



# MEETING NOTES

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

1. The meeting called to order at 6:32 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda as presented.

We have three presentations tonight. The first one is Mr. Wilson with the five-year forecast.

5. Five-Year Forecast – Brian Wilson, Treasurer

Ohio Revised Code requires a five-year forecast to be completed each year by November 30th, with a revised forecast to be completed by May 31st.

So, here are the revenues over the projected forecast. In the fiscal year 2023, we will receive approximately \$141.5 million of property tax revenue - \$129 is the real estate tax, and about \$12.3 is a public utility, personal property.

The majority of other local revenue is payments in lieu of taxes of over \$14.4M. The balance is Interest income, athletic participation fees, building rentals, and other miscellaneous revenues. (Total other \$17.6M). The payments in lieu of taxes will drop dramatically next year as we had \$6.8M of payments related to BOR value challenges by commercial/industrial businesses prior to the July 20 deadline when the law changed that eliminates direct payments as a method of settlement.

The state revenue is our school foundation dollars (roughly \$48.3 million in FY23), casino revenue of \$1M, and reimbursement for property tax rollback for residential homeowners and the homestead exemption (roughly \$12.6 million). This is year two of the new state school funding formula.

Here is another view of our revenue by a source. As you can see, local revenue represents roughly 72% of our revenue, with 28.1% from the state. The state portion is 22.5% state school foundation and 5.7% property tax rollback reimbursements. This doesn't vary significantly through the forecast,

As you can see, salaries and wages are almost 62% of total expenses, and benefits are 24.1% for a little over 85% of expenses related to employees. This is pretty average for our district and other districts in the state. We're a labor-intensive organization, and this certainly points that out. The other two significant portions of our expenditures are purchased services at 8.2% and supplies and materials at 3.8%. I'll go into more detail on the next slide.

This slide shows our expenditures broken down by object. The total compounded annual growth rate from FY23 to FY27 is 4%. Salaries are projected to grow by a compounded annual growth rate of 4.1%. This includes part of the online academy staff returning to the General Fund in FY23 at the cost of \$2.6

million. In addition, savings in certificated retirements of \$300,000 annually, annual 2% cost of living increases, and step increases with an average cost of 1.7%. This also includes \$3 million of salaries for positions funded with ESSER dollars moving back to the general fund in FY25.

Benefits are projected to grow by a compounded annual growth rate of 5.3%. Roughly \$23 million of benefits is pension-related, which are a percentage of salaries, so this cost grows at the same rate as salaries. In addition, \$30.8 million in medical benefits. Currently, we have a 10% increase for the calendar year 2023, and the forecast includes increases of 6% in 2024, 5% in 2025, and 4% annually for 2026 and 2027.

Purchased Services are \$18.5M in FY23. They are projected to grow by a compounded annual growth rate of 3.6%. Purchased services include utilities at \$3.4 million, substitute costs of roughly \$4.1 million, private schools educating special education students at \$2.3M, College Credit Plus costs at \$841K, and contracted transportation at \$751K.

Supplies and Materials are \$8.6M in FY23. This is significantly higher than in FY22 and will decrease in FY24. This is due to a timing issue related to the technology purchases in FY22 not being paid until after July 1, which is now in the current fiscal year. As a result, FY24 projected expenditures decreased to \$7.7 million, with a compounded annual growth rate of 2% built into the balance of the forecast. This includes technology purchases, education supplies, fuel for buses and maintenance vehicles, office supplies, and parts to maintain vehicles and buildings. This forecast assumes the federal reserve will bring inflation under control next year.

Capital outlay at \$1.7 million in FY23 includes bus and maintenance vehicle purchases and continues through the forecast. Debt service, other objects, and transfers make up the expenditures' balance. These categories will decline over the forecast as the energy conservation note issued in 2011 will be retired in FY26. This will eliminate the interest payment and the majority of transfers out in FY27.

This slope is typical for school districts considered high-wealth in Ohio. 2018 was the first year we fully collected the operating levy passed in 2016. The majority of our operating levies do not grow with inflation. However, we see some new property tax revenue from new growth in real estate. So, a new property that goes up will give us additional dollars, growth in public utility, and personal property values. Normally, we would see a sharper decline in the fiscal year 2020. Still, we allocated some of our federal dollars to pay for some of the educational costs that would've normally been in the general fund, thus postponing a future levy.

I mentioned earlier we have teaching positions from the online academy returning to the general fund at the cost of \$2.6 million this fiscal year. I also said the \$3 million in ESSER positions moving to the general fund in 2025. These items compound the severity of the deficit spending. Normally, I would tell you we need to be on the ballot in the first or second year of deficit spending, meaning this November or November of 2023, but I'll come back to that in a minute.

