



MEETING NOTES

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

1. The meeting was called to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst.
3. The Pledge of Allegiance to the Flag

Mr. Stewart: Before we adopt the agenda, I want to tell you that we are changing the order of the presentations. We're going to move the student experience presentation first and then do Hilliard Police and Construction.

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.

4. The Board of Education adopted the agenda.
5. Student Experience – Mark Tremayne

Mr. Stewart: Okay, as we've been regularly updating you on progress relative to the strategic plan. Tonight, we're going to talk to you about some exciting work that's going on related to student experiences and community partnerships. To kick that off, Mark Tremayne and some students he brought to assist with the presentation. I think you're going to be impressed.

Mr. Tremayne: Thank you, and good evening, board. I have a great group of students here who are nearing the end of their journey within Hilliard City Schools and wanted to share some of the things through the lens of a student. We are going to provide an update on student experiences and community partnerships, and we can't have great student experiences without community partners. We'll highlight some of those today and some of the things that have happened recently in Hilliard City Schools.

Jill and I had a focus group of students. We called them Opportunity Ambassadors. You'll hear a little bit more about that. Students who have gone through certain opportunities and then want to open the doors for other students. They are an instrumental part of the ecosystem to help other students access meaningful opportunities.

Some of the themes and a little bit of the journey ahead. You've heard Jake Grantier, and I talk a little about the pathways and financial programs we are offering and building. On the right of the screen are the 11 indicators of college, career, workforce, and military readiness. Those are the metrics that are going to drive everything that we do. We want to emphasize that academics and experiences are part of the Hilliard City School District and help our students get ready for tomorrow, so the experiences also matter.

We want every student to be on benchmark so they can access those meaningful opportunities. We wrote that in the commitment plan – 100 percent of all students will be on benchmark in literacy and mathematics. And that's the core of what we're trying to accomplish. We believe that college career

workforce and military readiness are mutually beneficial to graduation rates. So, if students achieve those indicators, at least one of those eleven indicators, more than likely, they're going to be graduates of Hilliard City Schools.

I also talked a little bit about pathway development and credentials. We're continuing to embed industry-recognized credentials in programs within Hilliard City Schools and adding experiences outside that extend beyond the school day that could total a 12-point credential, like a pre-apprenticeship. A recognized pre-apprenticeship equals 12 points. So that's part of that.

As we connect with business and industry, the portrait of a learner competencies are expected by business and industry. They want those skills from our students so they can immediately add value to their organization. We want to build a continuum of experiences pre-K through 12. You all know we have the Innovation Day and Tech Day in the fall. Every fourth grader got to experience that. Another example is Wexner Medical. In 4th, 6th, 8th, and 10th grade, there's an experience, and then, just last week, there was a healthcare summit that our students got to plug into, and I'll talk a little about that.

We're also very connected with our business advisory through the ESC of Central Ohio. Then, One Columbus helps us understand the region, the opportunities there, and several partnerships, including the City. And several different stakeholders help us understand the opportunities that are out there. There are advisory groups with us to help set forth the path we can create for our students.

I alluded to this earlier; these are just last week's examples of what happened in Hilliard City Schools. I mentioned the Healthcare Summit, which was held with the four big healthcare organizations – Ohio Health, Wexner Medical, Nationwide Children's, and Mount Carmel. It's similar to our Skilled Trades Expo. The industry sector partnership in healthcare is a group of major players that come together and create experiences for students.

We will do the skilled trades expo in the fall with other districts. It's more of a regional approach because every school district in the state tries to create experiences like this. We're trying to do that and be the leaders and help develop these with these core organizations. So, we've been at the table developing these. Also, our kids get to plug into these opportunities.

Also, at an internship fair, these students had an opportunity to plug into an experience. The internship fair was at the Columbus Metro Library; we had students from our high schools go there.

Ms. Arnold, you recommended the Ohio State Research Student Leadership Collaborative. And we have teams at all three high schools engaged in that meaningful learning. So, we're excited to see what that brings.

Last week, we had a Parent University event, where parents learned different pathways for sons or daughters not planning to go to college. We plan to ensure that every student, without exception, is prepared through high school, not just to the finish line of graduation but also through high school, where there is an opportunity for the next steps.

We had students at Chase, the Carpenters Training Center. There was a bridge-building competition, which Bradley High School won. Had multiple teams in there. So that was phenomenal.

K through five had the Franklin County Engineers off Renner Road at Horizon Elementary. Seeing some of the things they were doing with the engineers was phenomenal.

And then Roto is an immersive experience design firm, a spinoff of COSI. They make all kinds of immersive experiences for the Smithsonian, COSI, etc. And we had Beacon Elementary students there last week as well.

So, it's genuinely a K-12 endeavor, and every week looks very similar to this. We're using expanding opportunity state grant funding to be able to pay for the transportation for all this. So, it's not the district general funds.

Partnerships at work: you all are well aware of our AWS partnership. A lot of the things that we got to do were through a program called the High School of Tech Internship. The city is actively involved with us with the Hilliard City Lab. The PASS Foundation and Lead the Way Learning Academy create credential-bearing summer experiences. Bradley will talk about the opportunity he will capitalize on with the independent electrical contractor in a minute.

Tomorrow morning, the Ohio Contractors Association is hosting breakfast for seniors from all three high schools looking to enter the trades. There will be eleven different organizations, and they'll talk about the specific pathways to get them into an apprenticeship program, one of the eleven indicators of the College Career Workforce and Military Readiness.

You know about our Worthington Industries, R. T. Moore is another pre-apprenticeship. Dawson helps with technical skills, resume writing, mock interviews, etc. So, we're very plugged in building this engagement ecosystem to ensure our students are prepared for the opportunities ahead of them. At every step of the journey, they're building awareness and exploring, and then by the time they're in high school, they're planning and doing. And that's a big part of that, that work-based learning, of the experiences these students will talk about, help open more doors, and they want to give back and help others have the same experience.

So, I will turn it over to Moe, who will talk about the high school internship.

Student 1: Hi, thank you. So, my journey to the high school internship was a little bit different than everybody else's. There's always uncertainty about what to do after high school. I was talking with my mother one night, and she decided to start looking for job shadows and internships for me. It was through Hilliard Bradley High School, and eventually, I got connected to Mr. Tremayne. One day, I was at his office, and he helped me with my resume and helped me apply to two different local internships. One was through River's Edge Coloring, and the other was with Hilliard City Labs working with Converge Technologies. I was at a crossroads because I got an opportunity from both of them and didn't know what to do. Eventually, I decided to go with the Hilliard City Labs internship and work with some of these fellow students like Audrey, Ogden, and Matthew. I can honestly say it was one of the best experiences of my life. Being able to do that and work hands-on didn't really even feel like a job. It was like, every day we came in, we had fun, we laughed, and it was awesome, for sure. Thank you.

