



BOARD OF EDUCATION REGULAR MEETING

June 8, 2026 | Administration Building

MEETING NOTES

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

- A1 President called the meeting to order at 6:30 p.m.
- A2 Members present: Ms. Arnold, Mrs. Byler, Mrs. Crowley, Mr. Moog, and Mr. Perry.
- 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 Public Hearing: Consistent with District Treasurer Swearingen's April 27, 2026, notice under Section 3307.353 of the Ohio Revised Code, the Board of Education will now hear the issue of whether or not to reemploy STRS retiree Mr. Craig Vroom, Principal. This individual has given notice of intent to retire under the State Teachers Retirement System of Ohio (STRS), effective at the end of the day on July 31, 2026, and has applied for reemployment in their previous positions, effective August 4, 2026. Any audience member who wishes to comment on this issue will be recognized.

- B2 Staffing Update

Mr. Stewart: I'm excited to bring Melissa Klosterman-Lando and Greg Hennes to the front. Melissa has brought a lot of new things to our human resources department, and she and Greg have formed quite a dynamic team. They're here to give us an update on staffing.

Mrs. Klosterman-Lando: Hi, everyone. Thanks so much for having us. My name is Melissa Klosterman-Lando, executive director of HR. This is my esteemed colleague.

Mr. Hennes: I'm Greg Hennes, human resources coordinator.

Mrs. Klosterman-Lando: And tonight, we're gonna give you an update on the recruitment, retention, and staff diversification within the city schools.

Mr. Hennes: One thing we always wanna make sure we're doing is anchoring our plans in the strategic plan itself. Within the plan, we have two areas focused on human resources: acquisition and development. For acquisition, we wanna make sure that we're hiring the most qualified individuals that reflect our students and the population, and also bring partnerships to the higher education venues that are around this area, as well as other community entities. And then once we hire individuals, we wanna make sure we develop them into the best professionals possible, so we can customize professional development, provide mentorship, and foster a collaborative and inclusive culture that prioritizes job satisfaction and employee well-being.

Mrs. Klosterman-Lando: All right, so our first step was to strategize and look at our strategic plan and then determine, okay, what areas do we want to go after? Then we reviewed our return on investment. So, for what we were putting in, what were we getting out? And so we decided to make some shifts to ensure we would have a really positive impact with any change we made. And then we decided to implement and roll it out. So we're gonna share a scary data point with you, but we want to make sure you understand the rest of the presentation and where it's headed. A lot of it is based on information similar to what Greg's going to go over. This is an example of Ohio's, but this is very much in line with the nation.

Mr. Hennes: So we wanted to ask ourselves why we're doing the work that we're doing. And in Ohio, as you can see on the screen, in 2012, we had 28,502 students enrolled in college-pre-teacher programs at the university level. This past academic

year, 2025, that number's down to 16,500 plus. That's a substantial decrease in the number of students going into the education profession. So we really needed to ask ourselves: what can we do to help recruit and retain the best individuals we can for our students?



Mrs. Klosterman-Lando: So in December, we met with all of our leaders and our administrators, and they spoke unanimously. They are the ones doing the hiring, so it was really important. We are, too, but it's really important to get that perspective from all different levels. So the first thing we determined is, okay, we've been looking at this through Hilliard City School's lens. Let's change it and look at the candidate experience — how they're interacting with us and how we're interacting with them. And so we determined to focus on three areas. So the first one was engagement, positive interactions from the beginning, from the first point of contact. Are we approachable? Are we friendly? Is that first point of contact something that's a good impression for them, not just for us? And that's a really different mindset than we probably had ten, twenty years ago.

And then we talked about how everything is our branding. So that interaction with them, that connection with them, that's our branding, that's our reputation. So it's really important that every little touchpoint we have with a candidate is positive, so that way, even if they aren't selected as the top candidate, they might be the next time. And how are we keeping them engaged or keeping in communication with them? So I don't know about you, but one of the not-nice things about interviewing is sometimes you don't get the job, and it's really awful when you don't hear back. So it's really important that's part of our reputation. So we wanna make sure our team has been awesome at even if we just send them an email that says, "Thanks so much. We did decide to move forward with another candidate, but we really appreciate your interest in Hilliard City Schools." That's one more positive interaction for them, even though it wasn't what they were expecting. But that way, it's positive, so they know, oh, hey, at least I know, rather than not getting any feedback or communication.

So we looked at three tactical recruitment strategies. The first one is connecting early, and it was really important for us to move our timeline up by almost 6 weeks, maybe even 7. So we started interviewing and screening at the beginning of December, which is usually the middle to end of January. So, with us

starting that, we set a goal to screen 100 college students by January 1st, 2026. And we actually hit 100 at winter break, so we were really excited about that. And in doing so, we were able to gain greater access to other candidates, not just waiting until the middle or end of January to start rolling.

Another exciting thing is we were asked this year to participate and be one of the guest speakers at OSU's College of Education Family Day, Student Day, and it was at the Shoe. So it was an opportunity to speak on behalf of Hilliard City Schools and to welcome education students and their families. That was quite an experience, and it was wonderful for them to get to see what it's like to be an educator or a support staff member at Hilliard City Schools.

Mr. Hennes: And then another opportunity that we have within the district is our student teachers. Last year, we placed over 400 unique students in this district, from those just beginning their educational journey to those finishing their student teaching. So we captured those students who were finishing up their programs and graduating in December, April, and May, and had them come over and participate in a central office interview while they were already here in the district. So it made it easier for them to just come over, get that interview experience, and it also gave us an opportunity to get to know them a little bit more as we continue down this path.

