spent most of her day in Japanese. So, I'm so appreciative of the program because even though she spoke English at home, she had a lot of deficiencies she had to catch up on. And she had an amazing staff member who worked with her. As somebody who's been there, when you're doing the communications, any time you can send something via email to a parent or a family, even if you don't have that translation already, the capabilities that they can then use with whatever programs they have or whatever sources they have is incredible. Because even back in the day, Yahoo! Translate was not great, but you could have something there that facilitated that. So, definitely, make sure you're always looking at how to communicate with the families, even when it's just in English.

Mrs. Walker said that with that kind of learning, even more tips. For example, formatting sometimes gets in the way of that. I foresee us having guidelines for staff to talk about when you're sending something home to be translated. You know, I love that it's cute. You have lots of graphics on there. You got all your columns. Get rid of them because they're terrible for the translation software.

Ms. Arnold said you talked about student routines. One of the things that I found very helpful while we were there is that we had a day—I think we had it twice a year—where the parents were invited into the school for the entire day. It was very helpful for me to observe exactly how my son's day went and then understand that in terms of some of the things he was coming home and telling me that he needed to do or what he was doing. So, if we can find opportunities for those parents to come in and just observe a day so they can really see how their kid's day progresses, I think that would be a great help to many of those families.

C ROUTINES

- C1 The agenda is correct as presented.
- C2 The Board of Education adopted the agenda as presented.
- C3 The Board of Education approved the May 2024 Treasurer's Report.
- C4 The Board of Education approved the minutes from the following meetings:
 - a. May 13, 2024 – Regular Meeting
 - b. May 13, 2024 – Meeting Notes

D PUBLIC PARTICIPATION

The Board of Education appreciates citizen interest in meetings of the board. This place on the agenda is set aside to hear comments from visitors. When called, please go to the microphone so that remarks may be clearly heard and recorded. You must give your name and limit comments to three minutes. Comments

must be respectful and professional in nature. Board members may or may not ask questions or make comments. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of this meeting are being recorded.

No public participation.

E CONSENT AGENDA

The Board of Education approved the consent agenda, items E1 through E3. Action by the Board of Education in “Adoption of the Consent Agenda” means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately. Employments, where applicable, are contingent upon 1) Verification of education, 2) Proof of proper certification, and 3) Positive results from a criminal records check.

- E1 Approved the following Certified Personnel actions – See attachment to the Minutes.
- E2 Approved the following Classified Personnel actions – See attachment to the Minutes.
- E3 Approved the following trip requests:
 - a. Darby Marching Band, Mt. Gilead, OH – August 4, 2024
 - b. Darby Boys Basketball, Marietta College – June 17, 2024

Mr. Perry said we have a couple of retirees on the agenda. Oh my gosh, that was actually my fifth-grade teacher, Miss O'Neill. She’s wonderful. Congratulations to all of our retirees.

F ACTION AGENDA

- F1 The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for the current expenses and other expenditures of said Board of Education during the fiscal year ending June 30, 2024, the following sums be and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year, as follows:

006 - FOOD SERVICE	\$7,505,000
551 - TITLE III	\$317,507

Mrs. Swearingen explained that these are a couple of adjustments for the end of the year. We had some additional funding come through in the Title III grants. And then we had a project over the summer that we wanted to complete for food service. So, we needed to get the appropriations increased so that we could order the equipment before the end of June. Mr. Vorst asked what's the project? Mrs. Swearingen said It is to do some digital signage for menus at the various buildings. Instead of printing paper menus and sending those off, there'll be some digital signage with all of that information on it.

- F2 The Board of Education approved the Emergency Operations Plans for all district locations.

Mrs. Murdoch said thank you so much for sending those out in advance. That was some heavy reading. Mr. Stewart added again, another example of the partnership we have with our first responders. And thank you to Mike and his team for all the work that goes into those as well.

- F3 The Board of Education authorized the Chief Operating Officer to approve the contract with the Ohio School Plan, administered by Hylant Administrative Services, for the District property, liability, and fleet insurance package for the coverage period of 7-1-24 through 6-30-25 for the annual premium amount of \$740,950.00.

Mr. Perry asked for a brief summary. Mr. Dudgeon said that this year, our insurance premium is going up 11%. Five percent of that represents an across-the-board increase by Ohio School Plan. Ohio School Plan represents approximately 341 districts in the state. The average increase around the area from other providers is around 11% to 18%. The Ohio School Plan elected to use reserve funding to buy those premiums down. So, the difference in the 5 percent across the board and our 11 percent is based on some large claims that we've had over the past year. Mr. Vorst asked are you able to talk about the claims? We had two totaled buses, a totaled technology vehicle, and then some random claims throughout the year that we have submitted. When a couple of those auto claims are segregated, our premium will be reflected next year when those liabilities come off the books.

