



MEETING NOTES

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

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

NOTE: Portions of the meeting's audio recording were difficult to decipher, so this document may include several incomplete sentences or inaccuracies. Some of the participants' names may be misspelled.

Mr. Stewart: Okay, we're going to jump right into the star of the show tonight. Jennifer, whom we know from Fanning Howey, will give us some cool updates on the progress of the new elementary schools.

Ms. Fuller: Thanks for having me. We're really excited. I want to give you an idea of where we're at in the design schedule and what that looks like as we move into construction. Right now, on the Beacon and Brown Elementary Projects, we are at 100% construction documents, which means we have handed things off to Ruscilli, our CMR. They're doing some pricing right now. It's not a traditional bid environment. They're reaching out to contractors and getting pricing. So, when we are back together in January, they will have a GMP. We've got a lot of work to do with your leadership team, Ruscilli, and with ourselves to ensure the numbers come in on budget. And then we'll be able to break ground on Beacon in the spring, and then, with some partnering with the city, we're hopefully going to break ground on Brown in the summer.

So, with that said, we've worked with the plan's examiner as well, so we're reviewing both buildings at the same time, and later we'll get into the site and engineering piece for Brown. Everything's looking really good. The team and these projects are on schedule. So, what that means is we have completed the design and really all the big major decisions. There may be some issues that come up during construction, but nothing is out of the ordinary or earth-shattering in those spaces.

So, what we have for you tonight is a walkthrough of the building. And again, I just want to frame this too. We were looking at prototypes for the district, something that looked and felt like Hilliard, right? And we are also, at least with the one building, new Brown, we're out by Bradley and Memorial. So, we didn't want something that looked out of place. We know that Beacon and, later down the road, Ridgewood are going to be standalone and don't really have that context as this one does. In all cases, these are two-story buildings, which is a little different from maybe the nineties and early 2000s elementary schools, but again, I think it's got a similar feel. But it's definitely kicked up a notch into 2025 and beyond.

We've got a couple of videos.

Mr. Stewart: I'm going to jump in real quick. She mentioned GMP and CMR. So I want to make sure we understand that GMP is a guaranteed maximum price. In the CMR delivery method, we will negotiate a guaranteed maximum price with the construction manager at risk before we start construction.

Ms. Fuller: If you're used to listening to a more traditional bid-build, we don't really bid anymore. When we work with the CMR, we negotiate your pricing and make sure there's competition. You get the best price at the end of the day, and then you really get the things that you want in the district. You've got a district of 20 plus buildings, and that looks very different from someone who's just building one. So, we want to make sure that you've got legacy systems or new systems that can talk to each other. And then the CMR is a construction manager at risk instead of the more traditional general trades contractor.

I'm going to walk you through these a little bit. (*Showing video*) So, here we're walking into the entry, and we've got the secured vestibule, which we're installing in all the existing buildings and all the new ones. You're looking into the office from that corridor. When you get in, the finishes will look similar to what you're doing across the district, especially in some carpet and other areas. In this main entry on the right is a pin-up board. It's got a fun fabric, and each building could make it its own.

And in this main area, because it's going to be Beacon, we've got the Bobcat on there, but that'll be something we do for all the buildings. We've carried some of that brick, which is consistent with all of your builds, into the building. You're going to walk in this main corridor, and in this video, we're going to go to the right, which is going to be where your academic side is. In front of us would've been the gym. So if we go down to the right, we'll pass some public restrooms on your left. That's where those drinking fountains are.

And then here is a very slow walk-through. And then again, you'll see some of that compartmentalization. We'll pass through doors that can be secured and locked if you need them to be, or if you want to close out the academic area from the other areas. So, here we are walking down into the elementary corridor. We added some fun colors, as you would look into, maybe an alcove. We've got tack strips throughout, so there could be a lot of pin-ups. I think you guys do that. You'll see that in a lot of your schools now. We'll have large-group restrooms on the left in this case. But similar to what you have now, the bathrooms in that elementary school are on the outside. In this case, we don't have them set in the middle of the academic area. They're more towards one end. So maybe it'll be less noise and sound in those spaces.

We're entering one of the kindergarten rooms. And again, so you see some of the fun colors that are throughout when you get in a kindergarten room. If you remember the preschool where we have the restrooms inside that space, there'll be a restroom in the corner of all your kindergarten rooms. We have four of those. You'll have sinks and case work in all the elementary rooms. It's not just the littles.

I don't know that we go into all the rooms. We might go into one to show you what a typical classroom would look like. And so, all of those are equipped with the monitors as your teaching wall with marker boards. There'll be some tack boards within this space.