Mrs. Klosterman-Lando: And that was a great idea, Greg. That was Greg's idea completely. Another one, so we talked about there are three. The second one is diversifying our sourcing. So, looking at it from, usually we would just do general outreach. Oh, there's a recruitment event. Oh, there's a college recruitment fair. Let's go. Now we're much more purposeful and intentional in that. So ensuring that, hey, we wanna... Look, is this gonna be impactful for our students in a positive way, or is this something we're not gonna gain much from? We talked about that ROI. And so we were very purposeful and intentional. And one of those was that when we went to a university, we ensured that we had a leader who was an alumnus of that university who could go. So, for instance, we have alumni of Youngstown State University. That was great for us to go to and send some of our alumni who are leaders to recruit. Another one was that we got to recruit at the City of Hilliard's first annual community event at The Well. And what was nice about that is that it represents our community. It represents the students who are in the classrooms. And so not only did we get to recruit for full-time and part-time positions, but we also handed out QR codes for substitute teaching and substitute aides at the ESC, which would come to Hilliard. And then, lastly, we attended Columbus' annual HBCU (Historically Black College and University) Fair for the first time. And we are excited to go back to that this upcoming fall.

Mr. Hennes: And then, as we mentioned earlier, we were trying to speed up our process and everything else. Looking back at the past year, one of the things we did was hold an open house, partnering with the ESC of Central Ohio, to target individuals who could become substitutes in the district. We helped them through the process so they could become active, which, in turn, allowed them to support our students in the classroom and beyond.

And then, with all the other activities we've been doing, we were able to get our posting process done sooner. We targeted intervention specialists in unassigned postings, as well as hard-to-fill areas such as psychologists. Again, we started this in mid-December, so we had a little jump start. And then finally, for our internal folks and our current staff members, we changed the transfer process to be online. They could simply click a link, put in their interest, and move on. It didn't take them long to complete that and express their interest in the posting.

And then we also did some different things. This is a comparison of last year and this year. As you can see, between December '24 and June '25, we interviewed 523 individuals. This was one-on-one, and we were able to get a sense of who they are and everything. This year, we were able to get 615 interviews in. We changed our time periods, shortening the time our administrators were out of their building to half days. We also looked at ways we can make it easier for them to bring in candidates. So we had Saturday sessions as well as some early evenings. And then, when we were on campus, we actually completed the recruiting questionnaire there. We had an opportunity to talk to them and get their insight and everything. So, with all the changes we made, we had a substantial increase in the number of people we spoke with about possible candidates.



Mrs. Klosterman-Lando: And one of the other things we did was to pivot to fill our really critical gaps, which are our school psychologists, intervention specialists, and our teachers of English speakers of other languages. Or I'm sorry, are teaching English to speakers of other languages. And in looking at that, we had quite a year this past year. We faced a highly competitive market for school psychologists, and we had two unfilled positions for the entire school year. So, with that in mind, we moved forward aggressively early. We started streamlining some of our vetting to be very intentional. And we really leaned on our partnerships, not only with the colleges and universities, but with the colleges within those universities to say, "Hey, who are your school psychologists that'll be graduating or finishing their internships?" And with that, this is the first department to become fully staffed this hiring season. So we're really excited about that. So the research we did paid off in high dividends, so we're gonna continue doing that in other areas.

And along with that, we're back to our strategic plan. By bringing in diverse perspectives, we definitely cultivate more empathetic listeners and citizens. And by ensuring our workforce is mirroring our classrooms, we promote healthy self-image and resilient learners. And so, one of our superstars here is one of our first employees for the 2026-2027 school year. This is a multilingual school psychologist, and she is super excited to join us and will be at several schools this upcoming school year.



And this is the last slide. We just wanted to show you how we're getting ready for tomorrow and that we are, in fact, ready in many ways. And so on the left-hand side, you can see the metric or the focus area. Previously, what we did in the past school year or the years before, and then where we're headed in the future. As Greg mentioned

READY FOR TOMORROW

Metric / Focus	Previously	2026-2027 Forward
Screening Interviews	Full-day	Half-day, Morning and Afternoon
Diversity Target	General Outreach	Thoughtful and Intentional
Recruitment Reach	Standard College Fairs	Strategic University Partnerships and Expanding Sourcing to National Pools
Retention Focus	Standard Benefits	Culture of Well-Being and Staff Wellness with Personalized Pathways

earlier, we used to do screening interviews all day. So, the hiring supervisor was here all day at the central office, or we were involved there all day, and we had to clear our calendars, which we now do on half days. We also offer hybrid options, and we take a more agile approach. So, looking at where we can get short snapshots of who people are? How can we do some interviewing a little bit differently? We're gonna have a new software come on board next hiring season. And with that, candidates will be able to record themselves answering specific questions, should they choose to do so. Of course, we would do it in person at some point in that process, which would then allow them to have more interactive experiences with us.

Targeting diversity is not just general outreach, as I shared earlier. It's very thoughtful and intentional about where we're spending our energy. Recruitment reach: not just the standard college fairs anymore, but also very strategic university partnerships. And we're starting to expand with this new product, which will allow us to source from more regional and national pools.

And then the essential part of our workforce is our current staff. And so, looking at that retention piece, previously offering standard benefits, and then we have a wellness coordinator for our adults. But now this year and moving forward, we're allowed to do personalized pathways for staff.

So staff who may need more tools or are having a challenge with work-life balance. I don't wanna say somewhat similar to an intervention plan for a student, but very similar. If it works for students, it often works for our adults. Working with them on a more personalized path.

And that's it. Thank you so much for your time.

Ms. Arnold: Real quick question. At the event at The Well, do you have any sense of who was turning out? Was it just the Hillard community, or was it more representative of the school district, or was there any metric that you could really judge that?