- F4 The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for the current expenses and other expenditures of said Board of Education during the fiscal year, ending June 30, 2025, the following sums be and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year, as follows:

FUND	APPROPRIATION
001 - GENERAL FUND	\$247,993,386
002 - BOND RETIREMENT	\$16,050,000
003 - PERMANENT IMPROVEMENT	\$6,307,000
004 - BUILDING FUND	\$344,530
006 - FOOD SERVICE	\$8,865,000
007 - SPECIAL TRUST	\$88,000
011 - ROTARY – SPECIAL SERVICES	\$3,600,000
018 - PUBLIC SCHOOL SUPPORT	\$525,000
019 - OTHER GRANT	\$17,500
024 - MEDICAL BENEFITS – SELF-INSURANCE	\$50,600,000
200 - STUDENT MANAGED STUDENT ACTIVITY	\$900,000
300 - DISTRICT MANAGED STUDENT ACTIVITY	\$1,780,000
401 - AUXILLARY SERVICES	\$1,415,000
499 - MISC STATE GRANT	\$26,740
507 - ESSER FUND	\$703,285
509 - 21 ST CENTURY GRANT	\$162,330
516 - TITLE VI-B IDEA	\$3,967,388
536 - TITLE I – SCHOOL IMPROVEMENT	\$168,265
551 - LIMITED ENGLISH PROFICIENCY	\$273,720
572 - TITLE I	\$2,427,440
584 - TITLE IV-A	\$184,500

587	- EARLY CHILDHOOD SPECIAL EDUCATION GRANT	\$85,210
590	- TITLE II-A TEACHER QUALITY	\$460,222
TOTAL ALL FUNDS		\$346,944,516

F5 The Board of Education approved the following resolution:

RESOLUTION TO PROCEED WITH AN ISSUE OF BONDS AND LEVY OF AN ADDITIONAL TAX IN EXCESS OF THE TEN-MILL LIMITATION AND CERTIFYING THE SAME TO THE BOARD OF ELECTIONS

(Ohio Revised Code §5705.218)

WHEREAS, the Board, at its meeting on May 13, 2024, passed a resolution (the "Resolution of Necessity") declaring that it is necessary to issue bonds in the amount of \$142,000,000 (the "Bonds") for the purpose of constructing, furnishing, and equipping three new elementary school buildings, with related site improvements and appurtenances thereto; and improving, renovating, furnishing, and equipping existing facilities, and constructing, furnishing, and equipping new facilities for school district purposes, with related site improvements and appurtenances thereto, and that it is necessary that a direct tax be annually levied on all the taxable property in the School District outside of the ten-mill limitation to meet the debt charges on the Bonds and any securities issued in anticipation thereof; and

WHEREAS, the County Auditor of Franklin County, Ohio (the "County Auditor") has certified to the Board that an estimated average annual property tax levy of 1.84 mills for each \$1 of taxable value, which is \$64 for each \$100,000 of the county auditor's appraised value, will be required to pay the debt charges on the Bonds throughout their stated maturity; and

WHEREAS, the Board also determined in the Resolution of Necessity that it is necessary, in order to pay for current operating expenses of the School District, to levy an additional tax (the "Levy") in excess of the ten-mill limitation at the rate of 6.90 mills for each \$1 of taxable value, which amounts to \$242 for each \$100,000 of the county auditor's appraised value, for a continuing period of time; and

WHEREAS, the County Auditor has certified to the Board that the dollar amount of revenue that would be generated by the Levy during the first year of collection is \$31,608,000, based on the current taxable value of the School District of \$4,580,941,070;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin and Union Counties, Ohio, two-thirds of all of the members thereof concurring, that:

Section 1. It is necessary to proceed with the issuance of the Bonds and approval of the Levy in the amounts and for the purposes described in the preambles to this Resolution, and to levy, outside of the ten-mill limitation provided by law, an annual tax on all the taxable property in the entire territory of the School District to pay debt charges on the Bonds and any securities issued in anticipation thereof.

Section 2. The Bonds shall be dated approximately December 1, 2024; shall bear interest at the estimated rate of 5.00% per annum; and shall be paid over a period not to exceed 30 years as calculated under Chapter 133 of the Ohio Revised Code (the "Code").

Section 3. The question of issuing the Bonds and approving the Levy shall be submitted to all of the electors in the entire territory of the School District at the election to be held therein on November 5, 2024. All of the territory of the School District is located in Franklin and Union Counties, Ohio.

Section 4. The form of the ballot to be used at said election shall be substantially as follows:

AFFIRMATIVE VOTE IS NECESSARY FOR PASSAGE

Shall the Hilliard City School District be authorized to do the following:

(1) Issue bonds for the purpose of constructing, furnishing, and equipping three new elementary school buildings, with related site improvements and appurtenances thereto; and improving, renovating, furnishing, and equipping existing facilities, and constructing, furnishing, and equipping new facilities for school district purposes, with related site improvements and appurtenances thereto in the principal amount of \$142,000,000, to be repaid annually over a maximum period of 30 years, and levy a property tax outside the ten-mill limitation, estimated by the county auditor to average over the bond repayment period 1.84 mills for each \$1 of taxable value, which amounts to \$64 for each \$100,000 of the county auditor's appraised value, to pay the annual debt charges on the bonds, and to pay debt charges on any notes issued in anticipation of those bonds?

