



BOARD OF EDUCATION WORK SESSION MEETING

September 28, 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.

1. President called the meeting to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Byler, Mrs. Crowley, Mr. Moog, and Mr. Perry.
3. 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.*

4. State Report Card Update

Mr. Stewart

I am really excited about the state report card this year. Obviously, there's always room for improvement, and Jake will identify some of those things as well. But overall, I think it's a great reflection of the work that our teachers and our academic directors and, obviously, our students did last year.

Mr. Grantier

Good evening, everyone, and thank you for the opportunity to share some of the highlights of the 2026 school report card. And as Dave mentioned, we just want to make sure that we're highlighting the work of our academic director team, our building leaders, our certified staff, and most importantly, our students, over the past school year.

All of this work is grounded in our district strategic plan, as well as, we are in year three of our commitment plan as we work towards our 100% goals in academics, attendance, and access. So much of what we're going to talk about tonight is really a reflection of the commitment to those goals and the sense of alignment across our district. As a reminder, the state report card gives overall ratings for districts and schools, as well as component ratings in six different areas. Um, and those areas are weighted, so the achievement and progress components are weighted more heavily. Graduation, early literacy, college, career, workforce, military readiness, and gap closing are weighted a little bit less. While the district is weighted across all six of those components, individual schools may not have some of those components, the weights are a little bit different. But tonight we'll go through each of those six components for the district, and speak to some of the progress that we've made.

Overall, our most exciting thing to share is that we improved to four and a half stars as a district over four stars with the 2025 school report card. Our graduation rate improved to four stars. We maintained five-star ratings in progress and gap closing. We maintained four stars in achievement.

We maintained three-star ratings in early literacy and college, career, workforce, and military readiness. Five of our individual schools achieved a five-star overall rating, and eight additional buildings also improved their overall star ratings from the 2025, uh, school report card. So to dig into some of those component measures, as I mentioned, achievement, we maintained four stars. We did improve our overall proficiency rate by 2.8% over our 2025 results. Proficiency rates increased in all English language arts areas, third through sixth grade and eighth grade math, eighth grade science, biology, geometry, and American history. The only areas where proficiency decreased were fifth grade science, seventh grade math, Algebra I, and U.S. Government. We just recently completed some work around our elementary science curriculum and the seventh grade math was not necessarily a surprise to us, as we recently realigned some of our accelerated math opportunities. Students who previously would have taken that seventh grade math test are now either taking sixth or eighth, so we're seeing some of those achievement swings into those grade areas.

We may see a further little bit of a dip next year, hopefully not. But as more students are moved into those accelerated pathways, fewer students will end up taking that seventh grade math assessment. We can anticipate that that might continue to change over time. This gives you an idea of what our percent proficiency looks over time. In the past six years, we hit our highest percent proficiency at 73.6%. Then this also demonstrates our performance index, which was also the highest over the past six years. The performance index, how it is calculated, and how it contributes to the achievement component has changed pretty significantly. The performance index used to be calculated out of a max of 120 points. Now it is a comparative measure that measures performance index and its percentage against the top 2% of school districts in the state. Um, so we're always in competition, even in those areas like achievement, where you'd think you score a particular way, um, and you get a particular number of points. So this remains comparative. And so what this tells us is that we are continuing to pull students not only into the range of proficiency but also extending students into the accomplishment and advanced range. So this chart takes a look at that distribution for the most recent tests. Then this looks at the same information but compared to the previous three school years. So, as you can see, the number of students, or the percentage of students, that are scoring in the basic and limited ranges is decreasing, while our numbers of students that are performing in proficient, advanced, and advanced continue to increase. Um, so not only are we pulling students or, um, st- or more students, uh, scoring proficient, um, but more, a higher percentage of our students are scoring fours and fives on their OSTs, um, and of course, exams, exams.

In the past school year, we recognized that we were under-reporting many of our accelerated students. Those students are subject-accelerated specifically in math and are testing at higher grades than they are enrolled. When they do that and they score a five, they actually get us extra points. Figuring that out and making sure that those students were accurately reported jumped our advanced plus percentage to 3.2% and increased the number of students that qualified for that score significantly. So progress. This is our value added as a district. This is the measure that we were always excited about because this typically was ranked, um, across all the school districts in Ohio. For the past three years, we were number one in the state. Now this year, they stopped ranking school districts, and they no longer publish those results. So we can't tell for sure, but we did maintain our five-star rating. I would say with a high level of confidence that we have to be still near the top of the state.