Student 2: Hi, I'm here to just talk a little bit about Hilliard City Labs and our program during the internship. Hilliard City Labs is actually an overarching thing for different startup companies, like IC3D and Lighthouse, that are just trying to start their own businesses and help the community of Hilliard. So, because we were employed by Hilliard City Lab and Converge Technologies as a whole, we were able to work with any company that was under that branch that was willing to take internship help, which was a lot because we found that people wanted to help high school age students get work experience because a lot of people very much value that going into business after high school. During our internship, we

worked with a lot of different companies and did a lot of different things. We began with working with the Hilliard Food Pantry to help their system of labeling things and making it more streamlined to help the community and also the people who work there. We were told it was actually an overarching project that a bunch of different interns were going to work on through waves of years just to improve it as time goes on and needs change.

We were then put into a program by our overseer, Kate Morrison. We had three weeks of learning. The first week was all about artificial intelligence and how to use AI not only in daily lives, like making schedules and such, but also in work experience because it is such a growing technology that it is important to know how to use it, even if you're not going to. Then, the second week led to SolidWorks and CAD software, 3D printing, lots of apps and websites, and just a 3D model. We were also working with 3D printers and actually had to fix them ourselves to make them work for us, which was definitely an experience, but it was great. Our third week was then Raspberry Pis and coding, which, while it's not everyone's favorite unit, it's always good to know what you do and do not like, especially as you're figuring out what you want to do in college. It's good to rule things out as well as know what you want to do. Our final week was the accumulation of all of these things that we learned – AI, 3D printing, and Raspberry Pi that led to our Makers Blitz, our final activity, which...*(unintelligible)*...will just now tell you about.

Student 3: The Makers Blitz competition was a fun idea that Hilliard City Lab had, where we would accumulate all these hard skills in engineering that we learned into a solution to fix a problem around the City Lab itself. Our group, Agna, Audrey, and I created the Spool Secretary. It's a play on words: School Secretary. It solves the issue of 3D filament spools getting lost and misplaced in these huge buildings full of companies that share 3D printers. A lot of people don't know where they are. So, our all-in-one station allows you to check in and check out different filament types based on color, material, company, and such. We also have our custom-made spool holders for each company. It has their name engraved on it, so you know who's is whose. It helped us learn how to work as a team and apply these engineering skills that not every high schooler gets. And that sparked the idea of the Opportunity Ambassadors Collective. And it's bridging that gap from classrooms to opportunity and experience. This is a good idea for these high schoolers who aren't very sure how to advance their careers after high school. Being able to have this collective at each different Hilliard school to guide people to get these experiences that we had would be a game changer. They don't have to know Tremayne; they just have to know either SchoolLinks or Canvas and can connect with us in any way.

Student 4: Tolles is the best for people who do not want to attend college. It is the best alternative by far. It gives you experience in a trade or a specific business that you want to go into, a particular career path, and it also builds lifetime bonds with anybody. It gives you more opportunity and experience than anything could possibly do. Before you go into the workforce, you get the flow. You get to see how you like it and how good you work, especially with hands-on, for example, construction technologies. It shows you the basics, all the trades. And then, yeah, it shows you the basics, the trades. I'm sorry; I just went blank. Sorry, I go blank when I'm nervous. But it's for kids who do not want to go to college, and I think this is the best road by far. All the teachers are extremely engaging. SkillsUSA is a perfect example. It gives you way more opportunities to grasp instead of just going to school and learning about it. Like me personally, along with a whole lot of other teenagers, we learn best with hands on and doing it ourselves. So, I feel like, when we have this stuff in front of us, being taught how to do it, not only does it teach good life skills, but it just helps people who do not want to go to college have a good career path throughout their life.

Student 5: As we have seen, internships and apprenticeships have a valuable impact on high school students. These opportunities open doors for further possibilities. As a result, I created this portfolio that I hope to share with my professors once in college. And I hope that these professors, once seeing this, will give me further opportunities in their own facilities. I can showcase the personal experience I've gained along with my work ethic. I can also display my skills through the various projects that I've done. The vision I have with all of this, along with these peers, is that I hope students in the district can immerse themselves in such experiences, get all the benefits they can out of it, and become certain about their future.

After our internships, we had the opportunity to talk with the Intelligent Community Forum, and we were able to explain to them the impact internships have on students and how all of us together can create a change for society. And just generics like that. And then, for our second meeting, we continued this discussion by talking about the importance of incorporating hands-on learning experiences in classroom settings. And how this can benefit students in the long run. We also talked with the ESC and how it is important to make sure high school students have access to learning opportunities no matter where they are in Ohio. And then as Matthew talked about the OAC, this is just basically us trying to help other students come in contact with internships and or apprenticeships that match their interests.

We were also invited to the Hilliard Municipal Building to be judges for a water tank competition, and we were able to converse with people who are looking to bring change to downtown communities like our Hilliard water tank area. And we were able to bring our own insights and talk for the younger generations as to what would appeal like people who are younger and what change they would want to see in our communities. And we were able to further this discussion with Angela Zoty, who's the downtown manager of Hilliard.

Our ultimate goal would be to utilize our expertise to support students across the district and cultivate a community that drives and supports new opportunities. We're looking to develop and leverage networking relationships with a diverse range of communities, and we're going to use the people in our district to do this. I also hope that we can inspire students to actively seek out new learning opportunities and not just hold themselves back because this is a chance to see what you like to do and what you don't like to do. We're also here to provide them with guidance and ensure that students feel confident and secure about their futures. Thank you.

Mr. Tremayne: I don't even have to say it. We certainly have you for tomorrow without question. If you have any questions, we're happy to answer them.

Ms. Arnold: No questions, but just so amazing. You guys had a fabulous presentation. So excited about the information you brought us and how it's translating into what your future looks like. Congratulations.

Mr. Tremayne: If you could introduce your name and maybe your future. And then, who's here with you. Okay,

I'll go first. My name is Agna Shah, and I go to Hilliard Bradley. I'm a senior. My major right now is neuroscience, and I'm hoping to get a minor in computer science, maybe. I'm here with my parents, Erickson and Urvi Shah.

My name is Audrey Burns. I'm also a senior at Hilliard Bradley. I'm going to The Ohio State University to major in civil engineering and then minor in...(unintelligible)...And I'm here with my mom today, Jessica Burns.

Hi, I'm Matthew Klein. I'm a senior at Darby. I'm committed to Ohio Northern University for Mechanical Engineering and Design. My hope is to start my own engineering firm one day. And I'm here with my mom and dad, Tanya and Alan.

Hi, my name is Moe...(unintelligible)...I'm here with my mother and father, Nassir Abu Bakr and Abbas Omar. I'm a senior at Hilliard Bradley. I hope to be going to OSU this fall. My major is still undecided, but I know I want to go into law, so hopefully, after these next four years, I'll be going to law school.

