



MEETING NOTES

Meeting Notes are not official until the Board of Education votes on them at its next Regular Meeting.

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

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

B. PROGRAMS / PRESENTATIONS

- B1 The Preschool students and staff will highlight their new Frog Street Curriculum.

Mr. Stewart: Our first presentation tonight, I haven't even seen yet, but I'm pretty confident it'll be our favorite presentation of the year. Brian Hart is here with some of his friends from the preschool. They're going to talk about our new preschool curriculum.

Mr. Hart: Good evening, guys. As you may recall, last year we conducted a review of our preschool curriculum. Cori, Herb, and Jamie conducted an extensive study of preschool curricula. Through their efforts, we ultimately selected the Frog Street Curriculum, which we've been implementing for the last few months. It's been great. So we were asked to come today and share a little bit about that. A significant aspect of that program, during our review process, was the integration of a social-emotional component, specifically conscious discipline, which was embedded within the program. Today, we're going to perform a couple of songs for you and demonstrate how the students apply this throughout the curriculum.

The first song you're going to hear is *My School Family*. This activity, as I said, is part of that conscious discipline framework. It helps the children build a sense of belonging, empathy, and emotional safety in the classroom. Singing together reinforces the classroom as a caring community, and through this daily routine, students practice essential social-emotional skills, such as recognizing and managing feelings and forming positive relationships. As you are all aware, this is a key priority for us. *(Students sang a song)*

Part of the curriculum each week is divided into a different theme, and theme two is our family theme. So they're going to sing the song. I hope I say this right; you might actually recognize it – *Skidamarink, A Dink, A Dink, I Love You*. This song is used to help children express love, connections, and belonging both within their own families and also their school family. This familiar and joyful song supports early social-emotional development by encouraging children to share positive feelings, recognize caring relationships, and build health. *(Students sang a song)*

- B2 Embrace, Empower, Inspire Award Winners: Jerry Drobnick, Doug Saunders, Alex Francis, Steve Schaeffer, Jamie McClary, Theresa Mummert, Adam Story, and Chris Lewis

Mr. Stewart: Next, we have a large group of Embrace, Emower, and Inspire Award winners today. I believe Rich Boettner and Stacie Raterman will be doing the honors for that.

Ms. Raterman: Rich and I wanted to introduce you to the tech team that has been really helpful in implementing Parent Square for our district—everything they've done behind the scenes that nobody sees. This has been a significantly larger project than I anticipated, particularly given the amount of data involved. We're a big district, and I think we're one of the bigger ones that are meeting in our own way. These guys don't let things go unless they're exactly how we like them. We've had a couple of bumps and bruises going through this, but they have really saved us. Rich, can you introduce all of them and share their roles within the district?

Mr. Boettner: This is Theresa Mummert. She's the project manager for our eSchool Plus program. Chris Lewis is our EMIS Coordinator, and Steve is our help desk person. Doug Saunders is our project system administrator. Jamie McClary is fairly new and serves as one of our project managers, having done a significant amount of work with our forms in Parent Square. Alex Francis is our web designer and is currently working on several projects, including Parent Square, as well as our website redesign. And Jerry Drobnick is our coordinator of administrative technology. They were amazing and do incredible work for us every day.

Mr. Stewart: I also want to thank this group. Parent Square is truly transforming how our parents interact with the district and how we serve families. It will continue to increase over the next couple of years. However, it took a considerable effort behind the scenes to even get it off the ground. So, really a huge thank you.

- B3 High School Course of Study Changes

Mr. Stewart: Our final presentation this evening is by Erin Dooley, Cori Kindl, and Mark Tremayne. As every year, you approve the course of study, but there usually aren't a lot of substantive changes every year. But this year, there are some substantive changes, so we have a presentation for you. We want to give you the information before voting to approve them next month.

Mrs. Kindl: Good evening, everyone. Erin, Mark, and I are excited to share the Hillard City School District Program of Studies for the 2026-2027 school year, specifically as it relates to the changes. This presentation is in your board Canvas course for your reference. The program of studies is a culmination of a year's worth of work that began with an intentional process last October, when our Strategic Plan Student Learning Committee was formed to accomplish several of the recommendations outlined in the strategic plan. Tonight, we'll share a brief overview of the strategic plan work, including the course audit that led to these program of study decisions.

