



BOARD OF EDUCATION REGULAR MEETING

September 8, 2025 | Britton Elementary

MEETING NOTES

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

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

NOTE: *Portions of the meeting's audio recording were difficult to decipher; therefore, this document may contain several incomplete sentences or inaccuracies. Additionally, some of the participants' names may be misspelled.*

B. PROGRAMS / PRESENTATIONS

- B1 Britton staff and students will be showcasing how our PBIS implementation has made a positive impact on schoolwide behavior, academics, and sense of belonging at school.

Mr. Stewart: Our presentation tonight is from the staff and students here at Britton Elementary. I'm going to start by introducing Kristina Bope, the principal here at Britton, and she'll get us started.

Ms. Bope: So, thank you for joining us here. I'm so excited because we're going to share some of our amazing students and staff who have implemented a lot of PBIS things in our building. They're going to share more about what that means and how it helps our behaviors. We also have a slideshow to go with it, so it'll be up here. I know that's not very big, but I'm going to turn it over to Mrs. Semanisin. She is our school counselor.

Mrs. Semanisin: Hi. I am really excited to be here with you today to highlight all of the work our students and staff are doing. My part of the slideshow is to provide a brief overview of what PBIS is. PBIS stands for Positive Behavior Interventions and Supports. It's a framework for creating a safe and supportive learning environment where all students feel comfortable, enabling them to do their best work. We aim to establish a positive school culture that prevents problem behaviors from occurring.

There are three tiers in PBIS, and they're highlighted on the screen. Tier one is for everyone in the building, and you'll hear a lot about what that looks like tonight. All students will have access to learning about our behavior expectations. We do this as a whole building during our town halls, and teachers do an amazing job of sharing this with their classes as well. This is intended to be a preventive measure, teaching learners explicitly what we expect from them here in Britton.

Tier two is for students who may require additional support with their behavior. That usually is about 10 to 15% of students. And, they have access to tier one as well, but we will also provide them with small group support with me or our mental health specialist, or maybe a check-in check-out type of intervention to help close some of those gaps as needed.

And then tier three is for the few students who really need some intensive behavior supports, and we create those in collaboration with the student support team. And that's probably one to 5% of students in general. So, it's just a really brief overview of what that looks like here. And that is all really boring compared to what you're going to hear from our staff and students and the examples that we are going to share with you tonight.

Ms. Bope: Okay, so one of the most exciting parts of all of this is getting to showcase all of the work that the students and staff are doing. We are going to be applying for state PBIS recognition this year, which I'm super pumped about. We'll be the first Hilliard school to apply for that. And I think, based on the criteria and the rubrics we're following, we have a good chance of achieving it. We're trying to go for silver, but I'm like, no, we're going to get gold. We will be applying for that later this spring, and then we should find out the status in October. So I'm proud of that work that we're leading here at Britton.

This is an example of our matrix that we use to teach all of our PBIS standards. This is what we use to say that we want to lead like a lynx. Each letter stands for a specific value that we have here at Britton. And then I meet with a team of teachers each month to see how we can implement the lead framework for our students and staff. It's very important that we use a common language across the whole school. Kids know the common language, staff know the common language. And they should all be able to explain those things to you. So without further ado, I would love to have Finley, Camden, Habib, and Monroe join me up here so we can explain to you what each of those letters stands for here at Britton.

Miss Finley's going to go first.

Finley: The "L" in LEAD stands for being a lead learner. This means we always keep trying even when things are hard.

Camden: The "E" in LEAD stands for being an empathetic citizen. This means we care about how everyone in our school feels, and we take care of each other.

Habib: The "A" in LEAD stands for attitude. We all know that having a good attitude makes learning more fun for everyone. When we persevere, we can overcome hard challenges.

Monroe: The "D" in LEAD stands for good decisions. When we make a decision, people feel happy and safe here at Britton. That's why we want to make good decisions and lead like a lynx.

Ms. Bope: So the cool thing about that is that they actually wrote all of those themselves. Just goes to show that each of our students is really investing in those values here at Britton. So next up, we have Mrs. Scally coming to chat about our Lenny stickers.