So, our total revenues are projected to grow at a compounded annual growth rate of less than 1%. On the other hand, our expenditures are estimated to grow at a compounded growth rate of 4%. Fortunately, before Covid, we were conservative with our spending and built a reserve that has undoubtedly helped us get to this point. On July 1, the start of our new fiscal year, we had a cash reserve of \$94 million, or 41% of expenditures.

A 41% cash balance certainly helps to deal with the deficit spending. At the end of fiscal year 25, we'll still comply with our cash reserve board policy. However, you can see that our deficit spending quickly erases our cash balance. Our cash reserve will allow us to wait until 2024, but we will need to make some hard decisions to reduce the size of these deficits. The new school funding formula, even if it is fully funded, does not significantly benefit our district.

So as far as revenue assumption risks regarding a recession in 2023. Everyone is talking about this being a mild recession, but no one knows that. So, if the recession becomes more major than currently anticipated, it would certainly be a risk to our revenues, the collection rate of property taxes, and future growth with our property tax. The state budget currently has a decent surplus, but if the recession wrecks their budget, they have come after school funding. Governor DeWine actually did that right as Covid started.

The expenditure assumption risks – roughly 75% of our natural gas and electric rates are locked for the next year. If the Federal Reserve does not reduce inflation back to its target of 2%, that will also impact our utilities and most costs. I haven't paid attention to natural gas, but it was trending at three times our current cost. In 2007 or 2008, we were spending \$850,000 on natural gas. We've been paying \$250,000 to \$280,000, so it still would probably be less than it was back in 2008. At less than a million dollars, it's not a huge part of our budget, but that money could be spent elsewhere.

Health insurance is such a significant expenditure that it will always be a risk we must watch. With the help of our health insurance committee, I think we have taken steps to mitigate the risk, but it is one of our most significant expenditures with a good deal of volatility.

And here's where I add my standard caution that this is a prediction of future events based on assumptions as we currently believe them to be. This is certainly not written in stone, and I'll be back with the revision next May as required by state law. Does anyone have any questions?

Mr. Vorst thanked Brian for the presentation. It's very obvious to all of us why you win all of these awards for fiscal monitoring. We're glad to have you on our team. Can you give a little historical reference regarding the recession back in 2008? What happened with revenue when we had unemployment and a real-deal recession? Mr. Wilson replied that we probably survived better than most districts in this state. I think that's just a factor of being a high-wealth district. There were some districts where property tax collection rates dropped into the 70% range, and I don't think we ever dropped below 90%. Depending on where you are in that levy cycle, it's not a good thing if it hits you at the right time. We're at that point in the levy cycle where we're going to be in a deficit situation, which certainly doesn't help. But, eventually, you get those dollars back because your property will go into foreclosure, and the county will sell your property if you don't pay your property taxes. So, eventually, you get that money back, but it's a timing issue.

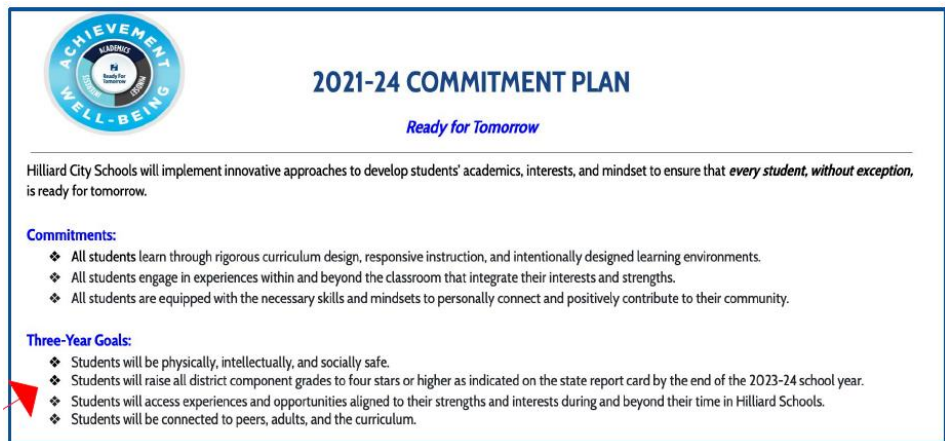
Mr. Vorst then asked if our utility rates were locked in. Mr. Wilson replied that we have natural gas 75% hedged through this fiscal year. I believe we have part of it hedged in 2024. I think electric is locked up for this year and maybe next year, but the rates could change.

Mr. Stewart stated the next presentation would be about the school report card. Jill Abraham and Molly Walker will talk about some good news and changes to the reporting mechanism itself.