A five-star rating corresponds to a growth index of plus two or greater. Overall weighted growth index score for this past school year was 32. We well exceeded the expectations set by the state and demonstrate that we are growing students, by a larger magnitude as compared to other districts. Gap closing is very similar to progress and actually uses some of the same data. But rather than looking at individual students, this looks at groups of students across a number of different metrics. We did maintain our five-star rating. We received all our possible gap closing points for gifted progress, graduation, chronic absenteeism, English learners, and ELA and math progress, and I'll go into those in a little bit of detail.

Our ELA and math progress: all student groups received all their possible progress points, which means we met the gap-closing goals for each of those. We also met all nine of those groups for the annual performance goals for graduation rate. 12.2% of our students were chronically absent in the '25, '26 school year, which was lower than the state target, which is good. That's one of those rates where you want to be lower than the target, not above it. A huge shout-out to Molly Walker, and our building teams for their leading and focus on this work. We were actually well ahead of the state before the state made this a thing, and it's one of the reasons why we have the lowest chronic absenteeism rate in Central Ohio.

For English learners 60.7% of our English learners demonstrated proficiency on the OELPA or met their growth target, which was an improvement of eight to 8.2% over the previous school year. 18 of our buildings actually hit their EL gap-closing goal, compared to 10 in the previous school year. Under gifted, we received 95.5% of our gifted performance index points. Again, as with any other performance index, that's comparative, so we're being compared against those high-performing districts. We still believe that this is something that we can achieve, specifically with our reporting of accelerated students, identifying those students and their areas of identification and ensuring that those students are not just hitting proficiency, but are moving into the accomplish and advanced ranges as well.

We did see an improvement in our gifted identification and services. That improvement was 9.3% over the previous school year, early literacy, we did maintain our three-star rating. This component in particular was changed how it

was calculated was changed for this school year. So if that change had not occurred, we may have been in the four-star range.

We did want to highlight that we did improve our proficiency in third-grade language arts by 6%, and we improved our K-3 improvement by 11% over the previous school year. Graduation rate- this is really kind of the component that pushed us over the edge into four and a half stars. We improved our weighted graduation rate by 1.1%, so just over 94% for that combined four- and five-year graduation rate, which corresponded to four stars. Here you can see what that trend looks like. So over the past four years, we have seen significant increases in the number of students that are graduating and meeting all requirements for graduation as set by the state within four or five years. Our college career workforce and military readiness component- if you remember, this was the brand-new component last year- so this is only the second year that we've been rated. We improved that metric by 2.5% over the 2024 cohort. And like graduation rate, this always is a year in the past, so we're looking at the prior graduation cohort because it does give a little bit of time, and more opportunities for those fifth-year graduates. Um, this is what the trend of that, um, metric looks like over time. Again, the last two years are rated years. The previous years were reported years only. You can look at the 11 indicators of meeting one of those post-secondary readiness metrics. As you can see from the '24 to '25 adjusted graduated cohort we are improving our reporting, specifically in areas of military enlistment, pre-apprenticeship and post-apprenticeship completions, as well as our work-based learning hours.

We are starting to see a little bit of a trend of the shift from more academic measures into more workforce development measures. So something we want to definitely make sure that we're providing equitable access for are those opportunities for AP, CCP-level courses, honors diplomas, and a remediation-free SAT score. And as we think about our next steps we want to make sure that we maintain a continued focus on our curriculum implementation with integrity, and supporting alignment across a district, which is especially important in a district of our size. This year will be heavily focused on gap closing and progress, so our administrative teams and the building leaders, in each of our schools, will have that focus on gap-closing goals and using disaggregated data to inform our instructional interventions. We want to continue to dig into early literacy and ensure that all of our students are on grade level and reading at grade level by grade three. We believe that using Acadience data universally in grades K through five will help us better identify at-risk students and accurately progress-monitor the interventions they are receiving.

Lastly, under college, career, workforce, and military readiness, our next report card will be the first that will reflect the efforts of our graduation and pathways coaches that were started last year. Again, as I mentioned, we have improved our reporting systems and procedures. And we are, for the first time, implementing a universal administration of the PSAT in grades eight, 10, and 11 to not only give our students more practice before taking the SAT, but also to have better, predictive information so that we can get more students into honors, advanced, and pre-AP courses earlier in their high school careers.

And with that I'd be happy to take any questions.

Ms. Arnold

On the PSAT that doesn't impact their eligibility for the National Merit Scholarship.

Mr. Grantier

It does in grade 11. 11th graders who take that are eligible for the NMSQT. In eighth grade and 10th grade, it does not. Those are strictly just kind of practice rounds. But then we do get that AP potential reporting that allows us to identify students who may be right for those honors and pre-AP courses.

Ms. Arnold

And do we have any students that are taking ACT, and does that give us any credit?