Hi, my name is Bradley Harden. I'm a half-day student at Tolles Technical Career Center, and I'm a half-day student at Darby as well. That's my grandma. My mom's running a little late. I plan on getting an electrical apprenticeship or internship over the summer. After that, I plan to do my four years of apprenticeship and eventually get my electrical license when I become a journeyman. I will try my best to start my own electrical business once I get my feet on the ground, know what I'm doing, and gain financial strength.

6. Hilliard Police Update

Mr. McDonough: I'd like to make a motion to go back to the original agenda order because I can't follow that. So, we've got a couple of updates for you guys. I'm going to invite Sergeant Suzy Muraco to come on up. We have a strong partnership with the Hilliard Police Department and the Norwich Township Fire Department. We felt like it was a good idea to give you a brief update mid-year to talk about some things we have in the works and some things we've been working on.

As part of the continued efforts of our joint safety committee, we had our most recent joint safety committee meeting, where we started the groundwork and planning for our upcoming safety day in August. And just to remind everybody how that works, every three years, districts in the state of Ohio are required to do an emergency management test. Those emergency management tests must fulfill one of three categories: a tabletop exercise, a full-scale drill, or a functional exercise. A functional exercise can be as simple as a fire drill or any one component of your safety drill.

This past year, we did our full-scale exercise and worked on reunification at Memorial and Bradley. This upcoming year, we plan to do some tabletop exercises where we will have members of police and fire go to each of our buildings and provide that training and those discussions with them.

Also, in our joint safety committee meetings, we evaluate anything we can do to improve things in our district from a safety standpoint. We were very fortunate to pass the bond issue back in November. One of the significant components beyond the construction of the new buildings, which we'll talk about here briefly, is the inclusion of enhanced safety entering our buildings. We will add enhanced safety measures at seven buildings throughout the summer, ultimately getting to every building. We work hand-in-hand with police and fire on those initiatives and other initiatives that we feel will benefit the school.

A vendor is coming in this Friday to meet with our Joint Safety Committee. You may have heard of the badges that have the alert feature to them. So, we're working with a vendor to demo that.

I thought it would be beneficial for Suzy to come in and provide some insight from her perspective. She's been our go-to since; this is my 10th year in this role. She was the go-to person for school safety before I was in this role, working with Tim Hamilton and Jeff Franklin back in the day. She's been a valued member of our team because we very much see them as part of our team. So, I want to allow Suzy to share some things from her perspective.

Sergeant Muraco: Good evening, everyone. I've stood before you before, and I'm happy to answer any questions you may have. I'm Sgt. Suzy Muraco with the Hilliard Police Department. I am currently the day shift sergeant, so I work Monday through Friday from 7 a.m. to 3 p.m. So, I hear a lot of whatever is happening in the schools or safety stuff. I have been part of the Joint School Safety Task Force for over 10 years, every step of the way. And just like Mike said, we meet quarterly for our school safety meetings. And I tell you what, if we think of it or Chief Chris Grile, who's usually with me, thinks of something. We're like, hey Mike, what about this? He's like, I'll look into it. It's a good partnership. We definitely have phone calls off on the side, but we're thinking of things one way or another.

I am incredibly excited about all the exercises that we do. Our reunification drill was a huge success. I consider our partnership between the school district, the fire department, and the police department to be the highest in Ohio. I do not know of any other three entities that work so well together and come together quarterly to talk about safety and how to make schools safer, what that looks like on paper, and then make it a reality. So, we're looking forward to this August coming up. Again, there's a group of police, fire, and Hilliard City School District personnel, and we're going to touch every single school and go over tabletop slash, maybe a little drill. I don't know. I'm still trying to get that one through. Again, I'm open to questions or if there's anything that you thought I should mention that maybe I had not had the opportunity. Chief Woods apologizes for not being here. He would be here, but the city council is meeting now, so that is where he is.

Mr. McDonough: We want to give you an opportunity to ask any questions from your perspective that we can answer.

Mr. Vorst: Alright, I'll go. So, thank you for coming. This is great to have you here and to get this update from you. We had an incident four weeks ago that I think a lot of the community heard about. All comments aside, I think it was something that the community may have some concerns about and that they want to know what we are doing because maybe they don't always know until an incident like this happens. I think the community wants to hear what our plans are as far as school safety, prevention, student behavior, and fights. I know we'll never be able to make 15- and 16-year-old boys not be 15- and 16-year-olds. I have a 6-year-old, so I've got this coming my direction in about 10 years. But is there anything we can do to prevent this kind of incident? Or are we treating them the best that we can? Is there any room for improvement in this? As I said, we'll never have a high school with 1,200 kids that doesn't have a fight, but are we doing the best we can with these issues?

Sergeant Muraco: I understand that concern, and the whole community is concerned about it. My perspective of that incident, without downplaying it, was that the patrol side didn't know much of it because the school resource officer and teaching staff had it handled almost immediately. We only knew from the school resource officer's side that he asked for one extra cruiser to come over because five individuals were involved. They needed to be separated into different areas.

I offered to send more cruisers because our day shift patrol units support our school resource officers. If there is an incident such as a fight, that doesn't rise to the level of every police car going over there unless the school resource officer is asking for it, and he wasn't asking for it.

We sent an officer over there. It happened to be a field training car, so technically, it was two officers. It was an officer in training and his field training officer. And they didn't do much. The school resource officer separated everybody and interviewed everybody. Then, the school district stepped in and did what they were supposed to do. Those who had to be sent home were sent home. I understand that the adults in these children's lives had a moment too in the school. Everyone who was supposed to leave went home; students were disciplined the way they were supposed to be and charged through the police department as they were supposed to be. Every step of the way worked from our end.

So, I would say it worked exactly like it should. The school resource officer and the school staff that got involved did what they did. I don't know if you are ever going to be able to get ahead of angry teenagers who choose to fight. I don't know how you stop that unless somebody overhears that so and so is going to fight so and so, which has happened before. They told the school resource officer, and yeah, those people come out of the classrooms, but you probably don't hear about those necessarily. Social media took fire that day. Big time. It did not look good on social media. But not one person went to the hospital.

Mr. McDonough: I think there are two ways to look at it. We don't condone those incidents. When they occur, there is a process that we follow from a disciplinary standpoint. But on the front end, to your point, regarding the preventative measures, I think the more professional development we do with our restorative circles or just basic interactions with kids, the more we can get staff visible, and I think it helps prevent those. Are we ever going to be 100% no fights? I wouldn't go on the record to say that, but I think the more that we can work with our staff, with our students, and with our support staff to create a good culture within the building I think it, it naturally goes a long way to help prevent some of these issues.

Mr. Stewart: I would just add two quick things. I don't have a great deal of detail, but we are looking into getting ahead of this, which means addressing it in middle school, not waiting until it's a problem in high school, so we're looking at ways to do that. The other thing that I want to add to the conversation is that a lot of times when something like this happens, there is this belief that there is no accountability for the people involved in it, and I know you know this, but I want to remind you that as a district, we never have and never will share the discipline actions that are taken with anyone other than the students and their family. They have a federal right to that privacy. In the absence of that information, people often decide that nothing has been done to address it, and that's just not accurate. So, I thought that was a good time to share that.

