



BOARD OF EDUCATION REGULAR MEETING

June 12, 2023 | Administration Building

MEETING NOTES

Meeting Notes are only official once 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: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst.

A3 Pledge of Allegiance

B PROGRAMS / PRESENTATIONS

B1 National Champions Shades of Blue – Bradley's Shades of Blue competed in the International Championship of High School A Cappella this season. Out of more than 200 groups nationwide, they advanced to the Finals at the Town Hall Theatre in New York City to compete against 8 other groups. They competed in the Finals on Friday, April 28th, and were crowned National Champions!!

Mr. Stewart introduced Dr. Mark Scholl, Performing Arts Coordinator. You are in for an incredible treat. So, this is Shades of Blue. They are part of an organization called Varsity Vocal, and they are national champions out of 212 participating choirs. I would like to invite Jeremy Witt to come up for a second. Jeremy is a former Hilliard student and is now a Bradley staff member. I remember conducting the musical Beauty and the Beast. I was conducting, but he has done just incredible things with the group. Maybe introduce your staff, introduce what you're going to be doing tonight.

So, we have Kelsey Burkett and Alyssa Schott, and the three of us have the privilege of working with this incredible group that's behind me. And they're going to sing two songs for you this evening. One of which was the closing song of their ICHSA, which is the International Championship of High School A Capella, and then also a song called Exile.

Shades of Blue performed.

Mr. Stewart said the amazingly talented musicians behind me are led by three pretty-talented educators as well. This year, Jeremy Witt was recognized by the Ohio Music Educators Association as their outstanding young director, and Kelsey Burkett attended the CMA Awards for national recognition. Then each student introduced themselves.

B2 Two-time State Champion runner Connor Ackley (1600m and 3200m)

So, transitioning from musical excellence to athletic excellence. Nate Bobek is here to introduce somebody you've met before.

This is Connor Ackley, and we were here earlier this year celebrating his cross-country state championship. Since that time, he's been the indoor 1600m and 3200m state champion, and this spring, he culminated his high school career with the outdoor 1600m and 3200m state championship. There have been only five people accomplish this feat since 1970. The most recent was in 1994 until Connor's accomplishment two weekends ago. Connor spoke briefly about his future-plans. He is planning to attend Syracuse University this fall. He thanked everyone for their support.

- B3 Amanda Schaeffer – In recognition of receiving the 2023 Presidential Innovation Award for Environmental Educators. This award is presented by the U.S. Environmental Protection Agency and the White House Council on Environmental Quality. Mrs. Schaeffer teaches Art and Ecology at the Innovation Learning Hub.

Next up, Mark Tremayne is going to introduce Amanda Schaeffer, who's also received some pretty-impressive recognition. I proudly introduce Amanda Schaeffer who was awarded the Presidential Innovation Award for Environmental Educators. She was one of eight educators across the country to receive this award. Recently, she just had an article published in *Edutopia*, a national education publication. Also, she is a nominee for Ohio Teacher of the Year. Amanda teaches art and ecology at the Hub and that class is at capacity every year. Congratulations and best of luck.

- B4 Bullying Prevention – Mike Abraham, Liz McClellan, and Alex Beekman

And our last presentation, Mrs. Murdoch, you'd asked to have a board dialogue about bullying. I thought it would be a good idea to have Mike Abraham and his team do a presentation on what we do around that topic in the Hilliard City Schools.

Thank you very much, Mr. Stewart. For those of you that don't know, my name is Mike Abraham. I'm the Director of Wellness for Hilliard City Schools. I have two of my staff members here to help present tonight. I'll let them go ahead and introduce themselves. Hi, I'm Liz McLellan. I'm new to the district this year. I previously taught 21 years before coming here, and I am the Staff Wellness Coordinator for Hilliard City Schools. Nice to meet you. Hi, I'm Alex Beekman. I've been in Hilliard for many years. This is my 23rd year in education, 18 of which have been in the classroom. Outside of Hilliard, I'm a clinical counselor working with kids and families.

So, I'm very privileged to have these two folks with us. The presentation that we're going to do tonight is on bullying prevention. I say bullying prevention because with any negative behavior, whether it be bullying or substance issues, you must get on the prevention side of it. Obviously, we deal with the reactive piece, but you really must get on that prevention side.

Now, when you look at kids coming into Hilliard City Schools, they come in with various needs and skill levels. We deal with the same thing regarding their social skills. A lot of those perhaps based on, what they have on the outside could be negative behavior. So, we try to teach those social skills as soon as they come in the door.

Slide two. So, I don't need to read this to you, but this is the definition of bullying. This definition comes from the state of Ohio and the CDC. The language in each definition may vary slightly, but the three bullet points at the bottom are consistent in each definition.

When you're looking at bullying, you're looking at those three acts. Does the individual suspected of bullying have more power than an individual suspected of receiving the bullying behavior? Has there been, and this is very important, a series of incidents? A lot of times we have negative behaviors that can happen once or twice that may not be determined as a bullying piece. And then that last piece is, to cause harm to an individual that's suspected of perceiving the bullying behavior.

When you look at the process, we have several ways that possible bullying can be reported to the district. We have an incident report on our website that parents and students can find. We also have what we call a Safe Schools helpline. And that number is out in all our buildings and our website for anyone to report

any type of behavior. That's where some of our students report suicide ideation about another student. That's where bullying is reported. We also can get a verbal bullying report that goes to one of our school administrators or teachers.

So once that happens, then the investigation starts. The administrator starts the investigation, and the first thing they do is to contact parents of both the suspected bully and the suspected victim. Then the interviews of the victim, perpetrator, any witnesses begin. Documentation and information are collected by the administrator and they determine on the validity of the bullying. It must meet those three criteria we talked about earlier to determine whether it's verified or unverified. If it's determined to be bullying, we put pieces in place to help with that particular behavior. If it's not a verified bullying, it could be a negative behavior we need to look at. Parents and guardians of the involved students are informed on the investigation outcome. And then whatever that behavior might be, we could develop a safety plan in the school. And for those of you that don't know, safety plans are interventions that are formally put in place on a document that we agree upon with parents, staff members, and students to help with that.

And then we put this slide up here. If you look just based on that definition that you looked at, that left hand column could be described as bullying behavior and on the right things that are not bullying behaviors. I think sometimes we look at kids that may be rude or mean to other students and think bullying, but it may not meet the criteria for a bully.

So as Mike was describing the process for once bullying has potentially happened that's very clear. There's a process that we follow. But my interests lie in working with bullies themselves. A lot of my career has been spent working with students with emotional, behavioral concerns. And so, it's important to me that we make sure that we personalize bullies. Because bullies are children. Bullies are children who are having a hard time getting along with others and doing what is best for themselves in the school environment.

And so, if we look at bullies, we really want to look at them through the lens of lacking skills. These are kids who lack the ability to adapt to their environment in a way that is healthy and socially acceptable. And so often these kids lack frustration tolerance skills and lack impulse control skills. And while we do work on these with all kids, these are kids who we want to make sure that we are looking out for and making sure that those skills are being taught before they're able to cause harm to another child. We know that bullying has long-lasting effects into adulthood. And it's important that we get to those skills very early so that it doesn't develop into a place where we're having adults who are struggling with the effects of bullying.

Risk factors for bullying look like we would expect them to look. I think it's important to take note that students who grew up being bullied very often become bullies. And that can happen in the home. It can happen in elementary school, and then they become bullies in middle school. It can happen living in a home with chaos and conflict or harsh physical punishment. But I think it's really important to note that what may come to mind for us are our students whose families are struggling in many different ways. But often situations also are happening at homes where we may not expect it. Where children are being bullied by their parents or by their siblings. And it's not necessarily that they're growing up in a chaotic home, it's just that what it looks like at home creates a power issue that then comes out in the school.

I'll let you take a second to look at this. I think when you look at this the heading here, getting upstream, we really believe this is the way to be on the preventative end of it, you really have to go on the other side. That's not saying, again, that we're not going to be reactive to situations. We still have a student handbook. We still have policy that students must follow and there has to be consequences. But the

education needs to happen upfront. And as you'll see in here, I think an important thing to remember is that not only do they need to teach the skills to the bully but the victim also needs to have skills as to how to deal with that.

Here is a list of what we're currently doing, and I'll let you read through the list, but these are all preventative measures that we have in all our buildings. We're going to touch on each one of these, but I just wanted you to get an idea of the depth that we go to when we're talking about these preventative measures.