The course audit began with our 6-12 electives that were recommended through our strategic plan objective 1C. However, throughout the process, our team intentionally integrated several other recommendations. So, although this will be an annual process moving forward, this year's program of studies incorporated 11 strategic plan recommendations. To name a few, under Objective One, graduate readiness, this program of studies evaluates courses to ensure career exploration in grades six through eight. It enables students in grades nine through 12 to start planning for their future careers, increasing

access to experiential learning opportunities such as internships, pre-apprenticeships, and work-based learning experiences, and enhancing opportunities to earn advanced placement or college credit. And then ensuring our programming provides access to the skills and industry-recognized credentials. Within Objective 1C, our committee reviewed the programming within these courses to ensure that it was relevant to students' interests in industry, and examined industry-recognized credentials and electives based on students' interests.

I want to take a moment to thank our other committee members – Jamie Lennox, Jake Grantier, Brenda Leonard, and Katie Golden, in addition to Erin, Mark, and myself. This work began with designing the audit process and establishing criteria to evaluate our courses, ensuring that our students receive the greatest return on investment. All of our courses were evaluated for graduation requirements, so helping students meet the credits, competency, readiness, seals, post-secondary readiness, including opportunities for honors diploma, dual enrollment, AP, pre-apprenticeships, career clusters, alignment with our commitment plan, and portrait of a learner, and providing students with voice and choice.

When evaluating these courses in terms of student requests and enrollment, and validating the offering of these courses, each course, whether new or existing, is also reviewed through a scope and sequence. You'll see in the top picture that we have aligned every course to a career cluster in our field. So, if a student is interested in engineering, IT, education, or the arts, do we offer a continuum of courses that provide students with the opportunity to build upon their knowledge? I'll say moving forward, this course audit will become a part of our curriculum revision cycle as a phase three. So, as each content area comes up, we will look at all of the courses within that content area, including electives to ensure that they continue to meet the criteria we established so that our students have the best experience to be ready for tomorrow.

Mrs. Dooley: As Cori mentioned, this will be an ongoing process for us each year, so we're excited to share some of the changes this year. All three programs of study are available in the Canvas course for your review. We will focus on the changes happening at the high school and middle school. Sixth grade will remain the same for the year.

In the high school science offerings, we are eliminating geology and microbiology. That is a direct result of the course audit that Cori talked about. Historically, over the past three years, these two courses have only been offered at one of our high schools. Even within that one high school, the combined course requests for these courses have ranged from three to 18 students. With those eliminations, we are excited to add AP Environmental Science as part of the strategic plan to increase AP course offerings and STEM opportunities. This checks a lot of those boxes. In addition, I think it fills a gap that we had before for different science interests among students. We don't currently offer anything in this arena, and our teachers are very excited about it. I believe we'll have a great deal of student interest, and we'll introduce students to that AP level.

In math, we're adding AP pre-calculus. This was brought to our attention by the teachers, and if you are familiar with our pre-calculus offering at the high school, it is a very intense and high-level course. They feel like they are educating students at this level, and we're excited to allow them to earn college credit and enhance their transcripts. In addition to that, or as a result of that, we are pulling together some of the calculus or the topics that would've been taught in pre-calculus and algebra three and forming a college algebra course, which would still introduce students to all of the topics that they may need for post-secondary math and leave some doors open. If they choose not to take AP pre-calculus right away

and instead take college Algebra, then the following year, they still have the opportunity to take AP pre-calculus and excel there as well.

And then the last one, for high school in our art offerings, we are eliminating our theater offerings. We're not looking to close any doors on any of the art programs. This is actually an arena where we haven't offered courses in three or four years, just based on student requests. In addition, we only have one teacher in the district who's certified to teach these classes, and he hasn't taught them in a few years. The great news is that, with some flexibility in the...*(unintelligible)*...and Credit Flex, we can offer our students credit through a pre-approved program for all the work they do, allowing them to showcase their learning through our theater program. So, they'll still have an opportunity to showcase that even outside of the classroom.

Now I'm going to turn it over to Mark.

Mr. Tremayne: Good evening. I'm excited to share two new high-impact middle school programs. As Cori said, we followed the audit process and were able to increase STEM and career tech education opportunities, which is an initiative that the state also supports. We have been upskilling teachers beginning last spring at Hillard U with the new CTE Middle School Validation Program. And then again, last week at Hilliard U, we had teachers complete a five-hour course to gain the ability to teach seventh- and eighth-grade career and technical education classes. Additionally, as they also mentioned, the student interest we found was the intersection of demand in business and industry and student interests. We've achieved this through purposeful partnerships.