Sergeant Muraco: And it's the same thing, too, on the public record side of the police department as well. You can see that, but almost everything is redacted because they're juvenile, so it's not a public record.

Mr. Vorst: Do you feel like we're in a good place regarding our handbook and how we handle student discipline? I know we review the handbooks. Usually, when we get the handbook revision approval, it's like language cleanup and everything, but as far as handbooks, are we good? And do we solicit any sort of feedback from our team members about building safety in any formal way?

Mr. McDonough: Building safety is discussed as part of our joint safety committee, but we annually review the handbooks, which include members of all building levels. In fact, that meeting is scheduled in March. We just scheduled it. So, we will meet with folks from the central office and all three levels of our buildings to review those things. We'll look at data going into those meetings as well. We certainly

talk about how incidents are occurring in our buildings. We discuss those in our principal's meetings to bounce ideas off each other. Just last Thursday, we talked with our high school and middle school folks about some other unrelated things. Still, other operational things that happen in the buildings and certainly anytime there are discipline issues or things that we need to address, whether it's related to fighting or the diversion program, we try to get as much feedback from the folks in the building so that we can communicate with our partners to see how we can strengthen policies around that.

Mr. Vorst: Is that feedback from building leadership or from everyone else in the building?

Mr. McDonough: Primarily from our building leadership, but we do elicit feedback from our teachers. We have structures in place so they can discuss some of those issues. From a building perspective, I know that Dave meets with a group of teachers monthly to get some of that feedback. So, we have communication avenues in place to elicit feedback from both teachers as well as our building leadership.

Mr. Vorst: And my last question, do you guys feel like we're in a good place regarding controlling access to our buildings? I know this is an ongoing thing, but I feel like we have to mention it every so often to make sure that people know we're on top of it. I know it's cold and I want to get the quickest way inside or bounce to my car just like anybody else. So, how do we handle that? How have we evolved in how we handle access?

Mr. McDonough: I would say, eight years ago, before we built what is now Memorial Middle School, we did not have as tight of controls on our buildings as we do now. Adding the access controls certainly helped. Adding the visitor management system has undoubtedly helped with some of the things we have going on. We are constantly working with the Hilliard Police as part of these grants. When we go after a grant, a vulnerability assessment must be done. We are getting those vulnerability assessments done annually on our buildings, which talk about access and everything that would relate to safety. That's something that you have to submit as part of those grants.

Should we pursue what we'll look at on Friday, I'm sure that will be a part of the grant we'll have to complete again. So, to answer your question, we are annually working on those vulnerability assessments and working with the police and when we do our safety drills. We're required to complete three safety drills per year. We require that a Hilliard police officer attend those safety drills, and they provide written feedback that we share with our buildings.

The only other thing that I would mention in terms of safety...shoot, I just lost my train of thought...

Sergeant Muraco: So, you put me on the spot there. We have our school resource officers, along with all the scheduled drills and practicing with an officer in attendance. Our day shift officers are the patrol cruisers, taking calls and everything. All of them are assigned to two elementary schools, and one patrol officer is assigned to all the sixth-grade buildings. We encourage them to visit their assigned buildings twice a month. They do walkthroughs, talk to the building secretaries and staff, and sometimes play with students. One of our officers was asked to read a book to the second-grade class at Hilliard Crossing. And we said absolutely. He was nervous as heck. He doesn't have kids, but he was just fine. So we regularly try to get into elementary schools and sixth-grade buildings. It's helped in that aspect because it gives the staff a little bit of an "I've seen that officer before," and then inevitably, they see him at the football games. We work the football games, basketball games, and wrestling matches. It helps make us maybe not seem so scary.

I'm clearly a huge guru for the safety factors. Although nothing happened at Hilliard Crossing, there was an incident where people walked down Hilliard Crossing last week. And I know the school wants to know what the heck happened. Nothing happened on the school property. It happened away from it, but it was safe to ensure nobody was outside. And I'm like, hey, I'm going to go directly to Hilliard Crossing and talk to them afterward. And it was wonderful. I loved talking to the secretaries. I also reminded them how the emergency radios and safety switches work and the constant open communication between the day shift officers and the school staff who might not have an officer assigned to them.

Mr. McDonough: That triggered what my thought was. It was just last month we brought to you the SRO MOU that we re-evaluated to add some additional responsibilities or access for our SROs to be able to help with school safety during off hours. Our previous MOU indicated that we would have at least four. Now, we've committed to those six SROs. One at each of the middle schools and high schools. And then, as Suzy mentioned, we have the first shift liaisons, but the SROs now have access to do some additional things after hours that they previously couldn't do.

Sergeant Muraco: Which is huge. That's very helpful on the weekends.

Mr. Vorst: Will we be getting statistics about calls for service?

Mr. McDonough: I don't have any statistics on hand right now, but we can certainly track those down for you.

Sergeant Muraco: I know Chief Woods mentioned something. I don't have those stats, so I would not be comfortable mentioning that without him, but I know he was working on something. I apologize; if he were here, that would be an easier conversation. Again, I apologize, and he apologizes for not being able to be here.

Mr. Vorst: Thank you guys for coming and talking about this. I heard from people in our community that I don't normally hear from when this happened. I got a message from a young lady who said my husband works in the building, and I'm worried about him. I think this is just something that many people want to know that we're on top of and dealing with. And it's an ongoing thing. It doesn't just spur up because of an incident like this. We're always looking at it and willing to talk about it. So, thank you.

Sergeant Muraco: I agree. I think we're the best-kept secret with all the safety stuff we do because it's not like we want to give everybody our playbook on what we're going to do, if that makes sense. We don't want everyone to know the police's playbook when we are handling incidents. I guess that's the easiest way for me to explain that. Because I think you'd realize that if it got out to a threat, they would know our playbook. But I promise you, we take school safety 100 percent seriously, and we're always working in the background. So yeah, I don't know how to get that out to the public other than through this kind of thing.

Ms. Arnold: Real quick question. When you talk about the public and the perception of our kids being able to communicate to their parents, I saw officer so and so. In the good old days, I remember Officer Friendly from a long time ago when I was a kid. We have units assigned to our elementary buildings, and we're trying to look more at middle school. When many of these kids go back to their community, the first officer they see is not you because we're Columbus folks. Do you have any good relationship with Columbus regarding making those community connections for kids so that they understand the Officer

doesn't necessarily look like you as Hilliard, but maybe they're Columbus? And making those connections so they feel comfortable with an officer, whether it's Hilliard or Columbus.

Sergeant Muraco: That is difficult because there are 1,800 Columbus police officers. Even though they're assigned to different units, they might not go to the same house or deal with the same kiddo every time. I understand many Hilliard City School students may not live in our jurisdiction. The best we can do is reach out to the Columbus Police Department to come to Horizon to watch the lockdown drills. We invite, but they don't necessarily show up.