Mrs. Klosterman-Lando: Yeah, that's a great question. From what we could gather, most of the Hillard families came, and some brought their children or their whole families. So that was really nice, too. I think from that event we would be able to identify more substitutes or people looking for more part-time opportunities. So maybe it's someone looking to be a bus driver or a custodian, maybe even in the evenings, on second shift, or as a substitute.

Mr. Perry: Quick question. First of all, thank you so much for that phenomenal presentation, as always. I was wondering if we have any program that would track a Hillard EDU student throughout their college career and see if we can bring those folks back in for an interview?

Mrs. Klosterman-Lando: That's a brilliant question.

Mr. Hennes: Yeah, we had the Academy EDU students here at the end of the year, and those who are moving off to college, we did get their email addresses. The goal is to reach out to them over the summer and get them set up as substitutes. So when they're back for breaks, they can be in the classrooms and continue to get that experience in their toolkits, and then the goal would be to keep in touch with them over the course of the four years. Some students at universities like OU and Bowling Green return here to complete student teaching. So we have partnerships with their universities to help with that.

Mrs. Klosterman-Lando: And we would, a lot of times, have to look at the person. So they would get that temporary license, the pre-service license it's called, as a student at a university in a college education program. And usually, we'll start them off in an educational assistant or aide position to get acclimated to

what that's like in the classroom before it's full-on, you're a substitute educator. We wanna make sure that they're feeling supported and feeling confident.

Mrs. Crowley: For that retention piece, do they have a mentor in their first year that they're here, their first three years?

Mrs. Klosterman-Lando: Yeah, so that's a great question. So anybody that's our resident educator would have that mentor to really help them, 'cause it's part of the two-year program. It's required. And then outside of that, they would have a mentor, but I don't know if it's a paid stipend or not. I'd have to look into that.

Mr. Hennes: Year two, I believe, it's more of a cohort of teachers.

Mrs. Klosterman-Lando: I do know that Joyce Brickley has them here at the central office after school hours. They come for meetings consistently. And sometimes just that sense of belonging and being together is really helpful. Also, encouraging leaders or mentors to bring in new staff to the building, maybe once a month, and have lunch with them. Just everybody bring their lunch, let's talk about how it's going, what you're experiencing. That's really important.

B3 Aramark

Mr. Stewart: All right, next up, as we have a very long relationship with Aramark, a very long, successful relationship with Aramark, and really the key to that success has been Dave Wilson all along. And so we are very fortunate to have Dave, and he does great work for us. And so I'll turn it over to him for an update on Aramark.

Mr. Wilson: Thank you, Dave. I just wanna take up a little bit of time. I don't wanna spend too much time on this, but I thought I'd give you a recap of the school year and where we are.

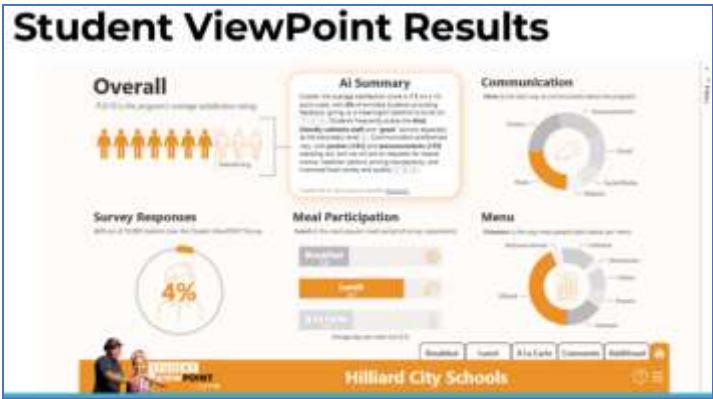
So if you look at this form, we actually served more meals per day than we did the prior year. But our total meals are down, and that's probably because of the seven days we missed school. So I did the math on the back of a napkin. Those seven days probably cost us about \$200,000 in total revenue that went into the food service fund. And if the service days on here look a little weird, it's 'cause it follows Aramark's fiscal calendar and not the district's, so it's missing the last two days of school.

We did a principal survey. So recently, Aramark has been surveying everyone. You probably received a client survey yourself this year. And this is a great gauge of how much the principals like the service our staff provides. And I really am grateful for the



staff that we have. They're all welcomed into their buildings and feel part of the family there. And they all really do a great job and are really conscientious.

Student surveys. So every year, Aramark conducts a student viewpoint survey. Unfortunately, we didn't get quite as many respondents as we'd have liked. We got 672. But overall, we landed at about 7.1 out of 10 for satisfaction. Some of the areas that the students want to see — so one of the ironies of our program is that, even though we have a great number of entrées available every day at all grade levels, over the course of the year, kids can still get menu fatigue. They come through and say, "Oh, it's the same thing every day," even though we offer more variety than most Central Ohio school districts. We're working on increasing the kinds of international flavors we offer —so Aramark runs a program of limited-time offers each month, so we have something interesting for the kids to purchase that's not gonna be on the menu necessarily, but they get at the middle and high schools for a week. And then some of the areas that we can do a little improvement on are probably communication, making sure we get information out to the parents, to make sure they know what's on the menu.



So some of the challenges we face, I'm sure everyone in the district, or many of the departments in the district, will face staffing and training issues. I don't know exactly why, but over the last couple of years, we've struggled to keep elementary kitchen leads. So this coming year, we're gonna implement a trainer role for someone to go out and make sure that they stay with the lead for one to two months, however long it takes to get them trained.