Restorative practices are widely used and widely implemented. I hesitate to call it a program, certainly isn't a program. It is a way of being. They describe it as a way of being with students, a way of being with colleagues, that focuses on relationships and community. The plan is to train all staff six through 12. We already did the training with our administrators and we're including secretaries and other school staff in that, so that everyone is on the same page. Restorative practices have roots in restorative justice, which focuses on reintegrative shame. What that means is that when a child or an adult has violated the norms of a community, we welcome them back in and teach them the skills to be welcomed back in. Because it's that exiling we do that causes negative behaviors. We also know that kids who receive consequences a lot, those consequences start to dull out. And so, while we want consequences to teach the lesson. What it's really saying is you've done this bad thing, which is okay, and here's the consequence, but now you are welcomed back into our community. They call it the science of relationships and community. It's very powerful. It's also recommended by ODE as part of PBIS.

We're also having a lot of conversation around collaborative proactive solutions. And this is Ross Green's work. He's a psychologist and his tagline is, kids do well if they can. And what he means by that is that it is always preferable to do well. And if children are not doing well, it's because they're lacking the skills to do better. And so, I'm very certainly behind this because it is evidence-based and it helps us understand that kids don't fail reading because they're willful. Also, kids don't get in fights during recess because they're willful, it's because they're lacking the ability or lacking the skills to be able to do it better. And so, this focuses on collaborative problem-solving between adults and kids. And again, getting upstream of these issues so we're not constantly reacting.

Student focus groups. Mike Abraham, Molly Walker, and I did focus groups in the middle schools and high schools this year. And I have to say it was 100% the most informative thing I've done in many years in education, getting out and talking to kids. And it really aligns with the collaborative and proactive solutions. What Ross Green says is that all the information we need to solve issues with kids lies within the kid. It lies within what the kid knows and what the kid feels. And to go out and talk to students about this and hear what their experience is, was extremely powerful. And it also, again, informs our ability to work with bullies and to deal with the bullying that's happened.

Another thing that we have here in Hilliard is ROX, ruling our experiences. You can also equate this to relationships, decision-making, and futures. This is an optional program offered to all girls in grades five through twelve. We have at least one staff member in every building trained in the ROX program. Additionally, we have Buddy benches, one of my most favorite things also known as friendship benches. This is established to combat loneliness. What I like about it and what a lot of people like about it in our elementary schools is you can clearly see when a student desires some support which is great for our little students to clearly see that. It might be someone looking for a friend to play with or also someone to chat with. So, we do have buddy benches and friendship benches in a lot of our elementary schools that are distinctly taught to the students and when they would like to engage in that, they can. Additionally, we

have zones of regulation. Think of that as a scale. A lot of us are used to scales. The one that I think about the most, scale of 1 to 10, is used in hospitals. Zones of regulation is a scale of one to four and zones helps us develop awareness and identify feelings, energy, and alertness in the classroom. And I think about it as a way of being and how you are ready to be a student and a learner in a classroom. There's definitely a lot of evidence-based education behind this. We think about awareness first with the students, awareness of your body and how you're feeling, identification and action. We use strategies and tools and we teach that to kids that they could use when they're feeling unregulated. This is easily transferrable, like I said, to use outside of the school as well. And I know a lot of students bring in some things that they've been taught at home into their zones and things that help them when they're feeling unregulated.

I know several of you over the last few years have been down to OSBA and seen the presentation on Hope Squads. Hope Squad is in all eight of our secondary buildings. Sixth grade just started this past year. I would tell you that Hope Squads, it's sold as a suicide prevention program, but it's culturally grown into a lot more than that. I think when you look at Liz just talk about the Buddy benches, the Kindness Act. These are kids that when they see a student sitting by themselves in the commons or in the cafeteria, we'll go over and sit with them. This has been remarkable for our district and it just continues to grow. Once a kid enrolls in one of our hope squads, whether it's starting in sixth or seventh grade, they do it for the next five, six years. We have a hundred percent. They just don't drop out. So, we only add students as they graduate.

Coach beyond is brand new. Mike McDonough and I are in a partnership with Ohio State University, their social work department. Through that work, they came to our three high schools this year to address all of our athletes. They visited our high schools once a month bringing guest speakers. They talked about using athletics to deal with anxiety and mental health issues.

"Taking care of each other" is something new that's going to start in our sixth or eighth grade this coming year. Janet Monseur-Durr is going to be heading that up with our students who voluntarily will be meeting with students two times a month to talk about all the above, just basically a student focus group.

And then challenge day. I know this has been a topic that we've talked about for a couple of years. This is something that we did pre-pandemic, and I'm happy to say that we're bringing it back this coming school year. It will take place at all three high schools on January 9th, 10th, and 11th. This is a fantastic experience. I would invite each of you board members if you would like to participate in the full day experience and one of the high schools, just let us know. We have a hundred students that come together from each school that day, as well as 25 adults, and it's very impactful. So, we're excited to have that back. And this is funded by one of our community members. Mrs. Long asked him to repeat the dates. Mr. Abraham said January 9th, 10th, and 11th, but he's not sure which school on which date.

In closing, I would just like to reemphasize that we really believe as a district, the only way to combat bullying, substance use, or suicide is to get upstream. You really have to do the education. We'll continue to do the reactive part. So, are there any questions?

Mr. Vorst said great presentation, Mike. Thank you to you and your team for putting all this together. This is obviously a very important thing. There's a direct correlation between mental health, suicide, and bullying issues. We need to shine a light on this and not run from it. We need to embrace the challenge that comes with this. So, it looks like our policies specific to this topic are JFCF and JFCF-R. What are these policies based off of? The first one looks like it was enacted 22 years ago with several updates. Did we base it off an OSBA recommendation? Is it something someone here came up with? Is it best practices

then? Is it still best practices? What would you say to that? Mr. Abraham said I'm not the policy guy, who's on policy up there? Mr. McDonough replied all of the above. Mr. Vorst confirmed that Mr. Abraham is the implementation of the policy. Mr. Abraham responded yes, which piece of it would you like me to address? Mr. Vorst said he is just asking what it is generally based off of, are we doing the things in our policy that we need to be doing from your end to make sure that we have the best results? Mr. Abraham said I'm going to go back to the prevention part of it. When we develop policy, and I know you're going to be reviewing the tuberculosis one night. Those are new requirements that come down from public health departments. So, whenever you look at policy in my field, most of those requirements come from the three health departments that we base those off of. Mr. Stewart added that, as you know, we use OSBA's policy service and they recommend changes to keep our policy compliant with state and federal law. Mr. Vorst asked if that's why there are so many updates listed. Mr. Stewart said yes. This policy didn't look like it does now 22 years ago, but there is a record of how long that policy has been in place and the updates certainly would have come from OSBA.

Mr. Vorst asked what is our execution as far as notifying parents and staff members if there's an incident of what's going on? I know you mentioned when there's an investigation, the parents are notified but prior to that and how are our staff members involved with making sure that we address this? Mr. Abraham said once the investigation starts, the parents will be notified that we are doing an investigation. Mr. Vorst asked if parents are notified if there's an incident that doesn't result in an investigation. Does every alleged incident result in an investigation? Mrs. Crowley added that they have an incident report. Mr. Abraham said he's sure there are negative behaviors that happened in school. Maybe there's a little push on the playground that parents are not contacted. I don't know, but I know with the bullying prevention or bullying report, the parents are contacted. Parents are contacted again at the end, once the investigation is done. Now, we do have parents that want to know what the consequences are and privacy issues don't allow us to share that.

Mr. Stewart stated he wanted to clarify is you mentioned that rude, mean bullying kind of progression. It's important to note that just because we may not find that an incident or an issue rises to that legal statutory definition of bullying, it does not mean that we condone rude or mean behavior, or that we don't respond to rude or mean behavior. It just may not check that box for bullying, but there may be a reaction, accountability, consequence, or any of those preventative pieces of for that behavior.

Mr. Vorst asked what about involvement with staff in terms of a bullying investigations? You have a student in one of your classes who's being investigated for an incident against another student in the same class. How do you involve the staff to make sure they keep those kids apart or that the situation doesn't get worse? Mr. Abraham said whether it's a bullying incident or simply a negative behavior a lot of times we develop a safety plan for that student. At that point, teachers are given interventions to use in the classroom and outside the classroom on recess.