Mr. Grantier

It can, yes. So we have a few students, um, now that we have kind of shifted towards the SAT, not as many students take that. They can elect to do that on their own. Any of those scores are then shared with us, and they can count towards that remediation-free score. But the number of those scores that we get is fairly limited just because Ohio, as a state, is pretty SAT-heavy. But those do still count towards that metric.

Mr. Perry

Just a quick question about the career and military readiness score. I know that's kind of a new score that we're working on now. Given that it's a closed loop, how is that score affected if, say, we just have a cohort who, you know, nobody wants to go to the military versus maybe a cohort where everyone wants to go? Are we pushing folks to what they, you know, want to do, or are we reducing barriers for them to allow what they wanna do themselves? Are we punished if they don't choose to go in that area?

Mr. Grantier

We're not punished necessarily, and I think the way that that component is designed is to ensure that, regardless of your pathway, whether it is enrollment, employment, enlistment, or entrepreneurship, that you have an opportunity to demonstrate that post-secondary readiness before you graduate from high school. So the fact that there are a significant number of pathways, any of which a student can choose, provides districts, schools, and students and families the opportunity to really kind of design that pathway during high school. I think what school districts are still trying to figure out is what experiential learning opportunities that students need to have access to and more equitable access to during high school, so that their aspirations are not predetermined by their background, but are more aligned to what students truly aspire to do once they graduate.

Mr. Perry

So the metric is more about getting them into a pathway, not necessarily which pathway?

Mr. Grantier

That's correct. All of those pathways are weighted equally, and it doesn't matter which one you hit; you just have to hit one of them in order to be counted in the numerator of that metric.

Mr. Stewart

So I should tell you that obviously Jake does a great job of presenting that information, but he can do that in his sleep. The work he's doing with our principals, school by school, to help them better understand their data and use it to identify where they're going to dig in is contributing to those scores. So thank you, Jake. Great job, Jake.

5. The Board of Education adopted the agenda.

Mr. Stewart

Just informally, before we move on, you'll be voting on two different grievance resolutions, just to make sure you understand what you're voting on. The second one is the resolution, um, with the individual that filed the grievance. Um, the first one will, um, is the resolution that will guide us on how we settle, um, for the rest of the membership.

6. The Board of Education approved the following resolution:

GRIEVANCE RESOLUTION AGREEMENT

THIS GRIEVANCE RESOLUTION AGREEMENT ("Agreement") is entered into between the Hilliard City School District Board of Education ("Board") and the Hilliard Education Association ("Association").

WHEREAS, the Board and the Association are currently parties to a negotiated collective bargaining agreement with a term of July 1, 2025 to June 30, 2028 ("CBA");

WHEREAS, an Employee filed a grievance pursuant to the CBA against the Board on July 14, 2026, which has been identified as Grievance 2026-7-14 ("Grievance");

WHEREAS, the Board denies all claims of wrongdoing and states that it has acted lawfully and in compliance with all applicable laws and regulations and the CBA at all times;

WHEREAS, the Association is not agreeing that the grievance is not meritorious by entering into this Agreement; and

WHEREAS, the Board and the Association (collective, the "Parties") have engaged in discussions regarding the CBA language identified in the Grievance, and in order to avoid the time, expense, distraction, and acrimony of protracted litigation related to such language, it is now their intention to enter into a full, final, and complete settlement of all claims that could arise out of such language;

NOW, THEREFORE, in consideration of the promises and covenants set forth, for good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. Board and Association Agreement on Definition of Years of Service Credit. The Board and the Association agree as follows:
 - a. For all bargaining unit members hired with an effective start date before the first teacher work day of the 2022-2023 school year, for purposes of Articles 30 and 32 of the CBA, the definition of "years of teaching in chartered public and non-public schools" means that a bargaining unit member must have taught in a chartered public or non-public school that contributed to STRS or another state retirement system.
 - b. For all bargaining unit members hired with an effective start date effective on or after the first teacher work day of the 2022-2023 school year and before September 23, 2026, "years of teaching in chartered public and non-public schools" shall not require that the school made contributions to STRS or another state retirement system, and the bargaining unit member's years of service credit will be adjusted and paid in accordance with Paragraph 3 below.
 - c. For all bargaining unit members hired on or after September 23, 2026, there shall not be a requirement that the chartered public or non-public school contributed to STRS or another state retirement system. The Board and Association agree that all other terms of Articles 30 and 32 continue to apply for purposes of salary placement.
2. Board and Association Agreement on Payment to Bargaining Unit Members under Subparagraph 1(a).
 - a. By October 30, 2026, the Association shall submit to the Executive Director of Human Resources written proof of years of experience teaching in chartered public and/or non-public schools for all current bargaining unit members hired with an effective start date before the first teacher work day of the 2022-2023 school year.
 - b. The Executive Director of Human Resources shall review the HEA submission by December 4, 2026. Provided that the information submitted by the Association has been verified by the Executive Director of Human Resources and the bargaining unit member has worked at least 120 days in any given school year in a chartered public or non-public school in the United States of America, holding a valid Ohio teaching license/certificate during each year of teaching experience if taught in the State of Ohio, then the bargaining unit member will be eligible to receive a stipend consistent with Subparagraph 2(c) below.
 - c. Bargaining unit members eligible for the stipend per Subparagraph 2(b) above will be eligible for a stipend up to a maximum of one thousand dollars (\$1,000.00). The exact amount paid shall be