Mrs. Scally: Okay, I get to talk to you about Lenny stickers, but more importantly, they get to share with you how important Lenny stickers are to our school community. Every day, the staff acknowledges students throughout the building when they observe them exhibiting the lead behaviors that were just mentioned, which are also aligned with Hilliard's portrait of a learner. We set a school-wide goal every year. As you can see, our first goal is 1,500. As the teachers give out the stickers, we count and keep track of how many stickers are given out. Before they come up, I have a video with some students sharing how they earn Lenny stickers every day at school.

Played video.

So, as important as it is for the kids to get stickers, they love receiving them, and we emphasize why they are getting their sticker. We want the kids to be able to explain and share with other adults or students the “why” behind wearing that sticker and connect it to our LEAD behaviors. So I have Gavin, Angelo, and Addie, who are gonna share a little bit more about stickers.

Gavin, how do you get Lenny stickers at school?

Gavin: By doing a good job and being good.

Addie: I love Lenny stickers because I never know when the prize cart will be called. I feel happy because I can get a prize for being a leader.

Angelo: I love showing my mom and dad my stickers. It makes me happy. I got one for leading in the hallway.

Mrs. Scally: Addie mentioned the prize cart, and I want to touch on that briefly. Mrs. Bope comes over the loudspeaker randomly throughout our day and throughout our week and calls anybody who has a Lenny sticker down to the office. She celebrates them with music, and they get a prize from the prize cart, and it's just a really big celebration. The kids get really excited when she comes on. That's just another fun thing that we do to celebrate.

Ms. Bope: All right, Mrs. Potts is going to share a little bit about our building-wide rewards. When we have a certain number of stickers, which I'll let her explain, we go crazy, and we go all out.

Mrs. Potts: Hi, I am Katie Potts. I was formerly Katie Fugitt, so if you know me by that last name. I'm still the same person; I just got married. So, I get the joy of talking about the school-wide rewards, which is amazing. It is such a fun day that we get to celebrate together as a family at Britton. We always have a goal, and our goal for the start of the year last year was 1,500 stickers. This was communicated at our town halls, which we have as a whole school. Additionally, each teacher reiterates that number in the classroom, serving as a constant motivator for our students to keep leading like a lynx.

Our first school-wide reward was Britton Cinema. We turned the entire school into a movie theater. It was amazing, but also a little scary, I must admit. At first, the teachers were a little uncertain, thinking, 'How are we going to make this work?' There are so many kids, they're all really little. How are we truly going to make this a school-wide reward? And we really had to trust in our administration, and we did, and it was amazing. The kids loved it. The teachers loved it, and it really motivated everyone to maintain the great behavior that earned us this reward.

So yes, we did mix up the kids throughout the entire building. The kids got to vote on which room they went into, and they also got to vote on which movie they saw. Additionally, regardless of their grade level, they could visit any classroom and enjoy the teacher and the movie. There was also popcorn donated for our cinema, which was a great little perk and made it a really fun experience for the students. It was great to see everyone doing their own job to make this whole thing happen. The secretaries were filling the cups, and they were going to each room and giving the popcorn. There was a lot of behind-the-scenes with all of the voting as well, with our teachers up in the IDC. Everyone is coming together to make it a truly great experience for the kids and to celebrate their hard work.

So on the screen are pictures of the Britton Cinema. Some teachers totally rearranged their room to make it feel more like a movie theater. It was a truly great experience, and it definitely set a great tone for the year to start with.

Our second goal was 2,500 additional stickers. And yes, we literally count every single one. And that is true. When we meet our goal, we come together and plan what we want to do. For this one, we had the students choose, and they all voted for Britton Arcade. For this one, we mixed it up, and each room had a different type of game that we could do together. Something that I love about this is that as a teacher, you love your class, and then they move on to the next grade. This is an opportunity for those kids to come back, and they get to be in that space that they loved and be with other friends that they might not be with in first grade or second grade. And it was fun because the teachers got into it, and we all played games too.

So on the screen are more pictures of the Britton Arcade. There was something for everyone. There were loud games. There were crazy games. There were also quiet puzzles in the IDC. So, if you are not a student who enjoys playing those games that can get really chaotic and crazy, you might have voted for the IDC, and you had a quiet but still fun experience. And again, it really gave the students and teachers a sense of belonging to go back to that room, where they felt so much comfort in the year before.

These are more pictures of Britton Arcade on the screen. You can see a lot of teachers getting involved, students from different grade levels getting mixed up, and it really does allow us to take a moment from all of the other things that we do and celebrate all of the grades' expected behavior as a big Britton family.