Mrs. Murdoch said this was a great presentation. This is clearly a complicated and emotional issue. You mentioned lots of areas where we can go upstream. You mentioned parents, family, the students themselves, and our staff. Where do you think we could or should invest in maybe more interventions upstream if we had funds to add something to your somewhat long list? Is there an area where you think we probably could do more with this group of stakeholders? Mr. Abraham said he believes that restorative practices will help immensely. When you look at some of our very best teachers, they're already using restorative practices. We've got chronic absenteeism with some students and really believe those home visits that we started this past year can help in this area as well as involve parents as much as possible. You heard throughout this presentation that sometimes there are things going on outside of school. So, parent

involvement is huge. We need to continue to look for ways to involve parents, whether it's through parent education night or weekend like we used to do. I think those things are very valuable.

Mrs. Crowley said I just wanted to say thank you. I really liked the point that Alex made about how bullies are children. I think that's really important to remember and humanize those situations. I like that this program is preventative, proactive, educational, and evidence-based. And I appreciate that approach because, as you said, usually, it's just kids that are lacking in some area or need to be taught a certain skill. And when we can get in there and work through them as kids and families, I think that's definitely the best thing we can do.

Mr. Perry said I'll talk a little bit, but I also have a couple of questions for you. First of all, thank you for this wonderful presentation. This has been just phenomenal to see the depth that we're really going into and attacking it from multiple different angles. I know that Alex mentioned consequences, and actually I had Alex as a teacher, so I'm familiar, but I think consequences are important. I'm glad everyone is focusing on there is a consequence for your action (inaudible), but we're not letting it hang out there in isolation. You have to bring people back into the fold. And so, my dad as a teacher always mentioned to me, and maybe in certain contexts that discipline, we often talk about discipline and consequences simultaneously for discipline. The root word of which is disciple, just to make a disciple of, in order to have a disciple, you need to have a teacher. And that's where you have an instructor come back and bring that person back into the fold and not just, knock them on the nose here. You always often hear, spare the rod, spoil the child, right? Now that's a biblical phrase, and that's my personal faith belief system, but that's a biblical phrase. It also says that thy rod and thy staff comfort me. And why does that, how you line those two things? That's because the shepherd rock lay the rod on the backs of the sheep to bring them back into the fold. Now, that's my personal belief that you can glean something from that. And I think that's what we're talking about here, is it's not just the consequence. There's a consequence, natural consequences. You destroy the bathroom, you clean it up but also understanding that we're going to welcome you back into the fold and teach you and instruct you as to why that was not the right choice in that situation. And how can we do that better in the future? Not just for the person who's being attacked but the person who's bullying because they're suffering too. We don't think about that. We think of them being aggressive. They're the attacker, but they're also suffering from something. And that's why they're lashing out and attacking from multiple different directions.

So, my question is....now I, when I first ran for the board, we did not have full-time school counselors in every one of our buildings, and I advocated for that. And you know how strongly I advocated. We now have full-time school counselors at every single one of our buildings. And my question is how have we utilized those resources? We have given additional resources that also includes social workers, which is phenomenal. School psychologists. How have we been utilizing those resources? What can we do in addition? Because I respect the work that's being done. Obviously, it is not enough. It will never be enough as long as there is bullying; unfortunately, that's the way it goes. Bullying happens. You react to it, and you try to get preventative before we actually have to react to it from here and from here. So, we can always be doing more. How, in your opinion, do we utilize those resources you've been given? And then what can we do in the future to make sure that we're constantly looking forward thinking here?

Mr. Abraham replied that the first thing that comes to mind when you look at those full-time counselors is that we now have in the elementary buildings, which, as you remember, one of them shared two different buildings. So, they were basically doing reactive things. I think when you look at the last two years since they've been in those full-time positions, you see them in classrooms a lot more. They're doing a lot of what we just talked about. They're doing that education in the classroom. A lot of these things you can't

just leave up to your classroom teacher. You must have the experts that are going in there to talk to children about these things. So back to Beth's question. Yeah, I'll take 15 more. It's the educational part, and we need to continue to increase that in the classroom. When I'm in this room every month with all of our counselors and social workers, that's what we talk about. What more can we do to get up straight? We got to get up straight.

Mr. Perry asked does this, in your opinion, involve looking at the policy as well? I know Zach is correct. It was established in 2001, but I was wondering if it was established in 2001, but we've updated it, and I was wondering where the disconnect and then I realized it's been updated as recently as 2020. It's been updated 12 times since 2001. But I think that it's important to know that's a continuing process, and just because it was one thing doesn't mean it can't be something else we've updated as times have changed. Is there something in there we should take a look at? I will assist in that in any way I can. Mrs. Crowley said Mike, I don't mean to steal your thunder, but Brian, my kids go to the Britton-Norwich campus, and there was a situation in a friend group, and the counselor there called all of their moms. She had noticed that there were some emotions going on with those girls, and she did ask the parent to pull them into a small group. All the parents agreed it was a very successful thing. Got them right back on track. And then we did get some paperwork home about testing anxiety groups and things like that. So, I do believe they're doing a lot of proactive things to try to get ahead of the stream, like you mentioned. Mr. Abraham added that you get into this field for a reason, counseling and social work. Some of you have met with those folks, and you can just hear the passion when they talk about these things.

C ROUTINES

- C1 Additions or deletions to the agenda - None
- C2 The Board of Education adopted the agenda as presented.
- C3 The Board of Education approved the May 2023 Treasurer's Report.

Mr. Wilson said on page two that you will notice the revenue is significantly higher in May 2023 versus May 2022. And I think I also mentioned last month...(inaudible)...On page three, if you look at the other expenditure category, we're down about \$1.1 million related to a one-time transfer that we made last year. On page 4, May 2022, other operating revenue is significantly higher, \$2.1 million versus \$655,000 for this May. And that's.....(inaudible).

- C4 The Board of Education approved the minutes from the following meetings:
 - a. May 8, 2023 – Regular Meeting
 - b. May 8, 2023 – Meeting Notes
 - c. May 18, 2023 – Special Meeting

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.

NOTE: *The audio recording of the meeting was difficult to decipher due to background noise. You may see many unfinished sentences throughout the public participation. Due to the unavailability of the public participation forms, some names may be misspelled.*

Jason Smith

My name is Jason Smith, and I'm the father that led the protest in front of Heritage Middle School. We protested after having several meetings with the principal and vice principal. The investigation came back...(inaudible), and ultimately our son being physically attacked from behind. We felt we had no other options but the protest and bring light to this major issue within our district.

Since our protest, we have received dozens of messages from other families at various schools within our district with similar stories to ours. Although there is a zero-tolerance policy, when it comes to our own experience, I don't want to speak for anybody else. It's very clear that this policy was not being followed. Something needs to change. Bullying has a detrimental impact on kids, anxiety, depression, (inaudible) disorder, and suicide. That presentation nailed it.

These are all things us as parents don't want our kids experiencing. And to place blame on the victims of bullying is unacceptable, which happened in our situation. To say they bring it upon themselves is shameful. Will child should have to go to school here, and no child should be scared to use the restroom at school cause they might get them with nobody there to stop it. I understand suspending the ones guilty of bullying will have a negative impact on the end of the year report for the Department of Justice. But if our district took bullying serious and showed it, there would be a dramatic impact on it happening at all.

According to the Hillard City School website on bullying, it says nearly 20% of all students are involved from bullying other students. And it's not realistic to suspend or expel 20% of any student body. In my personal opinion, yes, it's realistic. It's not something we want, but we got to show the kids that we're not playing when comes to bullying. The reason the numbers are so high when it comes to bullying is because there's simply no repercussions to their actions. None. We start kicking kids out of school for it, I guarantee you'll see a decrease in offenses. And I'm no expert on the matter. But one thing I do know, if you show that you're not playing when it comes to bullying, they will likely quit bullying for fear of getting in trouble.

We'll never be able to stop bullying. We can change how it's handled and show that it absolutely will not be tolerated. Even if that means suspending a percent of the student body.

Kayla McFarland

My name is Kayla McFarland. I am here on behalf of my son Henry who just finished his last year at SDE. He first started off in Beacon and thank you to Mr. Sparks....(inaudible)....Our family is fairly new from Texas. We just moved here last summer and it didn't work out. Henry has experienced a lot of weird things being said to him, and ultimately Mr. Sparks was able to advocate for Henry to have him transferred. I did fill out a bullying incident form for Beacon only Mr. Sparks never did ever reply to me on that, so I still don't know where that stands.

Henry started off at SDE was wonderful. He was getting awards in music class. He was getting awards in art class. He was thriving, he was having a wonderful time that lasted until April 13th. He was having a

normal recess kind going back and forth with another student and talking about football. And after he scored a touchdown, he told, the student like, yeah, like I scored it and the student chose to blindside Henry while he was talking to another student and pushed him so hard, calling him an idiot, that it caused him to fall to the ground dizzy. I picked him up, I took him to urgent care. Long story short, Henry was admitted to the hospital for a concussion.