Now, we're going to go upstairs. So that's what's different, too, with the second story. I know you all know what stairs look like. We just thought maybe it would be nice to walk you through. This is what it's going to be like. And I think, in this case too, our finishes have all been selected, and everything you're seeing is true to what you're going to get.

We're going to have carpet in the corridors, which will help with sound. And then this will go in a more typical classroom. So again, like I mentioned, the monitor, the marker boards on either side, and we're showing that flexible furniture. We won't be doing furniture as part of the construction that package that will come later. It's a lot like technology, where a lot of things keep changing and updating. So our best bet is to bid it out and order it during the construction phase, or closer to when you need it. And then we don't have to store it for two years, either. So that's another piece of the furniture.

Mr. McDonough: We work with Brandon, who's with Fanning Howey. Mark, Dave, and I met with him last week about the different types of furniture and vendors we want to select from. So he's reaching out to several vendors to have several pieces of furniture brought over to Fanning Howey, so we can bring the principals over to select the things we want to test-run in the buildings. And then later this spring, we're going to rotate it between the three buildings for about a one-to-two-week period. This will give staff and students the chance to provide feedback about the different types of furniture. Whatever we select through that process, as Jen said, we'll use as the standard for all three elementary schools to maximize our purchasing power.

Ms. Arnold: What's the standard turnover in the furniture market for schools? Like something that we're looking at now, do we have concerns about it?

Mr. McDonough: One of the biggest questions we're asking is about warranties. When it has all the bells and whistles, that's when we get a little worried because of the warranties. But most of the furniture we will put into this process will have a lifetime warranty, or at least a 20-year warranty.

Ms. Fuller: In this video, we're going to take you through our event entry. We wanted it to look similar to the main entry, but on a smaller scale. And so this would be more your public area, you're coming to the side where your gyms are. So we went with, as you remember, the public and then the academic setup. In this case, though, when you come in, we'll have access to the media center from both the public and academic sides. Like right now, you've got it from academics in your one-story builds. The other fun thing is that we're going to have a Maker space next to the IDC in all the elementary schools. So that's going to give a lot more hands-on and flexibility. And then those two spaces are connected through a glass wall that can open. So again, this will be something we thought would be really exciting for parent-teacher nights. This will give elementary levels much more access to showcase what the kids are doing on a day-to-day basis. And then, obviously, having that connection and the ability to make this noisy, busy space next to the IDC, a quiet space. Those come and go depending on the zones that are set up in the school for the days or weeks.

Mrs. Crowley: Can you hear through the class wall?

Ms. Fuller: No. They've got the same kind of sound ratings as a classroom.

And then as we go into the corridor, across from that is student dining, which looks similar to what you have today. Again, we'll work with you guys on what furniture will go in there. Obviously, it will be something that custodians can maintain and move, and things like that.

And you'll see the restrooms are right here. That was the point of conversation early when we were designing how far those were down the hall. They weren't right there when you walked in the door, but you can see them when you walk out the door, and right there. So I don't think the distance is a concern any longer.

Mrs. Crowley: Will the custodians be able to give feedback on the furniture?

Ms. Fuller: Oh yeah, we'll definitely make sure that they see some things. We've already gotten feedback, not that we'll use what we have in the middle school, but from them through some of the things that you're doing.

So here would be a typical gym. We've got a stage. The nice thing about these builds is you'll have ramp access to the stage. That I think you saw on the right-hand side. The other great thing about the stage, I don't believe this is any bigger than what you have in some of the current elementary schools, but you will also have access from the back of the stage into the music room. So that's something that we try to give a connection to, which was feedback on improving these floor plans. I know we talked about it before, but when you see it in 3-D. It's a little different than when it's on paper. So they'll have access from that music space back here. And again, this has some built-in case work, similar to what you have today. We have some sound reinforcement in addition to your traditional ceiling with the acoustical improvements. And the other thing that's nice about the code today is that there are upgrades; there is now an educational sound component. So, while things have improved over the years, the carpeting helps to keep that noise down. But there's a better rating in your ceiling and other materials that help that whole environment.

And so, the music room takes us back out into that new public corridor. I think we're going to go into that room. And so now we're back in the main corridor. And then when we circle back around, we still have that our room set up off the main corridor, which is similar to what some of those elementary schools are like today. And again, keeping that grouping together. The great thing about where we have art place, where we have that new Maker space and then the IDC, those all have kind of an interconnection to each other. I don't know that we'll drag students through those spaces, but teachers can get through there. And if there's anything happening in the art room, it makes sense that kids are not going to work on the Maker space or we're going to display it in that location. We don't have to go around.