Ms. Arnold: That's good information to know to take back to other folks to encourage those types of relationships for all of our community.

Sergeant Muraco: Nothing against Columbus; they don't have that liaison who always goes to Hilliard Horizon. Not that they wouldn't give full time and attention to it, but they probably didn't even know we called them to let them know. Because Horizon's in Columbus Police jurisdiction, which I think you all know. I'm not trying to say something you don't know. We called them when we locked down that school, but our Hilliard radio told the Hilliard City Schools to lock down. It was me who went over there to talk to them because I knew them all, not by name or anything else. But let's face it, I've been around a while. So, I want that connection for them. It was nice to talk to the principal and explain the situation and that everything was safe. We want to give some kiddos high fives in the classroom and everything else. That's the best we can do. We have two schools not in Hilliard police jurisdiction, but we want them to know we're coming no matter what. And we're probably a better connection that they have than what we're getting at the moment. And I hope when they see a police officer and realize that the Hilliard ones are nice, the others are nice, too. But thank you for asking the question.

Mrs. Crowley: I work at Southwestern City Schools, and my husband works at Columbus City Schools. And you're right; there's no partnership like this one in Hilliard. To have an officer in the building two times a month. I don't think I've seen an officer in our building in the 18 years I've been there. Really, what you guys are doing is above and beyond. It's amazing, and I think our kids are so lucky to have such a protective eye watching over them. So, thank you so much for that.

Sergeant Muraco: I appreciate that. I'm going to tell the boys that tomorrow at roll call.

Mr. Stewart: It's not just what you see. It's also the peace of mind of knowing that if there's an issue, there are any number of people, Suzy being at the top of the list, including the chief, that we can pick up a phone, they're going to answer, and we're going to get immediate attention. I can't tell you how much peace of mind that adds to our work.

Mrs. Murdoch: Your example is great. I know lockdowns are very scary for people in the building and people who aren't in the building. Word spreads. I really appreciate you taking that extra step to go to the building afterward to calm the nerves and everything. It makes me think, though, when we talk about the elementary schools and our middle schools, and given the size and the layout of our high schools, do we feel that one dedicated SRO in each one is sufficient? I walked into the wrong entrance at Bradley the last time I was in there and thought, it's taking me forever to walk across to get to the place I need to be. And, I can't even imagine if that were an emergency how I would have felt.

Sergeant Muraco: I believe the SROs are good. I'm not sure how the hall monitors work or anything like that. I know there are extra eyes, more than just the school resource officer on the property. The school resource officers know the school inside and out. And if it makes you feel any better, I've been in

Bradley High School and gotten lost a few times. We try to do field trips to the schools in the summertime. We don't want to do it during school so much, only because it can make students worry when they see more than three or four officers in a building. But in the summertime, we try to tour some schools so that our patrol officers are a little more familiar with the building in case of an emergency. I think it's sufficient to have one at each building.

Mrs. Murdoch: That's something else we might want to look into when we get the statistics. I wonder, are there any outliers? Maybe there is a building that is an outlier that needs additional support and things. We can take a look at that based on what we see. Or if they're all pretty consistent, and one seems to be sufficient, then that's great. But, bringing the data together with the feelings of the people working in there would be a nice exercise.

Mr. Perry: I was going to echo what my colleagues have said. I think that it is a partnership that is unique to Hilliard. I know that not every school district has this kind of partnership. Some school districts in our area don't have this kind of partnership. And whenever people talk this broad paintbrush of school resource officers in schools and whatnot, I always say look at your school district's relationship with your police officers, and that's what you need to look at. And ours is one of the best I've ever seen.

I also want to thank you for truly understanding the role. Where you're needed, and where it's the school district. That distinction between discipline and, when necessary, many of these issues can be prevented through things like counseling on our end before it rises to that level. I truly respect that.

Beth actually took the question I was going to ask you because that's a question we've heard from the community. It's the sufficiency of the number of officers. What's necessary at the different schools? We have one per high school and one per middle school, but they move around if necessary. Pull from a middle school to an elementary school nearby. But you seem to say that's sufficient, and I respect you as a professional in the field. But that's a question we got from the community, and I'm glad that we covered it. It's another answer.

Sergeant Muraco: Absolutely. Thank you for the confidence.

Mr. Perry: And the one thing I was going to mention too before I forget. With the data, because Beth is completely right and Zach as well, with the data. I wonder if folks in the community may... There's an educational component to the data. We're not trained in loose force. We're not law enforcement officers. I think that the data should be accompanied by maybe an explanation of what the data means. Rather than just raw numbers, it would be helpful too, because you've seen numbers and you don't know what they mean, but an explanation may clarify some things for folks who are not in the field, but that's just my idling request.

Sergeant Muraco: I will bring back your message to Chief Woods. If there's a way to clarify anything... I apologize; I'm just not the one who created or saw it, so I can't speak about it, so I apologize for that. But I will bring your words back to him tomorrow.

7. Construction Update – Mike McDonough/Mark Dudgeon

Mr. McDonough: Just a reminder, this is Jen Fuller, she's our project executive on the on the construction projects we are getting ready to undergo.

Ms. Fuller: We are busy in conversation. While you're pulling that up, we will show you some things on the preschool. But I have some updates on many things that I want to share. We've been actively working with our admin team. We're calling that our core team. We've even had regular meetings with the city to discuss the different sites – Beacon and Ridgewood. Those are neighborhood schools. We don't want to impact those neighborhoods too drastically. And we will. So, we want to get ahead of it and ensure everybody's working together.

One of the big projects we talked about is the preschool addition. So, you've got a lot of need for preschool. You have a very successful preschool over at Alton Darby. We did that addition a few years back. So, we're just expanding upon that. That site is limited if you've been there during pick-up and drop-off. We don't want to add more congestion there. I think Suzy would agree with us. So, we've been looking with the district to determine where we can put a balance of students within current properties and schools.

Things are limited on some of your sites. So, one of the best opportunities is the Norwich-Britton campus. This would be an extension of the Norwich building. And as you can see on the site plan, we're looking at about 20,000 square feet. Roughly 12 classrooms, muscle rooms, some support spaces, and some admin space. We walked the Alton Darby Preschool with Mr. Hart to make sure that the things that are successful there or need improvements can be translated to a build over here. And we'd be able to handle roughly the same amount of kids and extend that program.

It gets a little tricky. We want to ensure we're accessing the building directly for the preschool so they're not wandering through a bigger school. We want to ensure that we're carrying some of the things you talk about with all the safety, through this building. We definitely want to follow up with the fire department on some of the access here as well. But this was one of those initial conversations with the city, and it made sense to them that students would go here, and then we'll work through whatever the site needs at that point.