What transpired after though is the most difficult part for Henry and as parents. We are here because we are very concerned with how it all played out as far as professional misconduct with the principal. I ultimately did speak to Mr. Stewart. That didn't turn out the way I was hoping for as well. I felt that there was more concern as to why Henry couldn't take tests and why he...(inaudible)....

So, I am here today to let you know that everything could have been prevented. Nobody asked Henry if he felt safe after. Henry...(inaudible)...raised to school for two weeks and he sat in the same room as the person that pushed him. Nobody asked how he felt. I filed a bullying report and it, I asked Mr. Abraham twice, can you please explain to me what's going on? I don't understand why it's not considered bullying. He has yet to reply to me, that was May 18. Okay.

You're very involved here. You have never come across horrible. You have never come across with ill intent. We purely have our child's wellbeing in mind. Now that the fact of the matter is we as parents and Henry himself did not feel that the school was caring at all about what happened to him. So, I did have to take the extent of filing a police report. I and my husband and I could have pressed charges, although we didn't. Now we feel as parents, it would be very beneficial if Henry was given a home class video last week of school. Now these students don't understand 10, 11 years old that what they do when they touch somebody, even though it was just a push like his principal claimed, it's so much more. What happened to Henry was just a push but it landed him in the hospital. Thank you.

E **CONSENT AGENDA**

The Board of Education approved the consent agenda, items E1 through E4. 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 Employment – Stipends-Non-Contractual – effective for the 2022/2023 school year: Approved a rate of \$175 per day for staff participating in Title I School Improvement EL Professional Learning.
- E4 Approved the following student trip requests:
 - a. Darby Boys Basketball, Capital University – June 14, 2023
 - b. Darby Cross Country, 4-H Training Camp – August 3, 2023
 - c. Davidson Girls Cross Country, Springfield, OH – June 19, 2023
 - d. Davidson Girls Cross Country, Springfield, OH – July 31, 2023
 - e. Bradley Choir, Orlando, FL – April 4, 2024

f. Bradley Boys Basketball, Sandusky, OH – June 23, 2023

Mr. Stewart said that in the consent agenda, you just approved three administrative changes. And I wanted to give those folks the opportunity to speak. As you know, we recognized this evening that Barry Bay is retiring as principal at Memorial Middle School. We are fortunate that one of our own, Mindy Mordarski, has agreed to take that position. So, I wanted to give Mindy an opportunity to say hello.

Mrs. Mordarski said thank you very much. I am absolutely thrilled to go back to the building. I spoke with Zach before this meeting and feel like I've learned so much being here for the past two years. And I am so anxious to get back to the students. You saw at the beginning with the high school students. That's why I want to go back. So, thank you so much for this opportunity. Thank you to the academic team for teaching me so much. And I am really excited. Thank you.

Mr. Stewart said that as Mindy is vacating her role as the director of professional capacity, we have filled that position with another experienced administrator, Ms. Joyce Brickley.

Ms. Brickley said she just wanted to thank you for the opportunity. I'm super excited for a new role. I love what Mindy has done with this role in mentoring new teachers and principals. I have a lot of experience in this area, and hopefully, I'll be able to continue to represent the building side of things with the academic team. But I'm really looking forward to the opportunity to serve in a different capacity. So, thank you very much.

Mr. Stewart said that a few meetings ago, you approved Mrs. Teske moving from Darby Creek to JW Reason. We have filled the opening at Darby Creek with Livi Constantinovich, who's currently the assistant principal at Weave Middle School.

Mrs. Constantinovich said thank you so much. I just want to say that deeply in my heart, this has always been a dream for me. K-8 is my experience. I was at the Britton-Norwich Campus when they were laying the foundation and making the vision for the campus. Then I transitioned to Weaver. I am so excited. The staff that I've met, they're just brilliant. They're compassionate. They care about their students and the community at the ADCC is just absolutely incredible. So, thank you so much to Jill and Dave. And Cori was my principal at Tharp too. Herb, really, I could go on and on. But it speaks to the heart and the fact that I came through Hilliard City Schools and I wanted to return to this community because it is absolutely phenomenal. So, thank you again for this opportunity.

Mr. Stewart said we are currently searching for a principal for Davidson High School and an assistant principal for Weaver Middle School. I sent you some of the details about the Davidson process, which will be extensive. The Weaver process is also underway. I anticipate having two recommendations to you in July 6th agenda.

F ACTION AGENDA

F1 The Board of Education approved the following resolution:

WHEREAS, the District previously received auxiliary service funds, pursuant to R.C. 3317.024, from the Ohio Department of Education the District for the purpose of supporting the education of students attending the GEC School, a chartered nonpublic school located within the District's jurisdiction;

WHEREAS, the District has spent those auxiliary service funds in a manner consistent with R.C. 3317.06;

WHEREAS, some portion of those auxiliary service funds were spent to purchase secular textbooks, secular digital textbooks, and other reusable assets for use by GEC School students;

WHEREAS, a copy of all such assets is attached hereto;

WHEREAS, the GEC School has recently elected to receive its auxiliary service funds directly from the Ohio Department of Education pursuant to R.C. 3317.024(E)(2), rather than using the District as an intermediary;

WHEREAS, the District no longer has an educational need for the assets identified in the attachment hereto; and

WHEREAS, the District wishes to transfer ownership of those assets to the GEC School.

NOW, THEREFORE BE IT RESOLVED that the Board of Education of the Hilliard City School District hereby sells the assets identified in the attachment hereto to the GEC School in exchange for one dollar (\$1.00).

BE IT FURTHER RESOLVED that the Treasurer is directed and authorized to take all necessary steps to finalize the sale of all such assets to the GEC School.

Mr. Wilson explained that the state runs some funds through the school district for non-public schools. For us, that would be St. Brendan's, Sunrise Academy, the GEC School, and the Dublin Academy. But four years ago, they allowed the non-religious, non-public schools to receive the funds directly from the state. Dublin Academy immediately chose that option. Two years ago, with the last biennial budget, they allowed the religious, non-public schools to receive their funds directly from the state. None of ours chose to do that at that time. They have the option to change every two years with the new biennial budget. Now that two years are coming up, the GEC School has put in a request to receive their funds directly. So, part of that, then, is this resolution in front of you. Also, we have purchased iPads, Chromebooks, and other various items for them with their auxiliary funds. So, get those off our books; we need to pass this resolution.

- F2 The Board of Education approved the 6-12 English Language Arts Curriculum Resource – StudySync.

Mrs. Murdoch said I just wanted to thank the team. I had a lot of questions about how we're going to continue to support our staff with all of this new curriculum next year. It feels like time's getting away from me, and I'm sure it feels like it's getting away from you too. This is a big, heavy lift for a lot of people, so I appreciate everything that you filled me on how we're going to support them. And I know we said some of those things we could change midstream if we feel we're not getting enough support. So, I just want to make sure all of you, please keep us in the loop. If you feel we need to make changes or add additional support as you roll this out, let us know as soon as possible.

Mr. Stewart added that this room will be full of teachers tomorrow preparing for all of this. Kudos to Cori and our academic team.

- F3 The Board of Education authorized the Chief Operating Officer to approve the contract with the Ohio School Plan, administered by Hyland Administrative Services, for the District property, liability, and fleet

insurance package for the coverage period of 7/1/23 through 6/30/24 for the annual premium amount of \$662,772.00.

Mrs. Murdoch asked how this compares to previous contracts. Mr. Wilson said it's a significant increase. Mr. Dudgeon added that Hilliard City Schools enrolled with the Ohio School Plan in 2022. (Inaudible) Prior to 2022, we were with another insurance provider. They held our property evaluations through 2022. This year we were reappraised. Previously we were appraised at approximately \$345 million. The new appraisal came in at \$746 million which resulted in a \$200,000 annual increase for our insurance package.