6. ODE School Report Card – Jill Abraham, Assistant Superintendent/Molly Walker, Director of Measurement, Intervention and Enrichment

Good evening. Molly and I are excited to review our report card for this past school year and to share the progress we are making in response to working towards the goals set since we received a lot of this data. As Dave had mentioned, there has been a change in the reporting system. In the past, as you might remember, we received a graded system, so an A, B, C, and D system. This year is the first year that we've moved to a star rating system, with five stars being the highest marking which means significantly exceeding state standards, all the way down to one star, which means needing significant support to meet state standards.

I want to take you back to the commitment plan presented in August and take you down near the bottom of that document. This is where that showed up when we were talking about our goals for this upcoming year. And so, not only this year, but as we look forward to the next few years, our goal is to ensure that we are hitting at least four stars or higher on all components that Molly will discuss today. The components are achievement, progress, early literacy, gap closing, and graduation.



The graphic is titled "2021-24 COMMITMENT PLAN" with the tagline "Ready for Tomorrow". It features a circular logo on the left with the text "ACHIEVEMENT WELL-BEING" and "Hilliard City Schools". The main text states: "Hilliard City Schools will implement innovative approaches to develop students' academics, interests, and mindset to ensure that *every student, without exception*, is ready for tomorrow." Below this, it lists "Commitments" and "Three-Year Goals".

**2021-24 COMMITMENT PLAN**  
*Ready for Tomorrow*

Hilliard City Schools will implement innovative approaches to develop students' academics, interests, and mindset to ensure that *every student, without exception*, is ready for tomorrow.

**Commitments:**

- ❖ All students learn through rigorous curriculum design, responsive instruction, and intentionally designed learning environments.
- ❖ All students engage in experiences within and beyond the classroom that integrate their interests and strengths.
- ❖ All students are equipped with the necessary skills and mindsets to personally connect and positively contribute to their community.

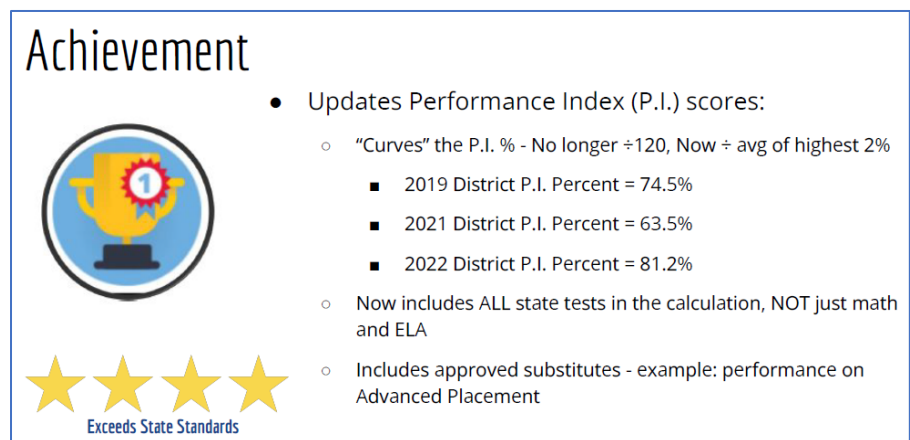
**Three-Year Goals:**

- ❖ Students will be physically, intellectually, and socially safe.
- ❖ Students will raise all district component grades to four stars or higher as indicated on the state report card by the end of the 2023-24 school year.
- ❖ Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in Hilliard Schools.
- ❖ Students will be connected to peers, adults, and the curriculum.

We will start right in with achievement. So, achievement is the component that represents whether a student's performance on state tests meets the established thresholds and how well we perform. So essentially, it's looking at a benchmark set by the state and how many of our kids met that benchmark, and we get more points the higher they score.

There are some changes, not only with the shift to stars being the designation. There are also a few changes in how the components are processed. So, the first one you'll see is in the PI index. So essentially, what they've done is curved it. It used to be out of 120, which was the number you could get if every kid in your district scored at the highest level possible on every test. So, they have essentially curved that down.

I've given you some historical perspectives on



The graphic is titled "Achievement" and features a trophy icon with a star on top. Below the trophy are four yellow stars and the text "Exceeds State Standards". To the right of the trophy, there is a list of updates to the Performance Index (P.I.) scores.

**Achievement**

- Updates Performance Index (P.I.) scores:
  - "Curves" the P.I. % - No longer ÷120, Now ÷ avg of highest 2%
    - 2019 District P.I. Percent = 74.5%
    - 2021 District P.I. Percent = 63.5%
    - 2022 District P.I. Percent = 81.2%
  - Now includes ALL state tests in the calculation, NOT just math and ELA
  - Includes approved substitutes - example: performance on Advanced Placement

Exceeds State Standards

our PI in 2019, 2021, and 2022. You can see we're on an upward climb. With that change in the calculation, it's not exactly "apples to apples" as we look at 2021 to 2022. But we went through and looked at our data and ran that calculation as if it was "apples to apples," and we still saw almost a 10% improvement from 2021 to now. So, we're on an upward trend no matter how you calculate or look at it.