(2) Levy an additional property tax to pay current operating expenses, that the county auditor estimates will collect \$31,608,000 annually, at a rate not exceeding 6.90 mills for each \$1 of taxable value, which amounts to \$242 for each \$100,000 of the county auditor's appraised value, for a continuing period of time?

	FOR THE BOND ISSUE AND LEVY
	AGAINST THE BOND ISSUE AND LEVY

Section 5. The Treasurer of the Board is directed to certify a copy of this Resolution, along with copies of the Resolution of Necessity and the certificates of the County Auditor, to the Board of Elections of Franklin County, Ohio (the "Board of Elections") on or before August 7, 2024. The Treasurer of the Board is directed and shall simultaneously certify to the Board of Elections that the Levy will be levied for a continuing period of time and that the Levy shall be placed upon the tax list and duplicate for the current tax year (commencing in 2024, first due in calendar year 2025) if approved by a majority of the electors voting thereon.

Section 6. It is hereby found and determined that all formal actions of this Board concerning and relating to the passage of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in such formal action were in meetings open to the public in compliance with all legal requirements, including Section 121.22 of the Code.

Mrs. Swearingen explained that at our May meeting, you approved the resolution of necessity for the combined bond and operating levies. After that resolution was approved, I sent that information to the county auditor, and they certified the millage rate as well as the dollar amount of taxes that would be collected from the two proposed levies. That information goes into this resolution to proceed, which you'll see the second part of that is actually the ballot language. If this is approved, I will take this along with the resolution of necessity and the two County Auditor's certificates and file that with the Board of Elections.

At that time, it will become an official issue to go on the ballot. So, you are approving me to proceed with that process. All of the estimates are the dollar amounts that we talked about.

F6 The Board of Education approved the following resolution:

RESOLUTION DECLARING INTENT TO MAINTAIN CURRENT BOND RETIREMENT MILLAGE RATE UPON
VOTER APPROVAL OF NEW BOND ISSUE

(Ohio Revised Code §133.18)

WHEREAS, Ohio Revised Code Section 133.18 authorizes school districts to impose voter-approved bond issues upon their residents; and

WHEREAS, the School District plans to place a bond issue before its voters at the November 5, 2024 election; and

WHEREAS, the School District levied approximately 4.00 mills in bond retirement millage for existing bonds in Tax Collection Year 2024, based on the Franklin County Auditor's millage calculator;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin and Union Counties, Ohio, a majority of all of the members thereof concurring, that:

Section 1. If a new bond issue is approved by the voters of the School District on November 5, 2024, the Board intends to levy bond retirement millage for debt charges on such bonds, together with the School District's bond retirement millage for existing bonds, in an amount not to exceed 4.00 mills for Tax Collection Year 2025 and thereafter.

Section 2. It is hereby found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in such formal action were in meetings open to the public in compliance with all legal requirements, including Ohio Revised Code Section 121.22.

Section 3. A copy of this resolution shall be certified to the Franklin County Auditor and Franklin County Budget Commission and the Treasurer of the School District is authorized to provide any additional documentation required by said Budget Commission in order to effectuate this resolution.

Mrs. Swearingen said that, as we had discussed, the language on the ballot for the bond retirement portion of the levy is required to state the additional millage that would theoretically need to be collected to make those debt service payments. We have the other debt that is rolling off. So, this resolution indicates your intent that we are currently collecting the four mills. If we are to be successful, we will continue to collect those four mills even with the new levy passage. Once this would be approved, I would send this to the county auditor's office and have a discussion. It is my hope that when they put their millage calculator on their website, they would also include a disclosure indicating that we passed this resolution.

Mrs. Murdoch said you said you hope they put that on there. We have no other way to, uh....Mrs. Swearingen said I know some other folks have been successful with that in the past. I have done this in a

previous county, and I believe that this has worked in Franklin County in the past as well. I don't have any reason to believe that it will not, but I don't want to speak for another individual. Mrs. Murdoch added it just doesn't seem very clear without this. Mrs. Swearingen said we can use this and fall back on this if we ever have questions along the way.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Ms. Arnols said we have a facilities meeting coming up this week. We're planning on doing a little tour with the electric bus.

Mrs. Crowley said I'm meeting with my academic committee on Wednesday. I'm very excited. As far as I know, I'm going to the local government committee meeting this Friday. Mr. Perry said I was thinking that you could cover that one and also the July meeting.

H EXECUTIVE SESSION / ADJOURNMENT

H1 The meeting adjourned at 7:58 p.m.