F4 The Board of Education approved the following resolution:

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

| Fund | Appropriation |
|---|----------------------|
| 001 - GENERAL FUND | \$239,173,665 |
| 002 - BOND RETIREMENT | 15,729,000 |
| 003 - PERMANENT IMPROVEMENT | 7,975,000 |
| 006 - FOOD SERVICE | 7,205,000 |
| 007 - SPECIAL TRUST | 85,000 |
| 011 - ROTARY - SPECIAL SERVICES | 3,528,171 |
| 018 - PUBLIC SCHOOL SUPPORT | 437,703 |
| 019 - OTHER GRANT | 80,689 |
| 024 - MEDICAL BENEFITS - SELF-INSURANCE | 48,251,000 |
| 200 - STUDENT MANAGED STUDENT ACTIVITY | 500,000 |
| 300 - DISTRICT MANAGED STUDENT ACTIVITY | 1,684,675 |
| 401 - AUXILIARY SERVICES | 878,451 |
| 499 - MISC STATE GRANT | 382,547 |
| 507 - ESSER FUND | 4,276,212 |
| 509 - 21ST CENTURY GRANT | 200,000 |
| 516 - TITLE VI - B IDEA | 3,615,895 |
| 536 - TITLE I - SCHOOL IMPROVEMENT | 103,430 |
| 551 - LIMITED ENGLISH PROFICIENCY | 225,422 |
| 572 - TITLE I | 2,367,288 |
| 584 - TITLE IV-A | 146,500 |
| 587 - EARLY CHILDHOOD SPECIAL EDUCATION GRANT | 80,116 |
| 590 - TITLE II-A TEACHER QUALITY | 483,415 |

Mr. Vorst asked if this is our appropriations for next year and if this is usually the time that we do it? Mr. Wilson replied yes.

Mr. Wilson then explained that the total budget for this coming year is \$337 million. As you can see, the general funds are majority of our budget with appropriations of \$239 million, followed by the proprietary funds at 15% of the total budget. The majority of the proprietary fund budget, \$48 million, is the self-insurance fund for employee medical, dental, and workers comp plans. Debt service is 5% of the total budget appropriation, a little less than \$16 million. Special revenue funds represent 7% or \$23 million,

which includes our food service budget, various federal programs, and other smaller funds. Special revenue fund budget is \$5 million less than appropriations than the current year, fiscal year 23.

The majority of the differences are reduced expenditures in the ESSER funds, Title VI-B IDEA, and auxiliary fund budgets. The reductions are the result of using significant pandemic federal dollars in the current year. And also, no longer receiving the GEC School state funds for next year. Capital projects fund budget is 2% of the total budget...(inaudible).

The total revenues for the general fund are \$218 million. As you can see, 71% of that is local revenue and 29% is state revenue. Federal revenues mostly go through the special revenue funds as they are directed for a specific purpose. State revenue includes school foundation funding, casino revenue, medicaid reimbursements, homestead exemption, ropa, and rollback residential property tax owners. 93% of local revenue is property tax at approximately \$145 million. Other local revenue is interest income at approximately \$2 million and \$700,000 tuition. The majority of the tuition is charged to other school districts for their students being educated in our district. We also received about \$7 million in payments in lieu of taxes which are related to tax abatements and tax increment financing.

As mentioned many times before, we're a labor intensive organization and because of that, personal services and fringe benefits fluctuate between 84-88% of the total general fund budget. As you can see, we're currently at 84% and that's a reasonable percentage for school district in Ohio.

So, here's a comparison from 23 to 24. The proposed budget is an increase of 6.2% compared to the original 23 budget. Remember from the last slide, 84% of our budget is labor related. Labor contracts provide for 2% cost for living increases as well as steps for those employees eligible for steps. Employee medical insurance costs increased 10% in January and are estimated to increase 6% in January of 24.

You can see the expenditures by function percentages are roughly the same for 23 and 24. Spending 75% of our budget on instruction, pupil support and instructional support. The administrative costs are at 7% for 2024 operations, which includes custodial, maintenance staff, all utilities, transportation, and part of the technology team. As you can see, this budget increases from 15% to 16% total appropriations. The biggest upward cost variances in operations are the cost of buses and private transportation. The same bus we purchased for at least 10 years has jumped 28% in cost for the last two years. We are now spending roughly \$1.85 million for 15 buses annually. The cost of private transportation and special education students is also increased dramatically. Cost was over \$400,000 in 2021 and has doubled since, and we anticipate a 20% increase to over \$1 million.

So, personal services are increasing 5.1%. This is a result of the 2% salary increases and step increases. As mentioned earlier, it also is the return of some ESSER, Title VI-B IDEA staff to the general fund and retirements and resignations. And I'll go into more detail if the staff changes in the next several slides.

Health insurance claims is the cost driver with the most significant increase in fringe benefit costs. And again, this assumes a 6% increase in medical cost in January 24. The other four bullets are not significant changes. They're more some of our non-labor related expenditures. There again is the \$1.85 million for school buses.

So, the ESSER Fund is the last of the Federal Pandemic relief funds that we have available. Fiscal year 24 will be the last full year for this fund. It's starting to wind down and the dollars are not sufficient in paying

these positions. So, we have seven online teachers, one nurse, one Orton Gillingham teacher leader at a cost of \$937,000 that are going to the general fund.

Title VI-B IDEA is our special education fund from the federal government. So, we continue to get those funds on a yearly basis, but they also provided us with additional dollars for pandemic relief. These positions we added in during the pandemic. So those are at the cost of \$300,000 and are going to return to the general fund.

Also adding straight additions to the general fund of 10 intervention specialist teachers, 2 speech therapists, 1 occupational therapist, and 5 English learner teachers. These two areas of our student population are the areas that are still growing. So, it's the special needs students and English language learners. Ballpark cost is roughly \$1.2 million.

The one benefit is that we've had 25 teacher retirements which has allowed us to make some strategic reductions in positions. If not for these position reductions, our general fund budget would certainly have been higher than a 6.2% increase. Savings from these reductions will actually be in excess of \$1.7 million.

So, then going back to the other fund types, the debt service fund category includes our bond retirement fund. We're starting pay off some debt issues, which is reflected in this budget of \$15.8 million. Capital project funds includes our permanent improvement fund in our building fund. We do not have any fiscal year 24 appropriations in the building fund. We do, however, have several encumbrances related to the fiscal year 22 appropriations that were related to the preschool expansion. So, the punch list is gone a little bit longer than you would normally see, and that's related to some of the items not coming in due to the constraints with the supply issues. Fiscal year 24 appropriations are all in the permanent improvement fund. These projects include \$4.4 million of HVAC work at Darby High School, Brown, Hilliard Crossing, Darby Creek, Norwich, and Ridgewood Elementary Schools, as well as \$900,000 for paving at Tharp Sixth Grade.

The budget for the proprietary funds includes our special services rotary fund, the majority of this is our school age childcare program. It also includes our internal service funds, which I mentioned earlier, the employee medical insurance, dental insurance, and workers comp. Internal service fund budget is a little over \$48 million. Our special revenue funds total budget is roughly \$5 million less than fiscal year 23. We continue to spend a significant amount in the ESSER in the current fiscal year, and that's going to start to wind down. As I mentioned, the auxiliary funds are going to change with the GEC School going to the state of Ohio.

Knowing that the ESSER fund will pretty much be done after fiscal year 24, this shows the positions funded with these federal dollars. As you can see there is a substantial number of positions. If we maintain these positions, they will all come back to the general fund following fiscal year 24.

Any questions.

Mrs. Murdoch said remind me. The hope with those ESSER positions is that we would be able to roll those into the general fund with attrition to even things out. I know we haven't had the type of cushion maybe we planned for two, three years ago. Mr. Wilson replied sure but part of the issue is we don't necessarily have many guidance counselors and therapists leaving or retiring at the same time. Also, we heard Mr. Abraham demonstrated we have a need for these positions. So, there's going to be some hard conversations about how can continue to provide those types of positions. Mr. Stewart added that's why

we've have been extremely lean and tight over the last couple of years. As Brian said the attrition doesn't work out exactly, but what we've started doing is not automatically filling open position. So, maybe some of this belt tightening could help support some of those positions coming back to the general fund. Mr. Wilson said the academic team has been working diligently at this knowing the funding change is coming in fiscal year 24.

Mr. Perry said he definitely appreciates that you've done that. And I was noticing, with all the mountains of numbers you presented, my favorite placard up there was the one that showed a direct one-to-one transfer from administrative expenditures back into the classroom. I'm happy to know that we have the lowest administrative expenditures in the county, but I always think that where you can redirect back in the classroom, and always say you cut fat, not flesh. I think it's more what we're doing. So, I do appreciate that. I love to see that actually visualized redirect here. I appreciate it. Thanks.

F5 The Board of Education approved the following resolution:

APPROVING CERTAIN REAL PROPERTY TAX EXEMPTIONS AND AUTHORIZING THE EXECUTION AND DELIVERY OF A REVENUE-SHARING AGREEMENT FOR THE TRUEPOINTE PROJECT IN THE CITY OF HILLIARD.