Discussion Points	
Challenges we've faced:	- Staffing and training kitchen leads - Kindergartners learning their student IDs - Retirements of key hourly staff
How we've adapted:	- Expanded responsibilities of salaried managers - Will work more closely with principals to help train K-1 students with IDs - Implementing trainer role in coming year
Outcomes and Solutions:	Able to shift resources from one, largely data entry/planning position to an on-site support role to better train new leads and provide ongoing quality control
Financial Performance:	- Finish the year at or close to a financial break even - Purchased \$24K in new equipment - Still on a spend down plan following last AR - Propose price increase in elementary lunch and district wide breakfast meals
Looking Ahead:	- Will provide funding for equipment for new school construction - Hiring salaried candidate to replace departing food service manager

Another, and I know this is probably a sensitive issue, but by the end of the school year in some of our elementary buildings, kindergartners still won't know their IDs. Which can be a challenge, and I know it's gotta be a struggle at the building level, too. But we're gonna look forward to trying to come up with a solution for that.

And we've had a few key hourly staff retire. One of the key hourly staff members who retired, we're not gonna backfill that position. We're gonna move those responsibilities out to salaried managers. We're gonna work more closely with principals to support K-1 students and IDs, and I mentioned the trainer role.

Some of the things that we've been able to accomplish, so we're gonna finish the year close to a financial breakeven. We're gonna be down a little bit. Actually, that's not a terrible thing, since the state has implemented a spend-down plan we have to follow. The federal government regulates every aspect of our

program, including the prices we charge and the level of success we're allowed to achieve. It doesn't make much sense, but we were able to purchase \$24,000 in new equipment.

And we do propose a price increase for the elementary lunch and districtwide breakfast. Elementary lunch prices have been the same since 2012. Given the inflationary impact, it's necessary to do that at this time.

One of the other things I'm really proud of is that we will be able to fund all the equipment for the new buildings' kitchens and the remodels. And we have, we've had two salaried managers promoted out of Hilliard to other Aramark accounts, which, while you may not think of that as a good thing, I look at it as a point of pride that we're preparing people to be leaders in the future. And so we will be hiring another salaried candidate to fill that role.

That's it. If you want the report, it's got a lot more information that I didn't bother putting in here because I didn't want to put everybody to sleep. So if you want it, there's an appendix with additional information. Any questions?

Mrs. Crowley: When I taught kindergarten a few years ago, we would, for the first few months of school, have them wear a lanyard. Do you guys have that? And we had one hooked to their book bags, too, that was like a barcode they'd scan.

Mr. Wilson: Yeah. I think most of the schools do that.

Mrs. Crowley: Okay. But when we made their lunch part of their password to get on their computer, they learned it much quicker. They wanted to be able to log in to their iPads, so... they ended up learning that number. So I don't know if there's a way to tie in their lunch PIN to their iPad number at some point, but-

Mr. Wilson: It's the same number.

Mrs. Crowley: They usually will learn it for the sake of that, but that's always a struggle.

Mr. Wilson: My staff is so sweet, and they don't want any child to have a bad experience. And the student gets there, and they're nervous. Especially at the beginning of school, they're nervous. It's all new.

Mrs. Crowley: They won't tell you their name. They don't know their PIN. They don't know their teacher's name.

Mr. Wilson: And then in the interest of expediting things, my staff learns their numbers. They know the student and their number. Oh, it's you. And they put their number in. I try to explain to them- "No, you're not making the problem better."

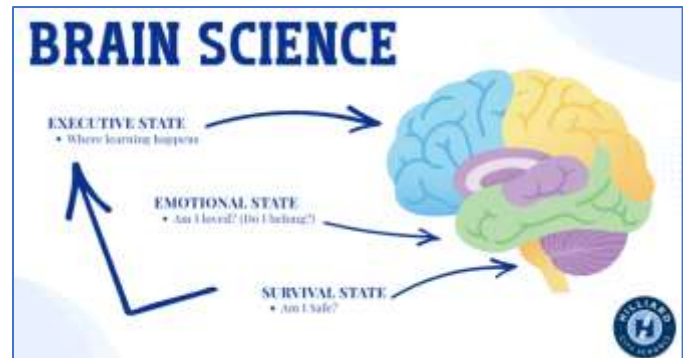
B4 Wellness Update

Mr. Stewart: Last but not least, Molly Walker, in her new role as the director of wellness, is going to give us an update on her department

Mrs. Walker: I'm Molly Walker, in my first year as the Director of Wellness and Belonging. I've had a great year learning this new role. So just like everyone else, we're really grounded in the strategic plan that surrounds our goal of an inclusive learning environment that fosters student connection, prioritizes

holistic development, and empowers self-advocacy, so every student feels valued and can thrive. And we really are looking at those three key areas of students feeling healthy, safe, and engaged. And I'm hoping you'll see these action areas in the steps that we're gonna talk about here today.

So first, I just wanted to ground it in a little review of brain science. Sometimes we think of wellness or those pieces as a nice little fluffy piece. But really, if you take a look at the brain state, we have that prefrontal cortex, which is the executive state. That's where learning happens: students can answer questions, problem-solve, and reason. But below that, we have the emotional state, which is essentially kinda scanning the room to make sure they're emotionally safe. And if they can't answer that question of, "Am I emotionally safe?" it'll actually kick



down to the brainstem, which is the survival, which is, "Am I truly safe?" So essentially, if we want students to learn because we process bottom up, students need to be able to answer the question, "Am I safe? Am I loved?" And if they can answer yes to those, then they're ready to fully be on board to learn. So really, what we're trying to do works hand in hand with academics, so students can be fully ready to learn.

All right. I didn't want you to miss too much of my previous role, so I worded this around the numbers of our wellness department this year. We had 25 ROX groups in buildings, involving over 300 girls in the program. Continuing, we're one of the strongest ROX programs in Central Ohio, so proud of the facilitators. Culminating in our spring event, we invited all fifth-grade girls and an adult female in their lives, Sarah and Kara were part of that program. And we had over 60 girls and their adults attend that Saturday morning event.