For our last reward, we had to earn 5,000 Lenny stickers. And of course, we did because our kids are amazing here, and the staff is really into it. And everywhere you go, you see Lenny stickers. You can ask a student, Why did you do that? Or, how did you earn that? And they know it. So we did Britton Studio, a creative art studio, in every classroom. Once again, each student got to vote on which room they would go to, and the classrooms offered different art and creative activities. So these are some pictures of that. And again, there were choices for everyone. There was Play-Doh, watercolor, and directed drawing. So, depending on who the kids wanted to see, which other students they wanted to be with, and what activity they wanted to do for their reward, there was something for everyone, which was honestly a lot of fun.

So now I'm going to have Aiden and Sophie come on up and talk about these school-wide rewards.

Aiden: It is exciting to play games and make stuff. Can't wait for more.

Sophie: I love that we get to meet up with other kids from the whole school to celebrate that they got so many Lenny stickers.

Ms. Bope: Ms. Johnson will briefly wrap us up.

Ms. Johnson: Hi, I am Keisha Johnson. And the last slide is about our classroom Lenny sticker collections. Outside of every classroom, there's a "lead like a lynx" paw print poster. Each time the class has been observed "leading like a lynx," they get a sticker to add to one of the eight paw pads. Once the class gets their paw print poster filled up, Ms. Bope will come to the classroom with the prize wheel. Everyone goes crazy for the prize wheel. My class got their eighth one today, and they're like, Is she coming? Is she coming? So, she comes in with a prize wheel, and the class gets to spin it and pick a prize. The prize wheel has lots of fun choices, like stuffed animal day, ice cream sundaes, popcorn and a movie, pajama day,

extra recess, and so many more fun choices. The class also gets a clap-out on the following Friday after they've earned all eight stickers. And the clap-out is a fun way for our classes to parade throughout the school while their peers clap and celebrate with them. And now you'll hear more about the clap-out from Graham.

Graham: This is such a fun time when our whole class leads like a lynx, being learners, having empathy, having a good attitude, and making good decisions at school. We are popping stickers outside our classroom door. We like to call these toe bean stickers. When all eight toes have a sticker, we get a class clap-out where the whole class cheers for us with music and clapping, and it's really exciting. I also love clapping out with friends and other classes, especially the younger kids for being lynx lead.

Ms. Bope: Alright, so I'm going to go through this briefly. I know we've got other things to do here. It's just so exciting. There's a lot to share about, and they're pumped up. Each month, a staff member nominates a leading Lynx Award winner, and they get their certificate that they can take home to mom and dad and hang on the fridge. They also get one that they can put in our hallway here out front. And then they get to have a Lenny breakfast, which is super fun and exciting. We come together as a community, with parents and families invited. Lenny comes, and we have breakfast together, and their awards are read out loud. It's a super special moment for parents as well as students. And to celebrate together as a community. They're also recognized at our town hall meetings, and kids go nuts. It's super exciting.

This shows how our behavior referrals decreased and our academic scores improved last year, thanks to all our PBIS efforts. It was remarkable. So, while it is based around behavioral supports, more importantly, that's laying the foundation for our academic success. Lastly, we have some teacher testimonies. There's some up on the screen there that you're welcome to read. To close us out, I'm going to invite a few staff members up to share how PBIS has been a success in their classroom.

Ms. Clifford: Hi, I'm Cindi Clifford. I want to piggyback off of what Kristina Bope said about laying the foundation. If we don't have the behavior structure and expectations in place, then academics cannot take place. It works for us, and it works for the students. It's wonderful.

Ms. Richardson: Hi, I'm Christina Richardson. The critical thinking skills that this sets the foundation for are phenomenal. We've tried to encourage reflection on how we earn this and how we continue to make better choices, which helps us with all our academics. It has helped with the culture, growing empathy, leadership, and learning.

Ms. Boder: Hi, I am Allie Boder. Mine's a little longer. I'm a kindergarten teacher here at Britton Elementary. I've had a firsthand experience with the wonderful PBIS work implemented here at Britton. And just how even our youngest learners can be successful. I know there's talk, but how does this work for five-year-olds? How does this work for young kids? Many of our youngest learners come to us with minimal social, emotional, and behavioral skills. The PBIS model directly teaches our students clear expectations, positive reinforcement, and restorative language that are essential for being an empathetic, resilient, and hardworking young citizen in our community.