Also, new this year, this calculation includes all state tests. Previously, only math and language arts tests were included in this calculation. Now, every test that was taken is included in that score. There also is the inclusion of any substitute tests. So, we have some students that will take an AP exam instead of a state exam, and that substitution is now made.

We showed improvement on 18 of the 20 tests given by the state. Our highest scoring areas were in middle school, Algebra 1, Geometry, and high school social studies, including US History and Government. And our biggest jumps in proficiency ratings from one year to the next were in third-grade reading, eighth-grade reading, and fifth-grade math.


Our biggest growth opportunities fell in the seventh-grade math and high school ELA 2 tests. Again, you can see that we got four stars, which exceeds the state standards on this component.

The progress component looks closely at all students' growth based on their past performances. So essentially, this one is in place because we could have kids above that proficiency mark but maybe aren't growing. Or, we could have kids significantly below that proficiency mark who are truly growing, improving, and inching toward that proficiency mark. So, this takes a look at achievement or learning in a different way.

## Progress



- Still using value added with the same growth calculation
- 2022 data will start using a two-step process
  - Growth Index - are kids growing in your district?
  - Effect Size - how significant is your growth compared to others around the state?



Significantly Exceeds State Standards

They're calculating this very similarly. They are looking at not only the growth (a year's worth of growth in school a year) but they're also measuring the effect size. So, how significant is that growth? We're excited that we significantly exceeded the state standards with the five stars in this. So, we are genuinely growing kids in this district.

Early literacy is the next component, and this one has some minor changes. This component measures reading improvement and proficiency for kindergarten to third-grade students.

So, three major elements are graded in this component, and they're weighted a little differently. So, the first one is the percent of third graders that are proficient in reading, and that's weighted at 40%, the percent that is promoted to fourth grade is weighted at 35%, and then improving K-3 literacy is weighted at 25%. So essentially, this looks at how many students were previously identified as not on track in reading and if they have improved to grade level. So, for example, how many kindergarten students identified as off track the year before are now on track as first graders, and so on? So, they're looking at off-track students, and are we getting them on track? So, our weights were 70.3% of students proficient in reading, 97% in the promotion, and 30% in the improvement score.

The gap closing component measures the reduction in educational gaps for student groups. So essentially, that means we're looking at how all students score and then how groups of students score. Again, we significantly exceeded the state standards in this one, and this one had some major overhauls. They've changed some of what's included in the formula. So there are a lot of points possible in this area. And essentially, we get points for different measures.

These are all the different areas that are now captured in that gap closing. So, it's looking at our gifted students, chronic absenteeism,

## Early Literacy Component



- Percent Proficient in 3rd grade reading weighted 40%: HCSD = 70.3%
- Percent Promoted to 4th Grade weighted 35%: HCSD = 97.3%
- Improving K-3 Literacy weighted 25%: HCSD = 30.3%
  - How many students were previously identified as not on track in reading and if they have improved to grade level now

## Gap Closing



- Includes additional measures of performance
  - Gifted performance indicator (achievement, progress, growth, & representation)
  - Chronic absenteeism indicator
  - Student groups (achievement, progress, & growth) in ELA & Math
  - Graduation goals for student groups
- Points assigned for the different measures/indicators
- Goals for identified student groups will raise each year in order to close the gaps.

Gap Closing Measures/Indicators	
Measure/Indicator	Details
Gifted Performance Indicator	Gifted Performance Index
	Gifted Progress (Growth)
	Gifted Identification and Services
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA
Graduation	Meet annual goal; at individual subgroup level
English Language Arts – Achievement	Meet annual goal; at individual subgroup level
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level
Mathematics – Achievement	Meet annual goal; at individual subgroup level
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level

- HCSD Subgroups:
- 9% English Learners
  - 19 % Economically Disadvantaged
  - 16% Special Education
  - 9% Black
  - 6% Asian
  - 11% Hispanic
  - 6% Multi-Racial

English learners and their proficiency, graduation rates, English language arts achievement and progress, and math achievement and progress for all subgroup levels. It's quite a list—especially the makeup of our district and our different subgroups.


We met all student group goals for language arts and math. We met most of the goals for the graduation rate. We missed it for students with disabilities and our Pacific Islander subgroup. We met some of the gifted indicators. I think one of the most important, we met the growth piece, so we are still growing all learners, but we just barely missed the PI score. You needed 95%, and we had a 94.2%. We also didn't meet our representation - looking at who's qualified for gifted and how our student population represents those groups. We met the chronic absenteeism goal, but we're a little concerned about that trend, and we'll talk a little bit more about that later.