We had 167 unique student referrals to Hazel Health, with over 526 virtual visits completed. So, as we think about those wraparound services, this is an opportunity when a student needs more help than we can give them here at school. This is a referral out to them. A nice thing about Hazel Health is that they offer multilingual options. That was an issue we were having: some students whose first language was not English were struggling to get the support they needed. Hazel Health is also a virtual therapy program, so that takes away the burden or barrier of transportation, because sometimes we can't get students to the support they need because they don't have transportation. If students need some sort of technology at home to make that work, Hazel Health will provide it, and if they don't have insurance, Hazel Health makes sure they can still be seen, even though they don't have those opportunities. So it's a great wraparound service that we're really —this is our second year in that program, and we're seeing really good results with it.

We have now completed two videos in the department as part of our parent series, Wellness Thrive and Grow Minute, and we're really looking to hit parents and community members where they are with very quick sound bites. So we're trying to keep those under three minutes. Two and a half is our goal, and we're just really trying to educate and provide quick hits on big topics. So our first one is anxiety. What is anxiety? What causes that? And our second one is, what can you do if you have a student who's experiencing anxiety? So we continue to take a look at those as a resource.

We had 53 students who attended the Columbus Crew Stay in the Game match. So this year we joined the state programming network around attendance, and this was part of that, which is that we got to send

students to that game, and with some other supports throughout the year. In the same vein, we, in addition to the Parent Square, added an additional piece to it called Attendance Plus. We had over 9,000 messages sent through that process, specifically for attendance. And again, those come translated, they come directly to the families, and we saw a wonderful response, creating two-way communication. That's one of the things that the principal said, "When I send these out, holy cow, I got lots of feedback back."

That kinda takes us into our next celebration. I wanna talk a little about our attendance and where we are with that, but I thought I'd share some background on the different bands of attendance rates. So students who attend at a ninety-five percent or better attendance rate are considered satisfactory. That's what we're working for with all our students: a satisfactory rating, which means they're gonna miss fewer than 10 days. So again, we're not looking for perfect attendance, but a 95% attendance rate or better, okay?

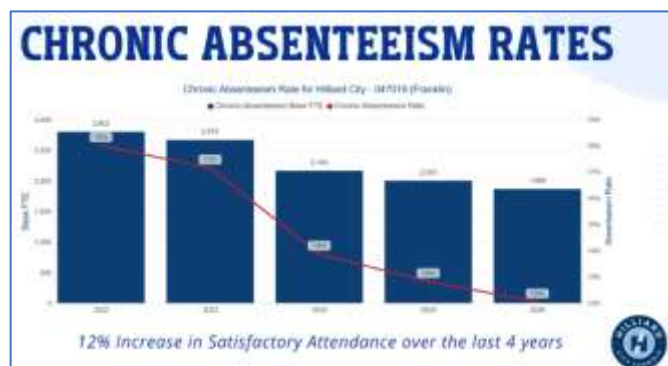
If they fall down to a ninety to ninety-five percent attendance rate, they're considered at risk, so those would be students who are between that ten and eighteen days of school over the course of the year. Once they hit 18 days, they are below-- they are in that eighty percent to ninety percent attendance rate, and they are now considered chronically absent. So, as I said, once you hit 18 days missed, that qualifies you for that. And then when students have an attendance rate below 80%, they're considered severely absent. So anything below that eighty percent, though, is chronically absent. So, chronically and severely absent come together in that national conversation around that. The good news is we've seen really good sustained progress.

The state of Ohio actually reached out. Patrick from the ODE, who runs the attendance pieces, called to talk to us about what we are doing and what we are seeing, which got me curious, and I got on to take a look at some of the other central Ohio districts.

And you'll notice back in 2020-2021, we were solidly in the middle with our chronic absenteeism. We started a conservative effort in the 23-24 school year, and we have continued to drop as we have moved forward with it. Even some of those were just starting to edge back up a little bit. So chronic absenteeism was on the rise before the pandemic, and the pandemic just exacerbated it. And so we're all trying to scale ourselves back down with that. Our principals and our buildings are doing a fantastic job in engaging with this conversation. And the preliminary data for this year shows we've dropped again, so we are continuing on that downward slide in chronically absent students.

The other piece I noticed this year, when I dug into the data, is that we're also seeing a 12% increase in satisfactory attendance over that same four-year period. So not only are we pulling kids out of chronic absenteeism, but

CHRONIC ABSENTEEISM RATES					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hilliard	13.8%	18%	17.2%	13.9%	12.8%
Dublin	8.1%	16.7%	15.4%	14%	14.3%
Worthington	6.6%	18.3%	15.1%	13.8%	14.9%
Westerville	9.6%	21.7%	19.3%	17.9%	17.8%
Pickerington	22.6%	26.9%	18.5%	18.3%	17.6%
Gahanna	8.5%	14.3%	16.4%	16.7%	17.2%
Delaware	25.9%	25.9%	17.3%	21.1%	18.9%
South-Western	56%	40.8%	30.9%	30.2%	31%



we're also pulling them even farther up into that satisfactory benchmark, which we know is a lifelong skill: showing up.

Okay. So then we have a host of things we are working on or looking forward to starting this school year. The first is that we're looking to expand and evolve Hope Squad into more of a tier-one wellness support while still keeping the core tenets of suicide prevention. We're gonna keep those pieces, but we're gonna add more general wellness supports, and we're gonna expand who they are for. So we're looking at supports for students, staff, and parents. So, looking at some monthly themes and resources that each of those groups would have access to.