By implementing PBIS at the earliest age, our students develop the social, emotional, and behavioral skills necessary for success in the classroom. From the start, their academics can shine through because they're positively held accountable for their behavior and their actions. And they're excited to do those things and show those skills. Our young learners are thrilled to receive Lenny stickers, being nominated for awards, being clapped out by their peers, hearing Mrs. Bope call for the price cart, and so much more. But

ultimately, our youngest students understand why they're receiving these things, and it's because of the positive, clear expectations that are set school-wide. I've loved teaching and watching my interim students get excited about our PBIS work, and I feel as though they're ready for tomorrow because of this.

Ms. Bope: I don't think there's anything else for me to say after that closing. Thank you so much. Clearly, we can go on and on about it, but I'm so proud of you guys. Good job, friends. Thank you.

Ms. Arnold: I hope everybody gets to earn a Lenny sticker that came out for being such a purposeful communicator tonight. They did such a good job.

Mrs. Crowley: Good job, guys.

Mr. Stewart: I want to thank all the families that allowed us to hear from their students tonight. I know they're trickling out. I also want to thank the huge number of staff members as well. What I was saying was that the change at Britton, as they've done this work, is noticeable.

Mrs. Crowley: I can also attest to this amazing work at this campus. My kids have come through here. My daughter....the entire side of our dryer is covered in Lenny stickers because we let her put them there. And the language that she uses is the same language I hear in these meetings, the portrait of a learner and everything. She's using that same language at home, and she's able to – because the stickers say 'purposeful communicator' or 'empathetic' – she uses that and can give me a whole story about what happened. It's not just, oh, I did something good. Not remembering what it is. It is very targeted language. She has full buy-in. So, it's awesome.

Mr. Stewart: Whether you're dealing with five-year-olds or adults, creating a common language, creating common expectations in any setting, and having it stick is a huge lift. And I think you saw a lot of work there. Congratulations.

C. ROUTINES

- C1 The agenda is correct with late-breaking items.
- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the August 2025 Treasurer's Report.

Mr. Vorst: Got anything?

Mrs. Swearingen: Nothing of significance to note. In September, we will be looking to modify some appropriations as we've gotten final grant allocations. And of course, you'll have the five-year forecast to look forward to.

- C4 The Board of Education approved the minutes from the following meetings:
 - a. August 11, 2025, Regular Meeting
 - b. August 11, 2025, Regular Notes
 - c. August 25, 2025, Special Meeting Notes
 - d. August 25, 2025, Work Session
 - e. August 25, 2025, 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.

Debbie Cochran

Good evening. I'm Debbie Cochran, a community member and retired special educator. Thank you for the opportunity to speak to you, and thank you for your service to our students and to our community. I'm speaking today to let you know that I will continue to publicly advocate for the children attending Hillard schools and all public schools. I ask you to stand up and take action to join the Vouchers Hurt Ohio lawsuit against the EdChoice Voucher Program, a program that is siphoning away funding from our public schools.

Some of you have indicated that you have not had enough input from the community to take action in joining the Vouchers Hurt Ohio lawsuit. You have, however, heard from our community who voted yes for the passage of our school levy last fall. I believe that you owe us, the property taxpayers in this community, to do what is in your power to be faithful to our support of you. And to invest in every opportunity to ensure our rising property taxes are not the primary avenue to sustain our wonderful schools.

The EdChoice voucher program provides millions of unaccountable dollars to support private schools that can decide who can be educated and who cannot be educated by those dollars. The EdChoice Voucher program provides millions of dollars to private school students, valued at a higher rate than students attending our public schools. It's wrong, unfair, and unconstitutional. Over 300 Ohio school districts have made the decision to join the VHO lawsuit. That's a pretty convincing number of people supporting Ohio communities, including Hilliard's and all public education in Ohio. Joining the Vouchers Hurt Ohio lawsuit will cost our district \$2 per student per year. It is a reasonable amount to defend our students in Hilliard schools and to defend public education. Thank you.

Cindy Rieman

Thank you for letting me speak again. I'm getting to be a familiar face, probably to most of you. But something happened (*over the*) last few weeks that really made me think again about the vouchers. I went to the meeting on the future of Ohio schools, and I don't know if any of you were there or heard about some of the things that were discussed. One of the members on the panel said that major overhauls are needed. Acting as if people like the Britton teachers, for example, weren't working hard and weren't trying new things in their classrooms. Having worked in Hilliard Schools, I know that this curriculum is always looked at. It's always changing. It's always trying to work toward the best practices.