If you look at the plan, it's color-coded, so you see more classrooms than support spaces, but we do need some staff space. The brown colors are the shared spaces for OT, PT, and things like that, where you'd have smaller groups of students. Again, this would be connected to Norwich but essentially a separate building. We ensure you have access in and out of the building for staff and that those kiddos are supported here with restrooms and things like that. They would be in the classroom, and those kids aren't going to other parts of the building. So, we made sure that was specific for those pre-k students and any staff that needed to come here directly or any parents that needed to come in and out.

Mr. McDonough: If you recall from the master facility plan, our original intent was to add a second location for preschool. We felt like that would serve our community well. From a parent and transportation perspective, we initially intended to get that done at Beacon. Still, that site's proving to be more and more challenging as we continue to plan. So, we started to pivot and look for an alternative location, and this is ultimately where we felt would be the best secondary location. So, we have a spot in the northern part of our district as well as in the southern part of our district.

Ms. Fuller: This site also proved to support the build itself best. It has space for dedicated parking and play. We know we don't want to mix that with the upper grades, and you have the land to do it here. I know you may have questions about what this might look like. We're working through the initial concept, and we know it fits. We're also working through the budget and what that will look like based on square footage. The bond had a number, and we're trying to stick within that number to save your dollars. This site has a building from the 60s and one from the 90s. So, the site wasn't designed the same

way it is today. So, we want to make sure we consider all those things and that the city supports it too. And they do, so they've been great to work with on this. I don't know if you have any questions.

Mrs. Murdoch: I love that you point out dedicated spaces here. How does this layout in square footage compare to what we currently have at Alton Darby?

Mr. McDonough: At Alton Darby, the elementary building is approximately 60,000 square feet and the preschool is around 18,000 square feet.

Mrs. Murdoch: So this is about the size of the original?

Mr. McDonough: Yes.

Mrs. Murdoch: That's what I was thinking. I appreciate that.

Mr. McDonough: We added about 10,400 square feet a couple of years ago with an eight-classroom addition. We also added parking at that time.

Ms. Fuller: Yeah, the district expanded parking the summer before that addition started.

Mrs. Murdoch: We just added some additional spaces where we had green spaces as opposed to dedicated...

Ms. Fuller: Yeah, and that's kind of part of the zoning, too. The requirement is so many per staff. Not students because they're not driving.

Mrs. Murdoch: Yeah, a lot of parents are dropping off. A lot of parents are dropping off.

Mrs. Crowley: When will this be done?

Mr. McDonough: That's the million-dollar question. If you have the answer, you can join our construction team. As Jen mentioned, we meet with the city every two weeks, and both architect groups meet weekly. We are now bringing Ruscilli into those weekly meetings. Once we have timelines established, we will share those in our regular update.

Mr. Stewart: The feasibility of building onsite at Beacon while still using the building is the major X factor in getting all these timelines with Ridgewood, Beacon, and Brown. And, of course, that's also driven by annexation. In what order those things will happen is held up by how long that annexation process will take. And then getting that question answered, can we build on-site and still use the old building?

Mrs. Crowley: I'm just trying to picture the timeline in my head because, right now, it's a campus. Clearly, that play zone goes right through the walkway. Many kids use that walkway because parents can drop off at one building, and the kids walk to the other building. So that would all happen.

Mr. Stewart: Remember, there's going to be a redistricting process.

Mrs. Crowley: So it will all happen after that.

Mr. Stewart: Yes, and one of the questions that the redistricting committee will have to answer is the future of the campus concept.

Mrs. Crowley: Okay. I was just trying to picture how that would be. Do you think that's going to be...I feel like there's a lot of traffic there anyway because there are two schools on that property. So, having a third school with just that one long driveway.

Mr. Stewart: We'll have to look and start with stop times.

Mrs. Crowley: So, I feel that it gets really crowded at drop off and pick up. And people are always trying to cut through and go other ways they're not supposed to go. It's just interesting.

Ms. Fuller: That's one of the things we're talking to the city about. We're meeting with planning and zoning later this week to discuss what that might look like and if staggered time is a way we can help that issue. I think Norwich seems to have a pretty good flow and a pretty good separation. It's Britton, right?

Mrs. Crowley: Britton's got a winding snake, and it's hard to make it through that snake in the time the bus is dismissed. And then adding a whole third school seems like a lot. I'm super excited for the preschool and just trying to figure that out. And I know a lot of sports use that space currently. Every weekend that I'm there, there's lacrosse practice or flag football practice.

Mr. McDonough: Keep in mind we're also adding additional green space at the new elementary. So, we're adding some additional play fields there. We've got spaces in the district that we can use.

Mr. Stewart: Mike has already met with the Rec and Parks folks, especially regarding Beacon. So they are aware of all of our projects.

Mrs. Crowley: That's exciting.

Ms. Fuller: Yeah, and to your point, there's still a ball field here, and there's still some green space in the middle.

Ms. Arnold: And the...(unintelligible)...will be coming online with their fields too.

Mrs. Crowley: They'll have six to five flag football games there on a week...they've got squares everywhere...yeah, but that's awesome. Thank you.

Mr. Perry: Piggybacking off of what Kara was saying, the first thing I noticed there was the play area through the pathway because, let me tell you about that pathway, how many emails I got about that for a year and a half. I don't know if we were considering, decoupling or if we wanted to recouple, but I do worry about eliminating a connector at some point going to be around or something to that effect. But that's the first thing that I noticed. Other than that, I think it's a phenomenal concept that we were able to provide more services to our youngest students.

I know that there was a talk a while back of considering that big space up in front of Washington. And I don't know if you can talk a little bit about why this is over that one.

Mr. McDonough: I think just location and where our students are. I know Kelley looks at the enrollment reports a lot, but if you look at the heat map of our district, Washington does not get any whatsoever. It's all in the center of the district.

Ms. Arnold: Really, that southern section, the heat map just glows red down there.

Mrs. Crowley: I think this is an exciting place to put it.

Ms. Fuller: I appreciate that comment on the play because we talked about that internally, too. So we'll work through maybe what some of that looks like. My kids went to Norwich. I got it.

I have a couple of other things to let you know about our progress. When we talk about the new ground out at Walker, we've started the traffic study. They were on site last week. It's a kind of next step in that process, which is great. The traffic study is going to be important to the annexation piece. So, the traffic study also includes up to Roberts and from the elementary.

Ms. Arnold: Is it a traffic impact or traffic access study?

Ms. Fuller: Impact study. We're looking at a couple of different ways where a new road might come in. There's a lot of things at play there. Franklin County was really helpful along the city of Hilliard to talk through what that study should include. So, we hopefully can capture it all at one time. We don't have to go back and make any amendments to it. So when that comes out, we'll be able to work through that annexation process just a little quicker.

We've already got survey on that property and we have surveys getting started on all the other properties because obviously that's going to be really important as we try and design these the smaller sites, especially Beacon and Ridgewood. We've got geotechnical also started. So, that'll be environmental phase one. We'll have soil boring, wetland delineations, and then anything more at Brown and Walker the new Brown related to the Big Darby. We're gathering a lot of information, so while we're working on the building, once we get more information on the sites, we'll really be able to move something forward when we work through some of the utilities.