The first program we're adding next year will feed the Tolles High School Construction Technology Program. It's a middle school course called Intro to Construction Technology. We partnered with the Carpenters' Joint Apprenticeship Training Center and successfully embedded two industry-recognized credentials. As part of our strategic plan, it serves as a pathway to the Tolles program. It's our first Hilliard-owned program within the construction of the career cluster, and we'll feed directly into that. We also want to emphasize the opportunity for students to get out into the field with our new construction project. We'll do that with Ruscilli and others.

Another one is computer science and electronics. We've had a longstanding partnership with Project Lead the Way, known nationally as one of the most rigorous pre-engineering and computer science programs. We are combining the magic of electrons with a computer science class for innovators and makers. This is a survey course that allows students to explore opportunities in engineering and IT pathways. We wrote a grant last week, and we feel confident that we'll receive it because we've discussed it with Project Lead the Way, which is offering \$30,000 to jumpstart this program. We're really excited about that.

We love the process we're going through, and we feel that these are in-demand opportunities that will prepare our students for their future. With that, we're open to any questions.

Mr. Stewart: As I said earlier, we'll have this on the agenda next month, but we wanted you to have this information ahead of time before you're actually voting on it. Any questions for the group? They've done a great job. One thing you hopefully see is that the strategic plan continues to drive all the work in the district. And this is another great example of that.

Ms. Arnold: No question, just a comment that I'm appreciative of this audit process versus other attempts I've seen with our curriculum over the years. So thank you guys. Great job.

C. ROUTINES

- C1 The agenda is correct as submitted.
- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the October 2025 Treasurer’s Report.

Mrs. Swearingen: There is nothing of significance to note. This report incorporates our five-year forecast, and since we've just approved that, we are trending with the forecast.

- C4 The Board of Education approved the minutes from the following meetings:
 - a. October 6, 2025, Regular Meeting
 - b. October 6, 2025, Regular Notes
 - c. October 27, 2025, Work Session
 - d. October 27, 2025, Meeting Notes

D. PUBLIC PARTICIPATION

The Board of Education appreciates citizen interest in meetings of the board. This place on the agenda is set aside to hear comments from visitors. When called, please go to the microphone so that remarks may be clearly heard and recorded. You must give your name and limit comments to three minutes. Comments must be respectful and professional in nature. Board members may or may not ask questions or make comments. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of this meeting are being recorded.

Maxine Irvin

Good evening, and thank you for letting me speak today before the Hilliard City School Board. My name is Maxine Irvin, and I'm the parent of two Hilliard Davidson High School graduates and have been a resident of the Hilliard City School District for over 30 years.

At one time, the state of Ohio provided about 46% of the funding for students in public education. Those days are history though. Since then, our Republican led state legislature has done everything in its power to defund public education. During last month's school board meeting, we learned that their latest plan is to continue to reduce the amount of money the state provides to Hilliard City Schools for the 26-27 school year by about another \$1,000 per student. In a few years, the state will be providing only 10% of the funding required for public school students. Who will be providing the remaining 90% of this fund?

I'm sure you have heard about the movement to eliminate property tax in Ohio. Ohioans are fed up with the constant excessive increases in our property tax. If you review your property tax bill, you'll see that the majority of it funds public education. What happens if the amendment to eliminate property tax passes? The state will only be paying 10% of Hilliard School City funding, and if Ohio property taxes are eliminated, where does the 90% funding come from to support Hilliard City Schools? It does not come from anywhere, and the MAGA Republicans will have won. There will be no more Hilliard City Schools. Public education will not exist in Ohio.

The Ohio Constitution requires common schools to meet the educational needs of all students and requires the state to fund the schools. Those in power are ignoring this as they promote their ED choice voucher program and the defunding of public education. The remaining 10% of funds will have to be used for students at private schools who refuse to admit. Is this what you want to happen? You have a choice. You can support the Vouchers Hurt Ohio lawsuit that has already won in court, but is facing appeals from the lawless legislature. The cost to join is \$2 per student per year, and it will bring millions of dollars back to public education, where it belongs, and will stop illegally funding private schools that have no accountability for anything. Or you can sit back and let other school districts fight for you, and possibly lose the battle because of insufficient funding, and watch the continued destruction of public education. Will you be proud of your legacy then, knowing that you have squandered the educational future of students in the state of Ohio? Thank you.