They also talked about money following the child with the vouchers. The money that goes to the public school child is much, much less than what goes to the private school or the religious school. Personally, I don't think that our tax dollars should go to support either of those types of schools. We have absolutely

no control over what they do with those monies. There's no common assessment. The schools in Ohio, especially the suburban schools, are excellent. Every one of them.

They also talked about reducing property taxes and not allowing the school boards to save so much money for that rainy day. And I'm thinking I'm not the smartest person in the world, but it seems to me that means that you would have to go back and ask for a levy like every two years or something. And you know how that's gonna go over with the public.

I was listening to the Britton teachers talking about how they're laying a foundation. I think this is our chance to band together, lay a foundation with the other public schools in Ohio, because in 10 or 15 years, we may not even recognize our schools. They want to have all of the school board members appointed. That means there will only be one thought allowed to be presented by school board members. And I think the vouchers are the first step, this voucher lawsuit that we need to band together and that will help ensure the money coming in to be able to do these kinds of programs like Britton does and all the elementary and high schools do.

So I guess I ask that you really rethink about how it's not just the money, it's the whole idea of drawing a line, I guess in the sand, so to speak, that we are not going to be dictated and, 10 years from now, not have enough money even to hire bus drivers. Thank you for letting me speak.

Maxine Irvin

Hello, my name is Maxine Irvin, and I am the parent of two Hilliard Davison graduates. Thank you for giving me this opportunity to speak. Our public schools are under attack in multiple ways on both the state level and the federal level. Our current federal government thinks that everything should be run as a business.

I have both an MBA and a BBA degree. Those are business degrees, and I learned in college that corporations are psychopaths. That is because empathy is not required nor desirable to run a profitable corporation. And we were just listening all about empathy, too. All that matters to a corporation is the bottom line. In other words, how much money they make. At the insistence of we, the people, we have passed laws that require corporations to limit pollution, provide healthcare workers' compensation, and an eight-hour workday, and other regulations that protect the workers. The government is in the process of dismantling these protections in the name of unregulated capitalism.

For-profit and private schools are not regulated as public education is. As is true of corporations, for-profit and private schools are more concerned about the bottom line than the education of our youth. School vouchers are funded by the taxes we pay to educate our children, and instead of funding public education, it is being funneled into the pockets of those who run private schools.

It gets worse as public schools are required to transport private school students to their private schools, when school districts may not have enough resources to transport their own students. And during the school day, organizations like Lifewise are infiltrating public education and stealing time away from the school day to indoctrinate young children into Christian nationalism, ignoring our rights to religious freedom as is in the bill of rights.

The Vouchers Hurt Ohio lawsuit is one way for us to fight back against the encroachment into public education by those who see it as a source of dollars to enrich themselves rather than educating our children. The courts has already ruled that the EdChoice vouchers is unconstitutional in Ohio. As expected,

our Attorney General is appealing the decision. It is not too late to join the 300 plus school districts in Ohio to save Ohio public education. Hilliard City Schools must join the fight against those who want to destroy one of the greatest strengths of our country – quality public education must be available to all children in the United States. Thank you.

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. Davidson Wrestling, North Canton, OH – December 19, 2025
- b. Davidson Girls Basketball, Canfield, OH – December 29, 2025
- c. Bradley Ohio Model UN Club, Columbus, OH – December 7, 2025

Mr. Perry congratulated and thanked the following retirees for their service:

Certificated Personnel Retirements:

- Doug Biddinger has been with Hilliard City Schools since 08/25/1995.
- Mark Pohlman has been with Hilliard City Schools since 08/01/2010.
- Christopher Vanarsdale has been with Hilliard City Schools since 08/31/1990.

Classified Personnel Retirements:

- Marcia Kleinhenz has been with Hilliard City Schools since 09/01/2001.
- Cathy Redding has been with Hilliard City Schools since 07/01/2003.
- Tina Steagall has been with Hilliard City Schools since 08/08/2000.

And just briefly, I would like to acknowledge the sad passing of Ronald Adkins and Adam Keeney. And obviously, we give our condolences to their families.