And now we're going back out the front door. *(End of video tour)*

Mr. Stewart: Am I right in saying you'll continue to update this so we can walk through other areas?

Ms. Fuller: Yes.

Mrs. Crowley: Is this video going to be somewhere....

Mr. McDonough: Stacie will put it out tomorrow.

Mrs. Murdoch: David knows I was looking forward to this, and you did not disappoint.

Mr. Stewart: It's hard to believe it's been a year since this thing passed. And so the tedium of that, we know it was there, but it doesn't make it any less frustrating. So, we're finally getting to the point where we're talking about moving dirt within the next few months. Then it becomes very tangible and very real for the community, the district, and the kids. We'll start talking about groundbreaking and related topics as we get closer to knowing exact dates and details.

6. The Board of Education approved the following resolution:

AUTHORIZING AGREEMENT WITH COTTERMAN & COMPANY, INC. FOR THE HILLIARD BRADLEY PHASE 3 ROOF RECOATING PROJECT IN ACCORDANCE WITH O.R.C. 167.081 FOR CONTRACTS PROCURED THROUGH A REGIONAL COUNCIL OF GOVERNMENTS

The Chief Operating Officer recommends the Board authorize an agreement with Cotterman & Company, Inc. ("Cotterman") for the Hilliard Bradley Phase 3 Roof Recoating Project ("Project") in accordance with O.R.C. 167.081 for contracts procured through a Regional Council of Governments.

Rationale:

1. The District has identified a need for the Project.
2. O.R.C. 167.081 allows a school district to participate in a construction contract of a Regional Council of Governments (a "COG") without the need to engage in competitive bidding. Specifically, O.R.C. 167.081 states that a regional council may enter into a contract that establishes a unit price for, and provides upon a per unit basis, materials, labor, services, overhead, profit, and associated expenses for the repair, enlargement, improvement, or demolition of a building or structure if the contract is awarded pursuant to a competitive bidding procedure of a multistate consortium of which the council is a member.
3. The Ohio Council of Educational Purchasing Consortia ("OCEPC") is a collective of six Regional Councils of Governments, consisting of the Metropolitan Educational Technology Association ("META"), Ohio Mid-Eastern Regional Educational Service Agency ("OMERESA"), Ohio Schools Council ("OSC"), Southwestern Ohio Educational Purchasing Council ("EPC"), Stark County Schools Council of Governments, and the Unified Purchasing Cooperative, all established under Chapter 167 of the Ohio Revised Code. The Board is a member of META.
4. OCEPC, on behalf of the COG collective, is a member of the Association of Educational Purchasing Agencies ("AEPA"), a multi-state consortium. As a result, vendors procured by the Board through OCEPC under its membership with AEPA meet all the requirements of O.R.C. 167.081.
5. Cotterman is an authorized agent of Weatherproofing Technologies, Inc., who was awarded Master Intergovernmental Agreement 025-D with AEPA ("Master Agreement").
6. Cotterman is an experienced roofing contractor and has provided a proposal for the Project in the amount of \$1,342,800 (the "Contract Sum"), which is based on unit pricing set forth under the Master Agreement. Cotterman's proposal consists of \$1,294,800 for the base work, \$14,000 for alternate no. 1, and \$34,000 for alternate no. 2.
7. The Chief Operating Officer recommends the Board authorize an agreement with Cotterman in an amount not to exceed the Contract Sum.
8. To avoid delays to the Project schedule, the Chief Operating Officer also requests authority for the Chief Operating Officer and Treasurer to sign change orders on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders in excess of that 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 granted in O.R.C. 167.081, the Board authorizes the Chief Operating Officer, Treasurer, and Board President, working with legal counsel, to negotiate and execute an agreement with Cotterman for the Project in an amount not to exceed the Contract Sum.
2. The Board also authorizes the Chief Operating Officer and Treasurer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

Mr. Dudgeon: I'll go ahead and speak to items six and seven. These resolutions are for two roof re-coatings that will be done in the summer of 2026. Something we did a little differently this time was using cooperative purchasing to select the contractors. We had the two companies that met our specifications compete against each other. Tremco, which is partnering with Cotterman, will be awarded the Bradley phase three. And then, in the following resolution, item seven on the agenda, Garland Inc. is being awarded the Hub. While they were comparable in pricing on the Bradley roof, we recognized \$130,000 in savings on the Hub by having the two companies compete.

Mr. Vorst: How much time do we usually get out of a roof, 20 years?

Mr. Dudgeon: Yes.