Mrs. Crowley noted that on the old state report card, things would inch and inch and inch until they were almost out of reach. If you meet this new rating system's goal, does it keep getting higher and higher until it's almost unachievable? Molly replied that with the gap closing, that's the whole point. So, if this is where that bar is for all students and we have groups down here, they essentially keep inching that up until there is no gap. That's something we're committed to trying to do. If we consider every student without exception, we're committed to closing that gap. But yes, these thresholds will all rise. As we close those gaps, they're just going to give us another higher threshold.


The graduation component looks at the four-year graduation rate and the fifth-year adjusted graduation rate. This is also a lagging one, so

you want to keep in mind that this information is from almost two years ago. Again, it is weighted. So essentially, it looks at when students enter ninth grade, then four years later, and five years later, and we take a look at where they are. The four-year graduation rate is weighted a little heavier than the five-year graduation rate. This is the class of 2021. The four-year

### Graduation Rate



- Percent of students who receive their high school diploma
  - 4 year graduation rate (after entering 9th grade) weighs 60%
  - 5 year graduation rate (after entering 9th grade) weighs 40%
- Data Lags - This report card is cohort 2021
  - 4 year graduation rate = 90.2%
  - 5 year graduation rate = 94.5%
  - Total score of 91.9%



Meets State Standards

graduation rate was 90.2%, and the five-year graduation rate was 94.5 for a weighted average of 91.9%. We received three stars meeting the state standards in this area.

This data is part of our analysis of who we are and what we can do to improve. So, we're committed to looking at those student groups and analyzing what we can do to improve. This will allow us to work on closing those gaps. We're also digging deeper into our graduation and our attendance rates. Essentially coming out of Covid, we see a lot of different patterns with our students. So, we need to take a step back and ask some more questions to have better responses to those pieces.

And then, in summary, you could earn 25 stars on the report card. We earned 20 of those 25 stars. So we have met, exceeded, or significantly exceeded state standards in every area.

Jill added that with the timing of the state report card (received well into the school year), we've been looking at this data in different ways. We see that we were very aligned with our areas of growth. Our

commitment plan is focused on every student without exception, which means we look at the attendance and the performance of all groups of students to look for opportunities for continued growth. Any questions?

Mrs. Murdoch said I know you're digging into the graduation rate, and I've asked this before. Historically, we've always reported a much higher rate than that. Do you have any leading indicators or hypotheses about what's going on? Is it just different math, or what's going on there? Molly replied that we've been digging in and looking at the stories. I believe our attendance rate with students at high school, especially if you think about those classes, was the heavy covid time. So, kids went from being at home full time to trying to do the hybrid and then bringing them back in and engaging again. I think it's proving to be more difficult than, hey, everything's back.

Mr. Stewart added that Molly didn't give herself enough credit regarding the digging-in and mentioned stories. So literally, she has worked with every high school principal, and we've taken those numbers and turned them into names. And those principals now are looking at every one of those situations to determine what happened so that we can start looking at patterns and trends and things like that.

Mr. Perry asked if we know how many students are projected to graduate on time in four or five years this coming year to see if this is an anomaly or a trend. Molly responded that she didn't know the answer, but this is something that we'll be doing with our teams. Letters will be going out in January for different pieces that go with that. But, to be honest, a lot of these things we find out within a month or two of graduation in some cases. However, we are working on that and the cohort of students in that fifth year from 2021.

Mrs. Crowley noted that even though Covid has negatively affected the graduation rate, the success in the progress and gap closing components is huge. Getting those kids to make progress and closing the gap is amazing. I think five stars. Wow.

7. Tolles Update – Doug Maggied, Board Member & Dr. Todd Hoadley, Superintendent

We want to thank you for having us come again tonight. We have a lot of good things going on at Tolles. We've got almost a record enrollment and Hilliard student visitations coming up shortly. Our launch night is coming up for students to sign up early. We have a building about 50 years old and contracted with Fanning & Howey to do some renovations, evaluate where we are class-wise and student-wise, and what additional space we need. So, we're looking at possibly adding on and remodeling the existing space.

The paper in front of you has our record enrollment, and we've added a second welding class this year. We had a huge number of students apply for the welding class and were able to hire another instructor. Our student enrollment in cosmetology and culinary arts is also growing. So, there are a lot of people who believe that career tech is the right way to go. I'm sure Dr. Hoadley will give you more accurate numbers, but it's exciting to see after all this time. Tolles is not just tearing tractors apart and putting them back together. Our students can learn a lot of things and go into a job earning \$65,000 a year. We've got a lot of students and parents seeing the advantages of a career tech education. Students can earn a living wage without a heavy college debt hanging over their heads, but it doesn't stop some students from going on to get a college education.

Dr. Hoadley gave another handout to the board members.