WHEREAS, the City of Hilliard (the "City") has provided this Board information relating to the proposed construction of a highly dense, mixed-use development on approximately 30 acres located to the west of Trueman Boulevard in the City of Hilliard (the "Project Site"), including approximately 360 for-rent residential units, 115,000 square feet of class A office space, 135,000 square feet of medical office space, 40,000 square feet of retail space, a 100 key hotel, 1,350 parking spaces in structured parking facilities and related site improvements (collectively, the "Project") by Equity, LLC, an Ohio limited liability company (the "Developer"); and

WHEREAS, pursuant to Revised Code Sections 5709.40 or 5709.41, .42, and .43 (together with related provisions of the Revised Code, the "TIF Act") the Developer has requested that City Council adopt one or more ordinance that: (i) create an "incentive district" inclusive of the Project Site pursuant to Article 12.10 of the City's Charter and establish a tax increment financing program with respect to the real property within the Project Site; (ii) declare 100% of the increase in assessed value of each parcel within the Project Site subsequent to the acquisition of that property by the City (which increase in assessed value is also hereinafter referred to as the "Improvement" as defined in the TIF Act) to be a public purpose and exempt from real property taxation for a period of 30 years, with the tax exemption commencing for each parcel in the year an Improvement due to a new building appears on the tax list and duplicate for that parcel (e.g. separate 30 year exemptions for each parcel)(the "TIF Exemptions"); and (iii) provide for service payments in lieu of taxes as obligations running with the land for each parcel for the duration of the TIF Exemption; and

WHEREAS, Sections 3735.65 et seq. of the Ohio Revised Code authorize municipal corporations to designate areas as "community reinvestment areas" and to grant real property tax exemptions for new construction within those areas, and the City has expressed to this Board its desire to grant a real property tax exemption (the "CRA Exemptions"), with the exemption to be for a period of fifteen (15) years and for 100% of the value of the structured parking facilities to be developed on certain parcels on the Project Site, all in connection with the development of the real property located within the portion of the SOMA Community Reinvestment Area described in the CRA Agreement (the "CRA Agreement") in substantially the form attached hereto as Exhibit A and located within the Project Site; and

WHEREAS, the TIF Act and Section 5709.82 of the Ohio Revised Code provides for the City and the School District to enter into agreements in order to compensate this School District for all or a portion of the real estate taxes that would have been paid to this School District if the Improvement to the Parcels had not been exempted from taxation by the CRA Exemptions and the TIF Exemptions; and

WHEREAS, subject to the provisions of this resolution, this Board has determined to (i) approve the “incentive district” and the TIF Exemptions pursuant to Article 12.10 of the City’s Charter, (ii) approve the CRA Exemptions and the CRA Agreement, (iii) authorize the execution and delivery by the School District of a Revenue Sharing Agreement in substantially the form attached hereto as Exhibit B (the “Revenue Sharing Agreement”) by and between the School District and the City detailing and implementing the requirements of this resolution, providing for certain payments to the School District (the “Revenue Sharing Payments”) and waiving any other compensation with respect to the TIF Exemptions and CRA Exemptions approved herein, and (iv) waive any notices otherwise required by the Ohio Revised Code or informalities or irregularities in connection with the approval and granting of the TIF Exemptions and the CRA Exemptions approved herein;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Hilliard City School District, Counties of Franklin and Union, State of Ohio, that:

Section 1. Approval of TIF Exemptions. This Board hereby determines that in consideration of the Revenue Sharing Payments and subject to the execution and delivery of the Revenue Sharing Agreement by the City, it approves the creation of the “incentive district” for the Project Site under Section 12.10 of the City Charter and the TIF Exemptions to be authorized by Hilliard City Council by one or more ordinances.

Section 2. Approval of CRA Exemptions. This Board further hereby determines that in consideration of the Revenue Sharing Payments and subject to the execution and delivery of the Revenue Sharing Agreement by the City, it hereby approves the CRA Agreement (including any assignment thereof), in the form attached as Exhibit A hereto, and the CRA Exemptions.

Section 3. Revenue Sharing Agreement. The President and Treasurer of this Board are each individually authorized, on behalf of this Board and the School District and in their official capacities, to execute and deliver the Revenue Sharing Agreement with the City in substantially the form attached as Exhibit B hereto. That Revenue Sharing Agreement is approved with such changes that are not materially inconsistent with this Resolution and not substantially adverse to this School District, that are permitted by law and that are approved by the official or officials signing that agreement. The approval of such changes, and that such changes are not materially inconsistent with this resolution and not substantially adverse to this School District, shall be conclusively evidenced by the signing of that agreement by said official or officials. The President and Treasurer of this Board and the Superintendent of this School District are also each individually authorized and directed to execute and deliver any other agreements and to take all other actions and do all other things necessary and consistent with this resolution in order to accomplish the purposes of this resolution and the Revenue Sharing Agreement.

Section 4. Waivers. This Board hereby waives any notice requirements in connection with the TIF Exemptions and the CRA Exemptions approved herein, including, but not limited to, those set forth in Ohio Revised Code Sections 3735.67, 3735.671, 5709.40, 5709.41, 5709.83 and 5715.27, and waives any defects or irregularities relating to the approval and granting of the TIF Exemptions or the CRA Exemptions. Except for the Revenue Sharing Payments to be made under the Revenue Sharing Agreement, this Board further

waives any and all other rights to compensation payments, income tax sharing or other payments under the Ohio Revised Code that may now or hereafter exist with respect to the TIF Exemptions or the CRA Exemptions.

Section 5. Certification to the City. The Clerk of this Board is authorized and directed to deliver promptly a certified copy of this resolution to the City.

Section 6. Compliance with Open Meeting Requirements. This Board finds and determines that all formal actions of this Board and of any of its committees concerning and relating to the adoption of this resolution were taken, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were held, in meetings open to the public in compliance with the law.

Section 7. Effective Date. This resolution shall be in full force and effect immediately upon its adoption.

Mr. Wilson said that in February, he was approached by the City and Truepointe to discuss a proposal for tax increment financing to help their development. It's on Trueman Boulevard between the memory care and Pediatric office. This development will surround the Battelle building. I think they own the Battelle building as well. Anyway, that the vacant land currently generates \$32,700 a year.

This is a very capital-intensive development. They're putting up two parking garages, which will be very expensive. So, they came forward with their first proposal, which would generate roughly \$11.6 million in additional tax dollars over the next 30 years. I suggested they could work a little better deal. They came back with a second proposal that was at about \$14.2 million, and I told them I thought we were close at that point. It's been a while since we've negotiated one of these deals and the first with the current administration. The negotiations with the City were very collegial rather than adversarial as they had been in the past. So, we looked at it again. The developer came back with the thought that we don't think we need 30 years; we think we can do this in 27 years. So, as we looked at that, they came back with a final proposal, that you'll vote on tonight, and it'll generate over \$18 million for the district over the next 30 years. So, the final proposal is over \$18 million but the TIF is only on the development that is above and beyond what we're currently getting in taxes. So, we'll continue to get the \$32,700, which over 30 years is about \$981,000 in taxes. So, we'll get the \$18 million, plus we'll get the \$981,000 from the original.

Mrs. Murdoch said if I recall correctly, as an added bonus, we don't expect many students to be coming out of this. Mr. Wilson replied that there's a hundred-room hotel on this property, several large class A office spaces, and one apartment dwelling. The apartment complex includes on eight 3-bedroom units, which is usually the type of unit that generates students for the district. I don't know that they developer would agree, but my description of this is like a mini Bridge Park. So, I don't think we're going to see many families being able to afford the cost of those apartments.

Mr. Vorst said thanks for your negotiation. It's my understanding that if we didn't do something like this, it would make it financially unfeasible for the developer to do the project. Mr. Wilson said yes. The property has been vacant for quite a while, and I think you're better off taking this offer. Mr. Stewart added that it's the right thing to do for our community.

Mr. Wilson also pointed out that there's a data center going up to the north of Davidson Road. This really nice thing for the district is that there isn't a TIF. So, we'll get the full tax revenue on that site. Mrs. Murdoch added that data centers don't bring any kids.

Mrs. Long said before the vote, I just want to make the public statement that my vote is based on the elimination of any possible view of a conflict with this business deal. Thank you.

- F6 The Board of Education approved an increase in Type A lunches beginning with the 2023-2024 school year. Increase secondary grades 6-12 from \$2.75 to \$3.00.