F. ACTION AGENDA

F1 The Board of Education approved the following 2025 Summer Graduates:

Bradley High School

Liban Abdirahman Addan
Alan Mohyeddin Al Younes
Amelia Lauren Dallas
Donovan Ricardo Goldbourne

Davidson High School

Max Edward Peck

Mrs. Crowley: Congratulations to them

F2 The Board of Education approved the Gifted Identification Plan.

Mr. Vorst: Dave, you want to give a synopsis for everybody?

Mr. Stewart: There's nothing much subject to here. The state released the operating standards for gifted over the summer. And there's just a couple of tweaks. There's one thing that we no longer need to screen for, and the STAR is now one of the acceptable measures for gifted identification.

Ms. Arnold: I did have one question, but I don't know if you can answer tonight. Looking at the assessment instruments, the CogAT is used. The second line identifies that it's English learners and students with serious reading disabilities only in the second portion. Yet, it has the same cut scores as the regular student line.

Mr. Stewart: We'll get you an answer.

Ms. Arnold: It just seemed a little odd that English language learners would have that same cut score there.

Mrs. Crowley: I noticed in the write-up about it that one way that students can be submitted is by students recommending other students. How often does that happen?

Mr. Stewart: Not very often.

Mrs. Crowley: It caught my attention because. We test for the CogAT and do all the other things, but I thought that was interesting.

F3 The Board of Education approved the following resolution:

AWARDING CONTRACT FOR THE HVAC COOLING TOWER REPLACEMENT PROJECT WAIBEL ENERGY SYSTEMS, INC.

The Chief Operating Officer ("COO") recommends the Board of Education award a contract to Waibel Energy Systems, Inc. ("Contractor") for the HVAC Cooling Tower Replacement Project (the "Project").

Background:

1. The Board has identified a need for the Project.
2. In compliance with applicable law, the COO and Treasurer solicited bids for the Project based upon design documents prepared by Heapy Engineering ("Architect").
3. Two bids were received for the Project. Bids were opened and read aloud on August 28, 2025 with the apparent low bid submitted by Contractor in the amount of \$1,223,500 (the "Low Bid").
4. After review of Contractor's bid submission and a scope review meeting with Contractor, the Architect recommends the contract for the Project be awarded to Contractor as the lowest responsible bidder. The COO and Treasurer concur with the recommendation and request

authority to negotiate and sign an agreement with Contractor in an amount not-to-exceed the Low Bid.

5. Additionally, to avoid Project delays, the COO and Treasurer request authority to enter into change orders on behalf of the Board in a total amount not to exceed 10% of the Low Bid. Change orders in excess of that amount, individually or in the aggregate, will be brought to the Board for its approval.

The Board resolves as follows:

1. Based on the information provided, the Board selects Contractor as the lowest responsible bidder.
2. The Board authorizes the COO and Treasurer to negotiate and sign an agreement for the Project with Contractor in an amount not-to-exceed the Low Bid, and to sign any associated documents consistent with the intent of this resolution.
3. The Board also authorizes the COO and Treasurer to enter into change orders on behalf of the Board in a total amount not to exceed 10% of the Low Bid. Change orders in excess of that amount, individually or in the aggregate, will be brought to the Board for its approval.
4. No property interest in the Project will be created until all required documents have been submitted by Contractor and the agreement is executed by the designated Board representatives.

Mr. Dudgeon: The award of this contract to Waibel provides the labor to install the equipment that was purchased through a different resolution earlier in the year. This project was competitively bid through a public advertisement and came in at \$26,000 or \$27,000 under budget. The project is scheduled for completion from November through March.

G. REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Mrs. Crowley: I do not have any, but the ISPTO, Superintendent's advisory, and curriculum are all scheduled for this month.

Ms. Arnold: No committee report, but I just wanted to say that at Friday night's Darby game, the opposing team was Euclid all the way up from the Cleveland area. I want to give a shout-out to our students and cheerleaders, who welcomed the Euclid cheerleaders. They came over and did a little performance for the student section. There seemed to be some great camaraderie out there, and I wanted to say that it really warmed my heart because they traveled a long way, and then they had a long trip back, so kudos to all those folks.

Mr. Vorst: In that same vein, I want to congratulate everybody who participated in the outdoor volleyball game. I think I saw a lot of you guys there. That was a great event. I hope we can do more of that. I hope we're the only school that does it, too, so we can brag about it. It was well done.

EXECUTIVE SESSION / ADJOURNMENT

H1 The meeting adjourned at 7:16 p.m.