I want to start by saying thank you. Hilliard is a huge school district, one of the ten largest in Ohio. Over 300 students from Hilliard schools come out to Tolles every day for career tech programming. And I want to say thank you for that. Hilliard has always been a strong partner with Tolles. Investments that you make, like running a bus midday, allow students to have the choice of attending either a full-day or half-day at Tolles. The half-day students can return to the Hilliard high schools to participate in activities like marching band and sports, things we don't have for the full-day experience at Tolles. So, thank you.

As you're thinking about those investments, I know those numbers are significant in a big school system, but it's the little things like the midday busing or the promotion of an event like the construction trades program. I know of no other district in Ohio that does anything like that. That is an investment that doesn't show up in the numbers, but it shows up in the future of students. And again, I want to applaud your administration. That was not an easy lift, just the logistics to move that many students and faculty in and out that day. Hilliard Schools should be recognized and applauded for creating that culture among your administration.

Doug mentioned Fanning and Howey looking at our facility. In 2024, we'll ensure you get an invitation to our 50th birthday party at Tolles. Like any 50-year-old building, we must ensure that it lasts for another 50 years. We operate on our original levy passed back in 1972. We operate on that. We've not had another levy. So, we have to be mindful of taking care and investing in our facility and balancing equipment and personnel needs. But again, we're starting down that road to ensure that our facility lasts another 50 years and that the labs for today's students match up directly to the jobs they're being trained to do.

About a week and a half ago, the Hillard PTO met at Tolles and toured our facility. I want to thank the PTO leadership clear down to the elementary level for looking at the investment and opportunities for our future students. Sometimes people think you go to career tech if you're not going to college. And I think that was true when I was in high school in the eighties. It's no longer true today. While some of last year's graduates went to the military and directly into the workforce, 52% went on to higher education. Often when parents ask me whether their child should come to Tolles or continue in the regular high school, I ask them who they want to pay for their child's education. Because when you come to a career tech, you often can align yourself with an employer who offers an immediate job and tuition reimbursement for college. It's certainly a different college experience than going off to the four-year experience right out of high school, but that's a question that's being asked today of career tech students.

And that is one of the reasons why, as Doug mentioned, our enrollment last year was 670. So, this year it's 820. The board has given me a goal to have that be a thousand next year, and I don't think that will be a heavy lift. The amount of interest that we're seeing has blown us away. We've started now to put satellite programming in our participating school districts. We have satellite programs in Hilliard. You get a report on that each month about what's happening in those programs. In some of our other associate districts, we started that in seventh and eighth grade, all around career awareness and career exposure. It's important at that level because even though seventh and eighth graders don't pick a career, they have begun eliminating possible careers. This is particularly true for female students and STEM careers.

As I wind up my comments tonight, I want to make you aware of those satellite programs. We want to continue to build on our partnership with Hilliard schools. We want to work with all of you here. And last, the last piece I want to leave you with, again, numbers are important. The report card and taking

care of students are important. That's what we all get into education, and that's why you ran for the board of education. This a program that most may not be aware of, and I hope on your next visit to Tolles; you can see this. We have partnered with Dom Tiberi of Channel 10. I think all of us know the story of Dom and the tragic loss of his daughter, Maria. All students who come to Tolles spend 10 hours as a junior and 10 hours as a senior in the driving simulator lab he's raised funds for and put into Tolles. For us, it's a workforce situation. If students don't have a license or the means for driver's ed, they can't get to that job. We can train them and give them awesome skills, but it's a barrier if they can't get to the job. Car accidents are the number one killer of youth ages 16 to 25. So that's why we want to ensure we're preparing them for those jobs of today and tomorrow, but we're also making sure that they will live in the future and be safe and make good decisions.

So, again, thanks for your partnership and your leadership. These are challenging times. I want to thank you for everything you do for the students here. With that, I'd be happy to answer any questions you might have.

Mrs. Long asked if the manufacturing associate certificate program was an adult program. Dr. Hoadley said yes. Mrs. Long asked if there was any thought of bringing this to our students. Dr. Hoadley explained they have an internal philosophical debate. As Mr. Maggied mentioned, we added welding, pre-nursing, and cosmetology classes. We think we're going to need multiple sections of our engineering program next year. And the reason that becomes a tough discussion do we want to replicate our pre-engineering, which is geared toward the student who wants to go to college and become an engineer.

I also want to share that the Ohio Manufacturing Association is paying adults free tuition for that program because they desperately need that type of skill in the industry. I believe Mr. Perry asked about the new graduation requirements that are in place now for the class of 2023 and beyond. There are many ways to obtain the competency piece, one of which is a 12-point industry-recognized credential. And so, one of the reasons we're going to see our enrollment grow is that we're looking at some senior-only programming, and industrial maintenance might end up being a senior-only program. So, if you have that credential, you will have people fighting over you right now. Mr. Maggied added that we recently had our advisory council meeting, and I think we had more people show up than ever. We've got people who are thoroughly interested in finding out what we can do. Ohio State came over, and we talked about how we'd like to have three beds in our nursing program. He said I'll have them here for you tonight. He asked if we wanted a room down at OSU, so you could bring your students down and see what's going on. We had construction people who had never been there before, and we were shocked to see what a career tech center offers. They're ready to teach our kids from ground one. So, many people are getting the word about career tech and what it offers.