Mrs. Crowley said I wish we could go back to free lunches, but I understand. Mr. Stewart said I don't have the exact number of years, but this is the first price increase in about 10 years. Mrs. Crowley said I understand the increase. Mrs. Murdoch added that given food prices, it's impressive that this is the first increase within the last couple of years. Mr. Wilson said that during the pandemic, Aramark employees requested and received significant pay raises, which also impacts the need to increase the lunch price. Aramark needed to increase their employee pay because they were having difficulty retaining their employees. Mrs. Murdoch added that in a conversation with Aramark, students who qualify for reduced lunches would be getting lunch for free. Mr. Wilson replied that was correct.

G REPORTS / INFORMATION / EXHIBIT ITEM

- G1 Policies submitted for a first reading
- a) JED – Student Absences and Excuses
 - b) JHCCB – Tuberculosis Control Policy

Mr. Stewart said this is a first reading only, so there is no action required. Typically, we have a discussion at the second reading, although you can have a discussion today. Mrs. Murdoch requested that everyone read the minutes from the policy meeting so that we are prepared for the discussion with numbers around student absences and excuses.

- G2 Board Discussion items:
- a) Bullying

Mrs. Murdoch said I wanted to tee this up because, luckily, we got a great insight into what we're doing now in terms of prevention. And I do love the concept of stopping the stuff before it happens, but also wanted to open up a discussion as to some of what we heard tonight. What can we do better, either upstream or downstream? And are there improvements we could make when these things unfortunately do happen? Because no matter how much prevention we do, sadly, this is a fact of life. What things could we do to handle them better? I wanted to open up discussion. I know, lots of people have lots of different ideas as to how we might want to approach this, and I don't know if someone wants to go first and throw out something.

Mr. Vorst said so as a former 14-year-old boy who did a lot of stupid things, I can verify that we will probably never get to a 0% bullying incident rate. We need to do everything that we can to get to that, but I think we all recognize that. This is going to be one of the predominant issues of our day. And of all our times on the school board. A couple of us have kids that are close to the same age, and this is something that they're going to deal with, and it's going to be very important that we do the best that we can for them as well as the best that we can for everybody in our district.

On a personal note, my first job out of nursing school was in an emergency room. And it is a life-changing thing when someone who has committed suicide comes in by squad, and shortly after that, their family comes in. And I don't want to get into the details of all that, but this is a very serious matter, and no parent should ever have to go through that. I got picked on. I'm sure everybody got picked on. There are things like that, that we're all going to have to deal with and overcome in our lives. But if we can prevent the worst-case scenarios and do the best that we can to prevent those, I think we need to find a way to examine. And that was what my question for Mike was rooted in. I understand we've got everybody in the district, and it's a big district. It's complicated. We have a lot of different situations, and we're doing our best to get everybody rowing in the same direction and on the same page. But are we going in the best direction, and are we on the best page with that? So that's the root of the question that I was trying to get to. Obviously, we've had some incidents. I know that last year, we had 21 bullying reports filed. Five were found to be verified, and 16 were unsubstantiated, which doesn't necessarily mean it didn't happen but that there was not enough evidence to prove that was the case. Is that correct?

Mr. Stewart said there wasn't enough evidence to determine it was bullying. But again, I want to circle back to that doesn't mean that the behavior wasn't addressed, that there wasn't accountability for it or that it was condoned. I think sometimes the mental transition made there is five were determined to be bullying, and 16 were excused. And that's not what that means. It means five were determined to be bullying, and 16 were dealt with in some other way.

Mr. Vorst, said I think we all respect that not every incident leads to a bullying report being filed. And there are obviously some things that don't rise to that level as well as things that go unreported. This is probably a really underreported thing. I would be very open to and I don't know the best way to do this or the best person to do this, but some sort of outside party looking at our policies and procedures and how we draw these up and execute them to make sure that we are meeting the standard. Is there a best practices standard for this kind of thing out there among other districts? Can we find what other districts do successfully and emulate that as best we can. I'm open to all kinds of ideas because I think this is something that we all need to take very seriously. And I think we are, and I don't want to underscore that or make it sound like we are not. I just want to make sure we're doing the best that we can.

Mrs. Crowley asked what kind of outside party are you...Mr. Vorst said I don't know. I don't know if OSBA has recommendations for this. I don't know if there are law firms that specialize in this. Brian, do you...Mr. Perry said I, yeah. So, first of all, Zach's exactly right, of course. That we need to all be focused on this, this is an issue that has been prevalent since public education has existed. It'll be prevalent for, unfortunately, a long time to come. But the goal is, we said, zero tolerance, but it's not just a tolerance. We want zero bullying, ultimately as close as that as we can get. And we can talk till we're blue in the face. I'm the only board member brought here who went to Hilliard City Schools. I've seen how it has changed from where it was to where it is now. Even to when I started to where it is now. It is going in the right direction, but we can continue to do that. And one of the things that Beth and I actually talked about, I talked to Dave as well, is bringing in an outside individual who's worked with other school districts in the area double notably, and who's a professional bullying expert who actually teaches courses to not just the students and giving them tools to how to prevent bullying and how to not bully others. Also, but also giving courses to teachers and educators giving professional development. Also, involving parents directly to make sure that parents, because this is a team effort, we have to have parents involved directly in their children, whether they be bullies or whether they're being bullied in the same room.

And like I said, we can talk to a blue in the face of that how we're doing, and it is significantly better. But I just heard from two parents today that it didn't work for them. And the reality is that, there's always going

to be a time when it doesn't work for everybody, but I want those instances to be as few and far between as possible. So, I'm completely open to having an individual come in and talk to us who I've even recommended to, I think, Beth and Dave as well. To just have an outside look, have a second pair of eyes on it to come in and do that as well. So, I'm on board.

Mrs. Murdoch said yeah, I think personally I like to attack this from both sides. What Brian was talking about, I think, is a great way to get the upstream stuff and get some additional stakeholders involved. And that was my question about if you had additional resources, where would you target them? Would it be parents? Would it be towards professional development? Would it be assemblies for the kids? Where do we need that just a little extra upstream push? And in addition, I think we ought to consider looking downstream. Inevitably when these things happen, we take action, and I'd like to get perhaps a disinterested third party to review our policies and procedures and not reopen the cases and start investigating the case themselves, but how we handle them and maybe, making recommendations as to where we might be able to improve in that realm as well. So, we hit up from both ends, and the goal is as close to zero as we could get between those two things.

Mrs. Crowley asked whether you can explain just a little bit about what you're suggesting. Brian, it seems you're saying that you want an outside third party to come in from an educational standpoint to do that upstream work, but Beth and Zach, it seems like you're coming in from a different point of view talking about OSBA, law firms, policies, and procedures. Can you explain a little bit more about what part of it that you're talking about? I think I understand what Brian's saying. Mr. Perry said we can learn something from an individual and then we implement it downstream. Mrs. Murdoch said let's see how we compare, how our policies and our processes compare with others across the state, maybe who have done, had similar looks maybe. Find some that are successful; what can we learn from them? What can we pick up? I'd love to be able to just do the upstream stuff and say that's it, but I think that we also have areas to improve in the downstream as well when these things do happen.

Mrs. Crowley asked if this would be like an audit. Is that what you're talking about? Mrs. Murdoch said maybe. I think we'd need to get together. I've asked Superintendent Stewart to help write a statement of work to describe exactly what it is we want them to investigate. What I don't want to have happen is I don't want it to be a reopening of investigations that we've already done. I want it to be looking at our processes and procedures and how we handle things, not the facts of a particular bullying incident, and rehash that and open that up again. Does that make sense? The difference?

Mrs. Crowley said yeah. So, you're talking about a third party, but you're also talking about our policies and law firms. Are you saying you're wanting to use a law firm aside from the district's law firm? Mrs. Murdoch replied potentially. I don't think we've decided. There is a particular firm that I know has done this for other districts, but that doesn't mean that's who we have to use. And again, that's part of the conversation. What resources do people know about? I didn't know about this upstream resource till Brian brought it up. So, who does this sort of thing, and who might we be able to use?

Mrs. Crowley asked what law firm were you thinking of using. Mrs. Murdoch replied that McGown & Markling is the one that I know of.

Mrs. Crowley asked what an audit of our bullying procedures and policies cost. Mrs. Murdoch said we have to write the statement of work and get a quote.

Mrs. Crowley asked what is the end goal. Mrs. Murdoch replied with recommendations as to how we could handle it better or what changes we should make in our policies or processes.