We are in the process of developing a parallel program to ROX for our boys. We've been kinda looking for one, but there just isn't a prepackaged one that meets all the criteria we're looking for. So our wellness team, the men on our wellness team, have been digging into research and working, and we're looking forward to next year piloting a boys group for those in the fifth through ninth grade areas next school year.

We've also been working with K-5 behavior support. So, thinking about leaning into that brain science and the one-on-ones of behavior, what are some pieces that we can do? We're really building on that restorative practices training that everyone did. Now, getting a little bit more detailed and a little more practical: if you have that restorative practices mindset, what does it look like in the classroom?

Similarly, at the secondary level, we are running a pilot in each secondary building, where we've really been diving into teaming and taking a look at developmental supports. How are students developing, and are we asking the right questions? Again, building on that restorative practices training they've already had.

And finally, we really want to dig deeper into our stakeholder focus groups. We did do some secondary focus groups with students, but we wanna expand that to caregivers and families and find out a little bit more about what they're looking for and their experiences with what we're having. And there you go.

Mr. Stewart: Before you ask questions, Molly didn't give herself enough credit. She talked about the work our principals have done around attendance. I would just remind us that it was Molly who turned our attention, as a district, to the crisis everyone was experiencing and really opened our eyes, and then she's the one who has kept that work moving.

C ROUTINES

- C1 The agenda is correct with late-breaking items.
- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the May 2026 Treasurer's Report.

Mrs. Swearingen: I'll just note that we did receive our final tax settlement from Franklin County in May. We are just waiting on the homestead rollback funds from the state. And we should have those in June, which is what we're being told, so that will complete that cycle for the year. It sounds like we're gonna have a similar situation as we look into next year with the tax bill due date. Those fall tax receipts, which

typically come in a little bit earlier, might be into October and November before we really start to see them come in, rather than that August/September timeframe.

- C4 The Board of Education approved the minutes from the following meetings:
- a. May 11, 2026 – Regular Meeting
 - b. May 11, 2026 – 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.

Cindy Rieman

Hi. Thank you for letting me speak. I've been thinking about this a lot, as you all know, about the voucher situation, and I think that we need to think not just about Hilliard's role, but Ohio's role. Think in a broader way than we would normally. This is going to affect every single child in Ohio, and I personally know what a public education can do. I was raised in a small town in Pennsylvania, where we had a few elementary schools, one high school, 7 through 12. So you can imagine how small that was in comparison to Hilliard. And my parents were not educated. My father did not have a high school diploma. My mother had a diploma, but she never went past high school, and I watched my parents struggle their whole life financially.

I feel like I'm a product of public education. I am what could be called a success, and if it hadn't been for the school district, if it hadn't been for our public library, I probably would not have achieved what I've achieved today. I believe that every child needs to have great public education. I think the first step is for Hilliard to sign on to the lawsuit so that we can get it for everybody. I think about the kids that are in rural areas and very small towns like I was, and they have no choice. They don't have any other schools to go to other than a public school, and if that public school continues to get money cut, it doesn't take a genius to figure that pretty soon they will be down to next to nothing. They will be like some of the kids were years ago when you had textbooks that were ten years old. Now, I'm sure that it's all computerized, but you would never be able to keep up with anything.

So I really hope that when you're thinking about this, you think about the broader picture of all of the children in Ohio. I think that sometimes we're afraid to step out of our comfort zone, and I think this could be possibly how you might feel because you don't know how the citizens in Hilliard would react to this. But having been an educator, having been in many different organizations in Hilliard, I think the vast majority would say this is the right thing to do. So I would urge you to continue to think about signing on for the voucher lawsuit that more than 300 school districts in Ohio have joined, and just hope that we can succeed for all the kids of Ohio. Thank you.

Maxine Irvin

Hello, my name is Maxine I, and I am a longtime resident of the Hilliard City School District. Thank you for giving me this opportunity to speak before you today. Both of my children graduated from Hilliard Davidson High School.

You have heard me repeatedly request that the Hilliard School District join the Vouchers Hurt Ohio lawsuit. My request has not changed, and daily it becomes more vital that we fight to save public education in Ohio. In the trial court, Vouchers Hurt Ohio lawsuit was successful, finding that EdChoice vouchers are unconstitutional. Even with all the evidence that EdChoice Voucher Expansion Program is unconstitutional, the state decided to waste our money by appealing the decision. So much for eliminating waste, fraud, and abuse as our Office of Attorney General creates more waste, fraud, and abuse by fighting against Ohio's Constitution and the citizens of the state.

I attended the Vouchers Hurt Ohio appeal hearing in the Tenth District Court of Appeals. All the seats were full, and there were people standing at the back of the courtroom to hear the arguments from both sides of the lawsuit. Though I am not an attorney, in my opinion, the main argument by the state was that EdChoice vouchers, the family had the choice of which private school they wanted to apply to. Because unlike public schools, private schools get to choose their students, what students attend their schools, while public schools must accept every student who lives in their district. Applying to a school and being accepted by a school are not the same thing. The judges appeared genuinely concerned about funneling taxpayer money to private, mostly religious schools, as they should be. I do not want my tax dollars to fund private religious education. I believe if public money funds private schools, I think that the religious education must be banned during school hours.

On June first, Honesty for Ohio Education launched the Voucher Accountability Project to educate communities across Ohio how school vouchers are systematically defunding public education. They are having their first monthly meeting for this new program right now, even as I'm speaking. They are also launching a rural listening campaign to reach rural communities. They support Senate Bill four forty-three that will hold private schools accountable for the money they receive from the state if they accept school vouchers. With this Senate bill, we would all get to see how private schools are spending our tax dollars. This bill would require private schools who receive state education voucher money to be held to the same standards as public schools. Honesty for Ohio Education supports the Vouchers Hurt Ohio lawsuit. It is important for Hilliard City Schools to join the fight to help save public education in Ohio from destruction by joining the Vouchers for Ohio lawsuit. Thank you.