Dr. Hoadley added that we expanded our pre-nursing program to a third section. We also have a satellite program at Hilliard. As Doug mentioned, the head of HR for OSU Wexner came out to our advisory committee meeting. A student can complete the pre-nursing program and earn their STNA. They can then work through a Columbus State program, which you'll make more as an STNA than you'll have tuition at Columbus State. And then Ohio State will hire you out of the gate at \$55,000 and pay for your bachelor's degree completion at OSU. That is an absolute zero out-of-pocket way to a bachelor's degree.

Dr. Hoadley thanked Mrs. Long for participating in our advocacy town hall. We have scheduled another one for December. Watch your email for the invitation. We're going to have Representative Brian Stewart, the new Madison County State Rep. He lives in Pickaway County, but because of redistricting,

things are a little silly right now. These relationships matter. Last year we got \$150,000 from the state capital budget to expand our firefighting facility. That doesn't happen without those investments in relationships.

Mr. Vorst asked if there has been a surge in demand for graduates with Intel coming. Dr. Hoadley said it's more in the discussion phase now. I think there is, not just with Intel, already a workforce void of qualified workers. You mentioned industrial maintenance. Our other industrial partners are extremely concerned because there's already a lack of trained and skilled workers, which hasn't even turned a shovel full of dirt. And it won't just be Intel. It will be all of the direct suppliers of that. We had Lieutenant Governor Husted at a career tech meeting. He talked simply about suppliers for the construction of the facilities for Intel and the residential housing that will have to be built in Central Ohio. He said the construction industry would be affected for the next 30 years. And that's just people building things. Seven out of 10 jobs in Intel will require an associate's degree or a stackable certificate. We hear a lot about PhDs, and there certainly will be PhDs needed at Intel, but it will be 70% of Columbus State degrees and stackable certificates. So that is a big rock thrown into the pond, as is the announcement of the Honda battery plant down in Pickaway County. That will also affect southern Madison and Franklin counties. And again, it will exacerbate the lack of a trained workforce, especially in manufacturing.

Mr. Vorst then asked, given the demand for Tolles services, are you in a good place with your staffing? Dr. Hoadley replied that from a finance standpoint, we're okay. We're working to ensure we're utilizing our staff to the best of their abilities. Like those senior-only programs I mentioned, we have some times in the afternoon when level one programming, like for pre-nursing, will be three sections. Some of those three sections are seniors, and some are juniors who will decide to switch or do something else after one year. So, we want to ensure that we are full of three teachers in the second year, so we think we can offer a senior-only program in medical STNA and possible construction. We also want to start some senior-only programs in the morning for students participating in extracurricular programs at their home building.

Mrs. Crowley added that she was there for the PTO event.

8. The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2023, the following sums be amended and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year as follows:

019	- OTHER GRANT	\$100,000
200	- STUDENT MANAGED ACTIVITY	\$640,000
499	- MISC STATE GRANT	\$184,638
507	- ESSER FUND	\$5,753,486
509	- 21 <sup>ST</sup> CENTURY GRANT	\$236,462
516	- TITLE VI-B IDEA	\$4,103,316
536	- TITLE I – SCHOOL IMPROVEMENT	\$89,741
551	- LIMITED ENGLISH PROFICIENCY	\$233,835
572	- TITLE I	\$2,406,239

584	- TITLE IV-A	\$171,153
590	- TITLE II-A TEACHER QUALITY	\$478,634

So, this is an appropriation amendment. Most of these funds are federal funds where we're pulling the prior year's funding that was remaining over into the current year's funding. But I'll go over a couple here.

- The 019 - other grant is an increase of \$50,000, and that's because we received another \$50,000 Amazon grant.
- Previously, you guys wouldn't appropriate money for the 200 - student managed activity funds. You would do the 300s but not the 200s. That is now a change, so we have to do this. We had appropriated \$500,000, not knowing whether that would be enough. They've asked for various activities through high schools and middle schools. They have pointed out an increase of about \$140,000 and have those dollars available. So, that's something that we would allow.
- The 499 - Misc state grant is an increase of \$18,500, and that's because we received a water bottle filling station grant from Ohio EPA.
- The largest of the federal changes is with the ESSER Funds. But, again, this is a combination of prior carryover and some of the HVAC window projects that Ops couldn't complete this past year, so we needed to move this into the current year. And there are some special ed services, like private duty nurses.
- 509 – 21<sup>st</sup> Century grant is a decrease of \$203,000. Horizon was not awarded this grant again.
- Title VI-B is an increase of \$266,000. Again, this was prior year carryover certified to spend, and it will be used for special ed private school placement and IEP software.
- Title I prior year carry carryover certified to spend. I will use that to provide Power Hour sessions at Horizon at Beacon. And that's partly what Horizon was losing when they lost the 21st Century Grant. So, they'll still be able to continue part of that program by using the Title I funds. We can also offer it at Beacon this year.