Mr. Vorst said I hope they look at our stuff and say, you guys are doing everything you can. You're doing great. And that we are as close to zero as we can get. I would hope that would be the outcome. I do feel it's a good idea to get fresh eyes on something like this when it's something this important, and we love our law firm. We've worked with them for many years. But they are intertwined with daily occurrences, and they are familiar with everything. To have someone who hasn't looked at the way that we do things, look at it with fresh eyes, I think, is the best way to really get a new viewpoint. Particularly somebody who specializes in this, not just a random attorney that we don't know, but someone who's done something like this before.

Mrs. Crowley asked do you think it would be worth it to invest in our own specialists that we have within the district? We have three incredible specialists that spoke about it this evening. We've talked about the teachers, parents, and student focus groups. Is it possible to get more insight from them instead of going to an outside source?

Mrs. Long said I think we're all saying the same thing. What I'm hearing from this conversation is continuous improvement. In my eight years, some of the proudest moments are when I've been at OSBA and guess who is out on the stage our HOPE squads and our ROX teams. And that is exactly what I've known Hilliard Schools to be. Our climate is changing, and we need to continuously improve. I don't think anyone's asking for anything but that. So, if it's to sit down and look at policies, that's great. But truthfully, the people in our administration have done wonderful things, and I'm not sure what's next. I just hope we continue to be at that forefront that it's Hilliard City Schools once again presenting to the state of Ohio what we are doing for our students. So, I really appreciate that, and I believe that what this conversation is about is continuous improvement. And I have full faith in Superintendent Stewart, who will continue to bring that forward.

Mr. Perry said I think the exact same thing. I think it's very clear. I think we are all fairly unified that this is obviously something that we've been valuing and have been valuing for years, but need to continue to go forward as much as possible. We're completely unified. The kids are most important, and safety is most important. (Inaudible) And we all completely value this. This is something that we're taking seriously. That's very clear.

Mrs. Crowley said I think I agree. I'm not saying this is a perfect system, it definitely needs some improvement, but I think we should speak to some of the experts that spoke tonight, our teachers that are on the front lines of this, and parents who feel the system has failed them. To the parents who spoke this evening, I'm very sorry that you feel like the system failed you. We should be trying to further those conversations to find out what happened. Where's the miscommunication? We should be talking to the team that dealt with that as well as people that feel like the system didn't work for them. I think that going internal and trying to figure out what happened versus just paying an outside third company is the better way to go.

Mr. Stewart said that with the benefit of some time, I could make some recommendations about how that might look. Mrs. Murdoch said yeah, that'd be great. I think if we heard three things. One, we could have an external party come and do some professional development and talk to parents, teachers, and students. We could have an external group come in and review our policies, procedures, and processes. And we could also ask our internal folks to continue to do a similar investigation and make

recommendations. So, if you could look into those three streams of work and make some recommendations, I would appreciate it.

Mr. Stewart said to the first point we've already reached out to that individual that you shared. I think it's important we don't just go schedule that. I think it's important that we have a dialogue to make sure that it fits. There are a lot of different ways to approach these things, and it's important that there's some dialogue up front to make sure we're not contradicting ourselves in the messages, but we have reached out to that individual, the one Brian suggested.

Mr. Perry said the reason I look over there is because my dad actually saw him with Dublin when he was presenting before them and asked where the recommendation (inaudible). If he thinks it was a good presentation. It was a good presentation. Mrs. Murdoch said that was the point of this conversation to find out what other ideas people may have. What other areas should we look into. So, yes, Superintendent Stewart, if you could take those three lines of thinking and make recommendations, we would appreciate it.

b) Meeting Minutes

Mrs. Murdoch said thank you for getting our legal opinion on this. It came to my attention that we used to publish notes that were as close to verbatim as possible, given sound and everything. There were a few misses, but since then, we have started summarizing some of those. And I just personally have some questions about the legal difference between our notes and our meeting minutes and what's required for us to do versus what we do. Make sure that everyone's comfortable with where we are because we didn't really discuss the change to the summarization.

Mr. Stewart summarized the difference between minutes and notes. The notes are absolutely not required at all. The minutes are required. The minutes are expected to be an accurate summary of the actions of the board, not verbatim. Also, we record the board meetings, and by doing so, that recording is a public document. So, anybody that wanted a verbatim record of what took place could always request the recording, which is a verbatim record of the proceedings. With regards to meeting notes, I would tell you those have become closer to verbatim rather than further with the purchase of some technology that allows for a more complete transcription and a much quicker transcription many times within a day or two of an entire two-hour meeting. Now, again, I could never make a promise verbatim. As you mentioned, some conversations go very long. Sometimes conversations are harder to transcribe in our different meeting environments. Sometimes we're in an elementary school gymnasium, and the recording doesn't pick up on all of it. And sometimes, the individual doing the transcription, just for brevity or whatever the case may be, makes an edit to say something was summarized. We're well beyond any legal requirement that we have. And as I said, there is a verbatim record of every meeting, and it is a recording, and it is a public document. It is something that anybody can request.

Mrs. Murdoch said, just to build on that real quick, the hold up on posting the meetings that we're recording and live streaming is because we have to do close caption, correct? Mr. Stewart replied yes.

Mr. Vorst asked how available are the meeting minutes to the public. Mr. Stewart responded that the minutes and notes are published on our website. Mr. Vorst asked if it would behoove us to make the recording available since that is more likely to be totally complete. Mr. Stewart said he would need to look into it. It is a public record, so anyone can request it. There are requirements when schools post

recordings and videos on websites around closed captioning and things like that. But I don't know that I can answer that question tonight.

Mrs. Crowley asked if there was an issue that sparked this conversation. Mrs. Murdoch replied just questions about some changes that seemed to have been made recently and why and what we were required to do versus what we're doing. Mr. Stewart said I don't think there were changes made. I think there were decisions made in moments that may have come off that way, but there were no changes or anything like that.

G3 Committee Reports

Mrs. Long said you have the May 18th policy committee notes that we've already talked a little bit about. So just make sure that you guys are aware of that before we move to the second reading.

Mr. Perry said I'll talk about facilities just a little bit here. I did notice that the fence is done or almost done. Mr. Stewart said that within 12 hours of it being completed, a contractor hit it, but it's fixed again. Mr. Perry said that's awesome. For those of you who don't know, that project came to us from the students at Beacon Elementary. They identified the problem. They said there's been a fence out there for three times as long as I've been alive. They brought it to our attention and said let's do something about it. We had a meeting, and was fixed as part of (inaudible) Amazon Web Services. We also heard from an individual at Davidson. Davidson is looking at organizing some parents and folks in the community, and business partners to fundraise for a hitting facility. Darby already has a hitting facility for baseball and Davidson would like to have one. (inaudible) she was very confident that she could have a hundred percent of it done by the next year. And I wish her the best of luck. I've been trying to push this parity. If one school building, especially a high school or middle school, has something, I'd like the rest to try to get it. Because we always have folks say Davidson has that or Bradley has that, so we need to get them all on the same page. Also, the safety software that we're instituting allows visitors to come and check-in, badge in. So, people know exactly who they are and why they're there. It allows us to do some (inaudible) tracking as well to figure out who's coming into our buildings. Are they parents, are they siblings, are they guardians, and substitute teachers coming in and out? So, it allows us to do a little bit of tracking of who and when is in our building. It's an incredible safety tool for our students.

Mr. Vorst said we got a report on building use as far as different extracurriculars, and it's just astonishing to see how many hours and how many different events are held in our green spaces, cafeterias, and gyms. And electric buses, do we have a date? Mr. Dudgeon said they are here. We're working with Stacie to communicate....(inaudible)

Mrs. Long added that the next policy review committee meeting is scheduled for September 21. Also want to make you aware of leadership changes at OSBA.

Mr. Perry said the communications committee/community conversations of the communications committee is scheduled for tomorrow at the HUB. We've been alternating between an afternoons and mornings. Mr. Stewart said we're going to talk about the portrait of a learner process as well as the beginning of strategic planning. Mr. Perry added we kind of do as much transparency as we can of all the community come in. And it truly is a conversation. We had one where it's not just like we had a presentation, which is awesome here, but it's really a dialogue. They can ask questions. You can get engaged with your administration as best as possible. And actually ask questions back and forth. Talk to us.

H EXECUTIVE SESSION / ADJOURNMENT

- H1 At 8:29 p.m., the Board of Education caucused to executive session:
- a. To consider the appointment, employment, discipline, promotion, demotion, or compensation of a public employee or official.
 - b. Negotiations with other political subdivisions respecting requests for economic development assistance.