7. The Board of Education approved the following resolution:

AUTHORIZING AGREEMENT WITH GARLAND/DBS, INC. FOR THE INNOVATION LEARNING CENTER ROOF RECOAT PROJECT IN ACCORDANCE WITH O.R.C. 167.081 FOR CONTRACTS PROCURED THROUGH A REGIONAL COUNCIL OF GOVERNMENTS

The Chief Operating Officer recommends the Board authorize an agreement with Garland/DBS, Inc. ("Garland") for the Innovation Learning Center Roof Recoat Project ("Project") in accordance with O.R.C. 167.081 for contracts procured through a Regional Council of Governments.

Rationale:

1. The District has identified a need for the Project.
2. O.R.C. 167.081 allows a school district to participate in a construction contract of a Regional Council of Governments (a "COG") without the need to engage in competitive bidding. Specifically, O.R.C. 167.081 states that a regional council may enter into a contract that establishes a unit price for, and provides upon a per unit basis, materials, labor, services, overhead, profit, and associated expenses for the repair, enlargement, improvement, or demolition of a building or structure if the contract is awarded pursuant to a competitive bidding procedure of a multistate consortium of which the council is a member. A school district that is a council member may participate in the awarded contract.
3. The Board is a member of the Equalis Group ("Equalis"). Equalis is a Regional Council of Governments that has awarded Garland a contract pursuant to a competitive bidding

procedure, identified as Equalis Contract COG-2133. Accordingly, the Board may participate in that contract as an exception to competitive bidding.

4. Garland is an experienced roofing contractor and has provided a proposal for the Project in the total amount of \$799,447 (the "Contract Sum"), which is based on unit pricing provided under Equalis Contract # COG-2133.
5. The Chief Operating Officer recommends the Board select Garland for the Project and authorize the Chief Operating Officer, Treasurer, and Board President to negotiate and execute an agreement in an amount not to exceed the Contract Sum.
6. To avoid delays to the Project schedule, the Chief Operating Officer also requests authority for the Chief Operating Officer and Treasurer to sign change orders on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders in excess of that 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 granted in O.R.C. 167.081, the Board authorizes the Chief Operating Officer, Treasurer, and Board President, working with legal counsel, to negotiate and execute an agreement with Garland in an amount not to exceed the Contract Sum.
2. The Board also authorizes Chief Operating Officer and Treasurer to sign change orders on behalf of the Board in a total amount not to exceed 10% of the Contract Sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

8. The Board of Education adopted the following policies:

- a. BF – Board Policy Development and Adoption
- b. DBD – Long-Term Financial Planning
- c. DE – Revenues from Tax Sources
- d. DJC – Bidding Requirements
- e. DLC – Expense Reimbursements
- f. EBC – Emergency Management and Safety Plans
- g. EEA – Student Transportation Services
- h. EEAC – School Bus Safety Program
- i. EEACC-R (Also JFCC-R) – Student Conduct on District Managed Transportation (**New-Regulation**)
- j. EEACD – Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
- k. EEACD-R-2 – Drug Testing for Motor Van Drivers (**New Regulation**)
- l. EEAD – Non-Routine Use of School Buses and Motor Vans
- m. EHA – District Records Commission, Records Retention and Disposal
- n. EHC – Cybersecurity
- o. FD (Also KBE) – Tax Issues
- p. FEF – Construction Contracts Bidding and Awards
- q. GBQ – Criminal Records Check
- r. GCBC-R – Professional and Certificated Staff Fringe Benefits
- s. GCI – Professional and Certificated Staff Assignments and Transfers

- t. IGAE – Health Education
- u. IGBB – Programs for Students Who Are Gifted
- v. IGBEA – Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
- w. IGBEA-R – Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
- x. IGD – Cocurricular and Extracurricular Activities
- y. IGDJ – Interscholastic Athletics
- z. IKA – Grading Systems
- aa. IKE – Promotion and Retention of Students
- bb. IkeB – Acceleration
- cc. IKF – Graduation Requirements
- dd. IND/INDA – School Ceremonies and Observances/Patriotic Exercises
- ee. JECBB – Interdistrict Open Enrollment (Do Not Participate)
- ff. JED – Student Absences and Excuses
- gg. JEDA – Truancy
- hh. JEDC – Religious Expression Days
- ii. JEFB – Released Time for Religious Instruction
- jj. JFCK – Use of Cellphones and Electronic Communications Devices by Students
- kk. JHG – Reporting Child Abuse and Mandatory Training
- ll. KBA – Public’s Right to Know

Mr. Perry: Quick reminder that all these policies are required policies through our OSBA policy service, except for one, which is required by our new collective bargaining agreement.

9. The meeting was adjourned at 6:51 p.m.