9. The Board of Education approved the September 2022 Treasurer's Report.

The only thing I would point out is the investment portfolio. We're starting to see a lot of securities that were earning like 0.3% interest falling off and being replaced with securities that are paying 4% interest. So, one of the benefits of the higher interest rates is that we're earning additional dollars.

10. The Board of Education approved the following resolution:

**WAIVING COMPETITIVE PROCUREMENT BASED ON URGENT NECESSITY AND APPROVING THE SELECTION OF TRANE U.S., INC. FOR THE DISTRICT'S CHILLER REPLACEMENT PROJECT**

The Superintendent and Treasurer recommend that the Board declare an urgent necessity, waive competitive bidding, and approve the selection of Trane U.S.A. Inc. (“Trane”) for the replacement of the chillers at Hilliard Darby High School, and Hilliard Heritage Middle School (the “Project”).

Rationale:

1. The District has identified a need to replace the chillers at Hilliard Darby High School, and Hilliard Heritage Middle School.
2. Trane U.S. Inc. is an experienced contractor with chiller equipment installation and has provided a proposal for the installation of the chillers in the amount of \$1,182,376.00. Pricing for the Project is consistent with pricing provided by Trane to the Omnia National Purchasing Cooperative under Omnia Contract Number USC 15-JLP-023. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Officer believe Trane’s proposal to be reasonable and of an appropriately competitive nature.
3. The work for the Project needs to be completed as soon as possible as the chiller equipment is a critical component of the District’s operations. Based on information solicited by the District, materials and equipment must be ordered immediately as there is an unprecedented lead time for chiller equipment due to severe supply chain disruptions. Bidding the work will delay Project completion and will not guarantee that lower bids will be received for the work, especially in light of the material and labor shortages and increased costs as a result of COVID-19 and other global factors. This situation presents an urgent necessity to complete the Project.
4. Based on this urgent need to procure Trane within a timely manner in order to purchase the equipment and begin the work on the Project, the Superintendent recommends waiving competitive bidding based upon the urgent necessity exception in ORC Section 3313.46, and authorize the negotiation and execution of agreements with Trane.
5. The Superintendent also requests authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Project sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the information provided and exercising the authority given in ORC 3313.46, the Board declares an urgent necessity and waives competitive bidding in order to move forward with the Project.
2. The Board approves the selection of Trane to provide the work and authorizes the Superintendent, Treasurer, Board President, and Chief Operations Officer to work with legal counsel to negotiate and execute a contract and any supporting documents with Trane in an amount not-to-exceed \$1,182,376.00, and any other documents necessary to effectuate the intent of this resolution.
3. The Board grants authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Project

sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

Mr. Vorst explained that we usually put a job like this out to bid, but we're waving the bid process since we have a solid producer who can take care of this job because it's an immediate job. So that everybody understands. Mr. Perry said he appreciated the explanation.

11. Policies submitted for a second reading

- a) EBC – Emergency Management and Safety Plans
- b) IGCH-R (Also LEC-R) – College Credit Plus
- c) IGDJ – Interscholastic Athletics
- d) IGDK – Interscholastic Extracurricular Eligibility
- e) IJA – Career Advising
- f) IND/INDA – School Ceremonies and Observances/Patriotic Exercises
- g) JFCG/JFCH/JFCI-R – Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse (Offenses and Disciplinary Actions)
- h) LEC-R (Also IGCH-R) – College Credit Plus

Mr. Perry stated that most of these policies are OSBA's recommendation to update references, except for policy JFCG/JFCH/JFCI-R, which is an internal update due to an updated city ordinance.

Mr. Perry added that he was at the Skilled Trades Expo recently. He mentioned seeing Dr. Hoadley. Thank you for helping to put that on. It's something that our district partners at the Franklin County fairgrounds help make sure we can expose students to different industries. It was wonderful to see, and he wanted to brag about how well we did that and got our students to come in. I saw sophomores on backhoes and wonderful things. When we say ready for tomorrow, we really mean ready for anything because we've learned we don't know what tomorrow holds. It could be anything - going to college, a trade school, the military, or the workforce. It was wonderful to see.

12. The meeting adjourned at 7:27 p.m.