Debbie Cochran

Good evening. My name is Debbie Cochran. Thank you for your service to our schools and our community. The work you're doing for our students is important and very much appreciated. As board members with one of the state's top-rated school treasurers managing Hilliard Schools' funding and budget, you are well aware of the cuts in state funding over the past couple of years to our local schools. As daily costs of services, food, gas, and nearly everything rise, and state funds continue to shrink, balancing the budget without a significant impact on our students and programs is becoming more and more difficult, and the public is noticing.

As Maxine mentioned, the Voucher Accountability Project was launched last week. It is the top story on news channel NBC4's website today. The Voucher Pro-Accountability Project launched last week by a coalition of public school advocates and defenders, including Honesty For Ohio Education, the League of Women Voters of Ohio, and Policy Matters Ohio, to name just a few. The project attempts to educate

Ohioans and highlight the fact that the state is underfunding public schools by more than two billion dollars in the next two years, while simultaneously spending over one billion dollars per year on state vouchers. Take a minute and think about that. The state is underfunding ninety percent of Ohio's children who attend public schools by more than two billion dollars while spending over one billion dollars per year on private schools, of which only ten percent of Ohio children attend. As I said, the Voucher Accountability Project was launched by a coalition of public school advocates and defenders.

You are our elected officials pledged to be advocates and defenders of children attending Hilliard schools. The community sees your advocacy and the work you do in your education committees, in the policies you help develop, and in your votes on resolutions that directly impact all students, including students who are both marginalized and do not have a voice, all students who remain prepared and educated for tomorrow's world. Take the next step in advocating and defending our children's public education. Join the Vouchers Hurt Ohio lawsuit. Thank you for your time and your attention.

E CONSENT AGENDA

The Board of Education approved the consent agenda, items E1 through E3.

- E1 Approved the following Certified Personnel actions – See attachment to the Minutes.
- E2 Approved the following Classified Personnel actions – See attachment to the Minutes.
- E3 Approved contract for certificated staff – See attachment to the Minutes.

Mr. Perry thanked the following for their many years of service:

Certificated Personnel Retirements:

- Marla Getty has been with Hilliard City Schools since 08/25/2000.
- Karen Spain has been with Hilliard City Schools since 08/27/1998.

Mr. Stewart: So, in that consent agenda you just approved, there are some pretty important additions or changes in our district, too, with folks we already know and love, and one new addition to the district. So let's start with the folks who are just moving seats. Mindy Colburn has been a special education coordinator for several years and has accepted the role of preschool principal.

Ms. Colburn: I am so honored and just so excited for the opportunity to be the next principal at the preschool and work with our team who care so deeply about our youngest learners. I just wanted to take a second to thank Mr. Stewart and the district leadership team, all the folks who were involved in the interview process, and the members of the board. Thank you.

Mr. Stewart: Next up, Mr. Smalley was in his role as Coordinator of Instructional Technology for just a cup of coffee, and we asked him to assume the role of Chief Technology Officer. We couldn't be more excited to see his work in that role.

Mr. Smalley: Just a moment of gratitude. I try to be consistent, so I want to give a moment of gratitude to Dave Wilson. And I didn't wanna brush over, he highlighted the grants for the free lunches for JW Reason and Horizon Elementary. I didn't get a chance to thank him for this in person. I came from JW Reason Elementary, before I started accepting this, but just around the equity, access, and inclusion for those students, and we don't always know the impact of what that can cause for those kids and those families,

whether it's stability in the rent, groceries, or experiencing these extracurricular things that we know those kids don't get. I just wanna thank you personally and out loud in front of the board.

I love this district, and I'm so excited for the current role. It's been incredible, forward-thinking work. My mentor, Rich Boettner, and, before him, Mark Pohlman, have certainly left some big shoes to fill, but I've been soaking in as much as possible to continue to lead this district in our tech integration with purpose and intent. My own children are seven and five. My son, I call, is doing a super senior lap, so he's not joining this year. He's gonna take an extra year to get his mind right and then he will come in next year, so he'll be at Washington Elementary School. So I'm invested in the district. I care deeply about it and look forward to the opportunity. So thank you, guys, so much. Appreciate it.

Mr. Stewart: Good luck topping that one, Karrina. I'm really excited to also introduce you to Karrina Kish, who comes to us from Olentangy Orange Middle School, where she's currently an assistant principal. As we went through a very extensive process to select the next leader at Avery Elementary, I know we got it right. So Karrina.

Ms. Kish: Good evening. I'd like to start by sincerely thanking you all, the board, and the district leadership team for this amazing opportunity. I'm so excited to step into this role as principal at Avery Elementary. As an educator, I have always believed that schools are built on relationships. And through the process that I was brought through, it was very clear to me that this community, the Avery community, really values their students, their staff, and their families. So I'm very honored to be a part of the work, to join the community, and to continue the amazing things that are already going on at Avery, and to continue to move them forward.

Mr. Stewart: I know you have a couple of people with you. You should introduce them.

Ms. Kish: My mom, Melanie Lynch. She is actually a Hilliard grad. Hilliard grad. And then my husband, Ian Chizalso.

F ACTION AGENDA

- F1 The Board of Education approved the 2026 Graduates. A complete list of graduates can be found in the approved meeting Minutes.

Mrs. Crowley: Congratulations to them.

- F2 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, 2026, 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:

004	- BUILDING FUND	\$74,000,000
019	- OTHER GRANT	\$173,310
024	- SELF INSURANCE	\$55,200,000
509	- 21 ST CENTURY GRANT	\$114,895

Mrs. Swearingen: Some amendments for the current fiscal year to get everything lined up before we look to close out the year-end.