The last piece of that is just folding the fire department in. We want to work with them on access around the buildings especially. If we're looking at one and two-story options, they're going to want to be able to get around the building and access anything from that perspective. All of this is coming together, and it's going to inform our next steps. It'll be exciting when we can start showing the elevations and what these buildings are going to look like.

Mr. Stewart: Just real quick on the traffic study. Ultimately, that will determine where the road will go relative to Morris Road and what 22 acres we will purchase of the total 144-acre plot. We can't decide exactly what the boundaries of that portion are until the county tells us where the road will go.

Mr. McDonough: Mark's hand-drew these slides, and I'm pretty impressed.

Mr. Dudgeon: Alright, thank you, board. So, in continuation of our monthly progress update about what we have in the works, we have now engaged all our teams with Fanning, Schorr, and Ruscilli. So, while Jen and her team are actively working on everything related to construction, Schorr is also working on some of our other projects.

So, on the slide, you see on the screen we're running our PI projects in parallel, our annual five million dollar projects, with our master facility plan phase one projects. Slated for the summer of this year, we're excited to bring a big package to the street later this week for six playgrounds that will commence construction this summer. Those playgrounds will be at J. W., Britton, Norwich, Crossing, Avery, and Horizon. The team has worked diligently and spent many hours engaging with principals and other stakeholders across the district to develop a scope for our playgrounds, which can be emulated and replicated across the district. Some of our considerations include ADA compliance, access, and creating a standard around our soft surface and hard surface play areas. In the end, we think we came up with a good solution similar in scope and size to other districts around Central Ohio. Next month, we'll be back to the board seeking approval of a construction contract for these playgrounds.

While that one's going to bid this week, earlier today, we had a page turn with our technology team and our administrators from Darby, Davidson, and Bradley High School, as well as Heritage, Weaver, Middle School, and Tharp Elementary. We're about 65 percent through the design of our security entrances. So, keeping with Suzy's theme on safety, we are coming close to having a solution that will work for these schools. We added Tharp to the list for this year because that's the same floor plan as several other buildings scheduled for next year. We wanted to bring that one ahead of the schedule to get that built and ensure it will work before we continue with the others next summer.

We're about 60 percent through the design of the Darby weight room. We had a page turn on that one today as well. I have to go back to the drawing board on a few things. But that project will be going to bid here in the coming weeks as well.

On tonight's agenda is a resolution authorizing approval of the Davidson Auxiliary Gym HVAC contract. We can officially say that it's our first commitment project launching this summer. It will add air conditioning to the Davidson Gym.

While those projects are getting ready to get a bid, on the right-hand side there, you can see some of the projects that we're looking to launch this summer out of our PI fund. Two roofs this year. Usually, we do one. We had to scratch a paving project for this summer to bring the Washington shingle roof replacement. Again, on tonight's agenda is a resolution authorizing the contract to tear off that Washington shingle roof and put a new one on. We will be completing lots of interior finishes this summer around the district, and then some mechanical projects that we're looking forward to getting done as well.

Just to summarize some of the timelines and what some of these projects will look like:

- Playgrounds Phase 1 will be published this Wednesday. Bids will be due on the 12th.
- Auxiliary Gym: we've already received bids on those, and we're seeking your approval tonight.
- Darby weight room will go to bid on March 10. Bids will be due March 31st.
- Secured entrances will go to bid on April 2. Bids will be due April 16.

Again, we're still finalizing designs and schedules regarding construction. The goal is to complete the majority of these projects this summer. We have a hard circle drawn around popsicles on the playground. One has to be done. There's a chance that some of these other ones could trickle into the start of the fall semester. So, this gives you an idea of what we have in the works from a master facilities plan and from a PI perspective. I'll open it up to any questions you may have.

8. The Board of Education approved the following resolution:

AWARDING CONTRACT TO ALL HOURS MECHANICAL, LLC FOR THE DAVIDSON AUXILIARY GYM COOLING PROJECT AS THE LOWEST RESPONSIBLE BIDDER AND AUTHORIZING EXECUTION OF CONTRACT

The Superintendent recommends the Board award a contract to All Hours Mechanical, LLC (the "Contractor") for the Davidson Auxiliary Gym Cooling Project (the "Project") as the lowest responsible bidder and requests authority to execute a contract with the Contractor for the Project.

Rationale:

1. The District has identified a need for the Project.
2. The Board's design professional, Heapy, prepared design documents for the Project.
3. Working with Heapy, the Superintendent, Treasurer, and the Chief Operating officer solicited sealed, competitive bids in accordance with the Ohio Revised Code Section 3313.46.
4. A legal notice for the Project was placed in a newspaper of general circulation in the District for the bid period required by the Ohio Revised Code for public school construction projects. At the bid deadline, the bids were opened publicly, read aloud, and tabulated. The District received one bid for the Project.
5. Upon opening of the bid, the Contractor was the lowest responsible bidder for the Project and provided a bid of \$339,800.
6. The Chief Operating Officer and Heapy reviewed the Contractor's bid and evaluated the Contractor, and determined that the Contractor's bid is responsive to the specifications and that the Contractor is responsible to perform the work.
7. The Superintendent recommends awarding the contract for the Project to the Contractor, as the lowest responsible bidder, in the total amount of \$339,800 (the "Contract Sum").
8. The Superintendent also requests authority for the Superintendent and Treasurer to enter into change orders on behalf of the Board in a total amount not-to-exceed 10% of the Contract Sum. Change orders in excess of that amount will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the recommendation of the Superintendent, the Board awards the contract for the Project to the Contractor as the lowest responsible bidder and authorizes the Superintendent and Treasurer to execute a contract with Contractor in the amount of the Contract Sum. No property interest in the contract will be created until the contract has been signed by authorized representatives of the Board of Education.
2. The Superintendent also requests authority for the Superintendent and Treasurer to enter into change orders on behalf of the Board in a total amount not-to-exceed 10% of the Contract Sum. Change orders in excess of that amount will be brought to the Board for its approval.

Mr. Vorst: Have we worked with them before?

Mr. Dudgeon: All Hours has been a reliable and trusted partner in the district for many years.

9. The Board of Education approved the following resolution:

AUTHORIZING AGREEMENT WITH FANNING HOWEY FOR PHASE I OF THE CAPITAL IMPROVEMENTS PROJECT

The Superintendent recommends the Board authorize the negotiation and execution of an agreement with Fanning Howey for Phase I of the Capital Improvements Project (the "Project").

Rationale:

1. In accordance with Sections 153.65 through .71 of the Ohio Revised Code, the Board previously selected Fanning Howey as the firm most qualified to provide design and related construction administration services for the Project.
2. Fanning Howey submitted a proposal for the Project in an amount not-to-exceed \$5,636,958 for Basic Services, \$150,000 for a Basic Services Allowance, and \$195,000 for Reimbursable Expenses, for a total amount not-to-exceed \$5,981,958 (the "Contract Sum").
3. The Superintendent requests authority for the Superintendent, Treasurer, and Board President, working with legal counsel, to negotiate and execute an agreement in an amount not-to-exceed the Contract Sum.