Beth Lichens

Hello, and thank you for the opportunity to speak to you tonight. My name is Beth, and I'm the mom of a fourth- and fifth-grader in the Hilliard City School District. I'm here tonight as a new voice in support of the school district...(unintelligible)...Vouchers Hurt Ohio lawsuit. As I understand it, there hasn't been a lot of input from the public on this issue, and I want you to know that it is not because our district doesn't support the board in signing on; the public simply doesn't even know it's happening.

The public doesn't know that Ohio has lowered its funding for public education to 35% of the budget. They also don't know that their tax dollars are going to private education instead of their public schools, and that the money is completely unaccounted for. I don't know how drastically the state plans to cut funding even further for public education in the next few years.

Every parent I have talked to about this issue has absolutely no idea and has asked me where they can sign the petition to support joining the Vouchers Hurt Ohio lawsuit immediately. You asked us to bring a petition with a large number of signatures in order to show you the support of the public and moving forward with signing onto the lawsuit. I do understand where you're coming from with that request. And I respect that you want to show your accountability to the district for its money. But if you were to sign on, even without a petition, you would not be doing wrong by your district for standing up for their tax dollars. You would be protecting them when they didn't know they needed someone in their corner.

While I believe you shouldn't, this shouldn't be a partisan issue. I understand that it has become one. So I would like to remind you that you are not alone. There are 300 plus school districts in Ohio that have already signed up. Many of them with very different political demographics than Hilliard, and the EdChoice voucher system has already been deemed unconstitutional by a judge.

My youngest son is autistic. He was diagnosed when he was three years old. When he started preschool in Hilliard, he was having a lot of challenges, but that same boy today is absolutely thriving academically, socially, and emotionally, in no small part thanks to our amazing educators in Hilliard. When I heard how much money the state plans to take away from public education, I knew that it would be my son who will feel that impact first. So, I'm here tonight to ask you to please do right by your district, its parents, its students, and by my children who rely on our great schools here in Hilliard and sign on to the Vouchers Hurt Ohio lawsuit now. 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 Approve a rate of \$55.00 per hour for staff participating in Panther Hour instructional activities at Scioto Darby Elementary school during the 2025-26 school year.
- E4 Approved the following trip requests:
 - a. Bradley, Darby, Davidson Travel Club, Japan – March 28, 2025

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

Certificated Personnel Retirements:

- Janeen Robinson has been with Hilliard City Schools since 08/25/2003
- Jay Smith has been with Hilliard City Schools since 08/27/1998
- Kimberly Snyder has been with Hilliard City Schools since 08/29/1994

Classified Personnel Retirements:

- Patricia Gapsch has been with Hilliard City Schools since 02/23/2009
- Arlen Stacy has been with Hilliard City Schools since 08/22/2019

Mr. Perry: Unfortunately, Gavin Ross, a bus driver since October 25, 2021, recently passed away—condolences to his family.

F. ACTION AGENDA

- F1 The Board of Education approved the following Fall 2025 Winter Graduate:

Davidson High School: Sara Shaaban

Mrs. Crowley: Congratulations to her.

G. REPORTS / INFORMATION / EXHIBIT ITEM

- G1 Committee Reports

Mrs. Crowley: I had three committees this month. The ISPTO met at Darby High School on October 21st. Deputy Superintendent Mike McDonough provided an update on the master facilities plan, highlighting completed summer projects. He also shared progress on current projects like the Darby weight room and presented a draft timeline on upcoming projects, including the new Brown, Beacon, and Ridgewood

elementary schools. The next ISPTO meeting will be held on Tuesday, November 18th, at 6:30 PM at Davidson High School.

I also had superintendent's advisory committee. The staff submitted questions regarding handicap accessible doors, ratios for IEP students in co-taught classrooms, and even a suggestion for an activity bus. Superintendent Stewart addressed those questions, and I will share the responses with the board once they are available.