F3 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, 2027 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:

001 - GENERAL FUND	\$	274,812,825
002 - BOND RETIREMENT		26,596,527
003 - PERMANENT IMPROVEMENT		6,202,000
004 - BUILDING FUND		59,196,392
006 - FOOD SERVICE		8,359,000
007 - SPECIAL TRUST		109,901
011 - ROTARY - SPECIAL SERVICES		3,743,743
018 - PUBLIC SCHOOL SUPPORT		432,253
019 - OTHER GRANT		353,436
024 - MEDICAL BENEFITS - SELF-INSURANCE		57,671,500
200 - STUDENT MANAGED STUDENT ACTIVITY		450,000
300 - DISTRICT MANAGED STUDENT ACTIVITY		1,719,512
401 - AUXILIARY SERVICES		1,350,065
499 - MISC STATE GRANT		29,900
516 - TITLE VI - B IDEA		3,957,476
536 - TITLE I - SCHOOL IMPROVEMENT		147,945
551 - LIMITED ENGLISH PROFICIENCY		321,361
572 - TITLE I		2,939,459
584 - TITLE IV-A		220,000
587 - EARLY CHILDHOOD SPECIAL EDUCATION GRANT		87,627
590 - TITLE II-A TEACHER QUALITY		481,350
599 - MISC FEDERAL		175,000
TOTAL ALL FUNDS	\$	449,357,272

Mrs. Swearingen: Appropriations for the next fiscal year, which will start on July 1st. And I gave you more information about overarching budget goals and next fiscal year initiatives that will be part of our budget document, which will come together in the coming months. But this just gets us all set up to start the fiscal year with these budgets in place.

F4 The Board of Education adopted the following policies:

- a. DID – Capital Assets
- b. EBDE – Procurement and Administration of Overdose Reversal Drugs
- c. EDEC – Artificial Intelligence (new policy)
- d. EFD – Misbranded Foods and Cultivated-Protein Food Products (new policy)
- e. JEB/JEBA – Entrance Age (Mandatory Kindergarten) Early Entrance to Kindergarten

- F5 The Board of Education approved an increase in meals beginning with the 2026-2027 school year. Breakfast across the district will increase from \$1.25 to \$1.50. Elementary lunches will increase from \$2.50 to \$2.75.

Ms. Arnold: I think it's important when we put this out here to emphasize what Dave mentioned: we have not moved these prices since 2012.

- F6 The Board of Education approved the resolution as follows:

BOARD OF EDUCATION RESOLUTION ACCEPTING SUPERINTENDENT'S RETIREMENT AND EMPLOYING SUPERINTENDENT WHEREAS pursuant to Section 3307.353 of the Ohio Revised Code, the Board of Education on March 9, 2026, gave public notice that David Stewart was retiring and that the Board was considering his reemployment in the position of Superintendent; WHEREAS the Board of Education on May 11, 2026, held a public meeting on the issue of David Stewart being employed by the Board of Education; WHEREAS David Stewart has submitted his resignation for purposes of retirement and will be available for employment as Superintendent; THEREFORE BE IT RESOLVED by the Hilliard City School District Board of Education, Franklin County, Ohio, that the resignation for purposes of retirement of David Stewart is accepted effective July 30, 2026. BE IT FURTHER RESOLVED that, pursuant to Section 3307.353 of the Ohio Revised Code, David Stewart is employed as Superintendent of Hilliard City School District for a term of five years, beginning August 1, 2026, and ending July 31, 2031. BE IT FURTHER RESOLVED that the contract between the Board of Education and David Stewart as Superintendent for such term is approved as presented.

- F7 The Board of Education approved the recommendation as follows:

It is recommended that the Board of Education appoint Michael McDonough, being duly licensed and possessing the qualifications required to act as superintendent, to perform all necessary duties of superintendent on July 31, 2026, in accordance with Ohio Revised Code 3319.01.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 Committee Reports

Ms. Arnold: I have one. OSBA just opened the achievement assessment, if you are interested in taking it. There is no cost for it. It is a 50-question questionnaire and part of their Star Awards. So if you're interested, you just hop online to your OSBA account and sign up. Once you register, you'll get an email confirmation within about 5 minutes, and then you go in and take the thing. I will tell you, they tell you it'll take anywhere from an hour to two hours. They are lies. Takes about less than 20 minutes.

Mrs. Crowley: We have our first event for the communications committee this weekend. And we're super excited about that. We've got everybody scheduled except for Brian, who will be out of town. But we're looking forward to that event. And then for my curriculum committee, I'm coming to the admin retreat tomorrow, so looking forward to that too.

Mrs. Byler: I attended Hillard Education Foundation. And officially, all the grants have been submitted, totaling \$30,433. It is no longer a surprise, so I can announce that Betsy Patterson from Ridgewood received \$3,000 for motor skills kits. Just a fun fact, Ridgewood has not received a grant from them for over 10 years, so we're really excited that HEF has reached that community. From Darby, Nikki Henkel

received \$9,500. They will publish a graphic novel in various languages. Dr. Stover from Scioto Darby received \$8,000 and will use Dream It, Build It Lego Education, and K'NEX kits to teach math and engineering. And then lastly, at Tharp, Gail Tanner received \$9,933 for an engineering literacy learning program.

And then all the scholarships were announced and awarded at the high schools scholarship ceremonies.

Mr. Stewart: I'll just say one more time, how lucky we are to have HEF.

H EXECUTIVE SESSION / ADJOURNMENT

- H1 At 7:31 p.m., the Board of Education caucused to executive session to consider the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official.