The Board of Education resolves as follows:

Based on the recommendation of the Superintendent, the Board authorizes the Superintendent, Treasurer, and Board President, working with legal counsel, to negotiate and execute an agreement with Fanning Howey in an amount not-to-exceed the Contract Sum; and to execute any related documents consistent with the intent of this resolution.

10. The Board of Education approved the following resolution:

AWARDING CONTRACT TO ADVANCED CONCEPTS, INC. FOR THE WASHINGTON E.S. ROOF REPLACEMENT PROJECT AS THE LOWEST RESPONSIBLE BIDDER AND AUTHORIZING EXECUTION OF CONTRACT

The Superintendent recommends the Board award a contract to Advanced Concepts, Inc. (d.b.a. ACI Construction)(the "Contractor") for the Washington E.S. Roof Replacement Project (the "Project") as the lowest responsible bidder and requests authority to execute a contract with the Contractor for the Project.

Rationale:

1. The District has identified a need for the Project.
2. The Board's design professional, Schorr Architects, Inc. ("Schorr"), prepared design documents for the Project.
3. Working with Schorr, the Superintendent, Treasurer, and the Chief Operating officer solicited sealed, competitive bids in accordance with the Ohio Revised Code Section 3313.46.
4. A legal notice for the Project was placed in a newspaper of general circulation in the District for the bid period required by the Ohio Revised Code for public school construction projects. At the bid deadline, the bids were opened publicly, read aloud, and tabulated. The District received five bids for the Project.

5. Upon opening of the bid, the Contractor was the lowest responsible bidder for the Project and provided a bid of \$301,988.
6. The Chief Operating Officer and Schorr reviewed the Contractor's bid and evaluated the Contractor, and determined that the Contractor's bid is responsive to the specifications and that the Contractor is responsible to perform the work.
7. The Superintendent recommends awarding the contract for the Project to the Contractor, as the lowest responsible bidder, in the total amount of \$301,988 (the "Contract Sum").
8. The Superintendent also requests the Board authorize an additional \$30,000 in contingency funds (the "Contingency Funds") and grant authority for the Superintendent and Treasurer to sign change orders on behalf of the Board, as needed, to be billed against the Contingency Funds without further Board approval in order to facilitate timely completion of the Project. Change orders in excess of the Contingency Funds will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the recommendation of the Superintendent, the Board awards the contract for the Project to the Contractor as the lowest responsible bidder and authorizes the Superintendent and Treasurer to execute a contract with Contractor in the amount of the Contract Sum.
2. No property interest in the contract will be created until the contract has been signed by authorized representatives of the Board of Education. The award of the contract is contingent upon the contractor providing all required contract documents
3. The Board further authorizes the Superintendent, Treasurer, and Chief Operating Officer to sign change orders related to the Project in a total amount not-to-exceed the Contingency Funds. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

Ms. Arnold: How old is Washington?

Mr. McDonough: 2006.

11. The Board of Education approved the following resolution:

WHEREAS, This Board of Education in accordance with the provisions of law has previously adopted a Tax Budget for the next succeeding fiscal year commencing July 1, 2024; and

WHEREAS, The Budget Commission of Franklin County, Ohio, has certified its action thereon to this Board together with an estimate by the County Auditor of the rate of each tax necessary to be levied by this Board, and what part thereof is without, and what part within, the ten mill tax limitation; therefore, be it

RESOLVED, By the Board of Education of the HILLIARD CITY School District, Franklin County, Ohio, that the amounts and rates, as determined by the Budget Commission in its certification, be and the same are hereby accepted: and be it further

RESOLVED, That there be and is hereby levied on the tax duplicate of said School District the rate of each tax necessary to be levied within and without the ten mill limitation for tax year 2024 (collection year 2025) as follows:

SCHEDULE A
SUMMARY OF AMOUNTS REQUIRED FROM GENERAL PROPERTY TAX APPROVED BY THE BUDGET
COMMISSION, AND COUNTY AUDITOR'S ESTIMATED TAX RATES

FUND	Amount to be Derived from Levies Outside 10 Mill Limitation	Amount Approved by Budget Commission Inside 10 Mill Limitation	County Auditor's Estimate of Full Tax Rate to be Levied	
			Inside 10 Mill Limit	Outside 10 Mill Limit
General Fund	\$178,519,349.65	\$20,865,956.64	4.45	87.40
Bond Retirement	\$18,718,590.52			4.00
Permanent Improvement Classroom Facilities	\$5,556,722.29			2.00
TOTAL	\$202,794,662.46	\$20,865,956.64	4.45	93.40

and be it further

RESOLVED, That the Treasurer of this Board be and is hereby directed to certify a copy of this Resolution to the County Auditor of said County.

12. The Board of Education approved the consent agenda – Item E1. 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.

E1 Approve the following resolutions: See Attached Document.

13. Policies submitted for a second reading
- a. AFC-2 (Also GCN-2) – Evaluation of Professional and Certificated Staff
 - b. BDC – Executive Sessions
 - c. GCB-2-R – Professional and Certificated Staff Contracts and Compensation Plans
 - d. IGBI – English Learners
 - e. IKEB-R – Acceleration
 - f. IKF-Graduation Requirements
 - g. JHCC – Communicable Diseases

Mr. Stewart: Okay, are there any questions or comments about the policies submitted for a second reading?

Mrs. Murdoch: Let me do a quick overview. A lot of them look like they were changing...(unintelligible)... yeah, changing, putting due in there. I have one question on AFC2, the evaluation of professional certified staff. You'll find it here. The third paragraph ends with evaluations are considered by the board in determining whether to re-employ administrators.

Mr. Perry: Yeah. That's our current language.

Mrs. Murdoch: Yeah. Then, in the following paragraph, we talk about the final evaluation provided to the employee at least five days prior to the board's action. Should that also be provided to the board?

Mr. Perry: (unintelligible)

Mrs. Murdoch: We're going use it to.

Mr. Vorst: So, you're saying we should also get.

Mrs. Murdoch: Yeah, if we've got the part in there, we're going to use it for that evaluation, it seems like it should be, yeah.

Unknown speaker: Yeah, I like that.

Ms. Arnold: And it's not much different than, say, a teacher's evaluation, and these are under consent agendas.

Mr. Stewart: Whether we put it in the language or not, you could simply request...

Mr. Perry: That would make it something that's just provided to us.

Mr. Stewart: We can take a look at that. Any other questions about policy?

Mrs. Murdoch: Yeah, everything else seems pretty...were these all OSBA?

Mr. Perry: Yeah, I think they were.

14. The meeting adjourned at 7:45 p.m.