And my final committee is the curriculum committee. This was my first meeting with our Assistant Superintendent Bill Warfield in his new role, and it's clear that he has hit the ground running. We met with Mark Tremayne, the Director of Innovation and Extended Learning, and had a very robust discussion about graduation pathways and experiential learning aligned with the district's four Rs. I learned about the role of our new pathway coaches, who serve as key connectors between students, families, and educational opportunities. Their work supports both graduation requirements and career readiness. The district's focus on future readiness continues to grow through partnerships with organizations such as the Ohio State Wexner Center, Amazon Web Services, and the City of Hilliard. These initiatives include experiences such as the Skilled Trades Expo, COSI Growth and Tech Day, the City of Hilliard Tech and Innovation Day, field trips to Tolles, the Healthcare Summit, and many more. I left the meeting truly inspired by the incredible opportunities our team is creating for Hilliard students.

Ms. Arnold: I attended facilities along with Beth on October 15th. We reviewed the updated facilities and project request form. It's an opportunity for the facilities committee to review requests as they come in, and it will help maximize bulk purchasing power and evaluate improvement requests. We also had an overview of projects completed this past summer and a preview of upcoming projects for winter break and summer projects for 2026. This includes stadium lighting, band towers, Darby and Davidson tennis courts, middle school turf fields, and the usual round of permanent improvement dollars, such as roofs, paving, and cooling towers – things that people get really excited about. Other projects include those seen at our recent work session updates, such as the remaining playgrounds and secured entrances.

Next up was the PTO and Booster Luncheon in October. Melissa provided a review and explanation of the five-year forecast. Only one question centered on the financials, though people were more interested in grilling Dave with questions about the buildings and playgrounds. There were questions about the parent square. So, it always boils down to things that really get into the nitty-gritty of what people experience on a daily basis.

And then, lastly, it's not so much a committee report, but I attended the aforementioned AmazonTech Day at COSI with the girls. I started my morning there and got to see the exciting kickoff with Brutus Buckeye and the OSU cheerleaders. They got the girls excited. I watched their first session, at least the group I was following, which was a coding session using tangible, a program I hadn't seen before. And then followed by creating some scribble bots using Tiny Bots. It was fascinating. Then I hightailed it back here to Hilliard for a tour of the Well, where the boys were being introduced to some of the tech options available, including how they are incorporated, such as the glass for the pool, which allows for shifting to opacity. There was also information from the city lab personnel about the drones they use, including the water drone that utilizes UVC light to eliminate toxic algae. I had never even heard of that being a problem, but there we go. I learned something new that day myself, and information about Linus, the field-stripping robot. Unfortunately, I didn't get to see him in action, though. I was a little bummed about that, but the students were very interested in the different topics. However, one of the things I really wanted to highlight, which had nothing to do with tech that day, was that as we went around the Well, we

showed different rooms. Seniors were having different events, and in one of the rooms, seniors were playing cards. As we were coming back past that room, one of the little boys in our group noticed a gentleman approaching the door, which was visible through the glass doors, allowing people to see. He stopped to go over to the door. As the elderly gentleman was exiting, he was like, Oh, we're just playing cards in here, son. No, I want to hold the door for you, and he took a moment to hold the door. Then, as we caught up with the rest of the group, we were near one of the other rooms, and right outside it was the Wudu Room. If you're not familiar, it's for those preparing to wash before prayer. He was fascinated, asked questions about it, and I was able to answer them for him, and just throughout the day, just that kind of respect for others. In fact, when I explained what the Wudu Room was for, he turned to me and said, 'Hilliard's just becoming a very diverse place.' I was like Yes, it is, and thank you for noticing that. It was great to see the opportunities for both our girls and boys that day, but also to see what we talk about, what these little preschoolers were showing us in action, that social-emotional learning of empathy for our fellow citizens. And it was exemplified in that one little boy that day, too. So that's all I got.

Mr. Perry: It's a pseudo-committee report in the sense that it does relate to policy. And I'll maybe jump ahead a little bit to the portions here for a second reading, but Zach had a good question, which I think was worth sharing. These are all required policies except for one, which is required through our new CDA (collective bargaining agreement). It just ensures that the percentages paid for insurance align with our new collective bargaining agreement.

G2 Policies submitted for a second reading:

- 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. Stewart: In your agenda, you have a significant list of policies that are up for a second reading. There’s no action required tonight. They’ll be on the next board agenda for action. If you have any questions or comments about any of these, now would be the time.

(There were no questions or comments.)

EXECUTIVE SESSION / ADJOURNMENT

H1 The meeting adjourned at 7:10 p.m.