determined based on the number of eligible bargaining unit members and subject to the limitation that the total dollar amount available for monetary compensation shall not exceed twenty thousand dollars (\$20,000.00). If more than twenty (20) bargaining unit members are eligible, then the total dollar amount will be divided equally among eligible employees. The payment shall be made no later than January 15, 2027.

- d. Any bargaining unit member who is not identified by the Association per Subparagraph 2(a) above shall have no right to bring a grievance, request for arbitration, or unfair labor practice charge related to or arising out of the facts and/or circumstances related to their salary placement.

3. Board and Association Agreement on Step Placement for Bargaining Unit Members Under Subparagraph 1(b).

- a. By October 30, 2026, the Association shall submit to the Executive Director of Human Resources written proof of years of experience teaching in chartered public and/or non-public schools for all current bargaining unit members hired with an effective start date on or after the first teacher work day of the 2022-2023 school year and before September 23, 2026.
- b. The Executive Director of Human Resources shall review the HEA submission by December 4, 2026. Provided that the information submitted by the Association has been verified by the Executive Director of Human Resources, effective January 1, 2027, the bargaining unit member will receive service credit for up to two (2) years of such service consistent with Paragraph 1(b) above and all other terms of Articles 30 and 32, except three years of credit will be subtracted in all cases consistent with Article 30(C)(2) of the CBA.
- c. The following two examples are provided for illustration: (1) A bargaining unit member who began employment in the District with one year of public school experience and three years of experience at a chartered public or non-public school and was initially placed at Step 2 shall not receive any additional years of service credit. (2) A bargaining unit member who began employment in the District with ten years of service experience at a chartered public or non-public school and began in the District at Step 1 shall receive two (2) additional years of service credit effective January 1, 2027.
- d. Any bargaining unit member who is not identified by the Association per Subparagraph 3(a) above shall have no right to bring a grievance, request for arbitration, or unfair labor practice charge related to or arising out of the facts and/or circumstances related to their salary placement.

4. Association Release and Waiver. The Association agrees to waive any right to file, and agrees not to file, any and all claims, causes of action, demands, complaints, charges, grievances, requests for arbitration, unfair labor practice charges, or lawsuits in any forum against the Board or its past or present employees or Board members, for any reason related to or missing out of the facts and/or circumstances related to this Agreement and the salary placement of bargaining unit members based on years of teaching in chartered public and non-public schools, including but not limited to all claims for back pay, money, or damages based on any bargaining unit members' placement on the salary schedule under both the CBA and Ohio law. However, nothing in this Agreement limits the right of the Association to file future grievances based on facts that may arise after the execution of this Agreement.

5. Enforceability of Agreement. The terms of this Agreement shall be enforceable under the provisions of Article 19 of the Parties' CBA.

6. No Admission of Liability. Nothing in this Agreement shall be construed as an admission of liability by the Board, which expressly denies any misconduct, wrongdoing, or liability.

7. Amendment. This Agreement may only be amended by way of a written document executed by both Parties.

8. Severability. In the event that any provision hereof becomes or is declared by a court of competent jurisdiction to be illegal, unenforceable, or void, this Agreement shall continue in full force and effect without said provision.
9. Entire Agreement. This Agreement represents the entire agreement and understanding between the Parties concerning the language set forth herein. There are no undertakings, understandings, promises, or conditions concerning the language set forth herein that are not set forth in this Agreement. The Parties acknowledge that they have not relied upon representations or statements made by the other Party to this Agreement that are not specifically set forth herein.
10. Acknowledgements. The Parties acknowledge that they are entering into this settlement and signing this Agreement voluntarily and of their own free will and that they had full and adequate opportunity to review the terms of this document with legal counsel prior to executing the Agreement. The Parties acknowledge that they are fully aware of the legal and binding effect of this Agreement. The Parties further acknowledge that they fully and completely understand the terms of this Agreement.

IN WITNESS, WHEREOF, the undersigned Parties have read and understand the binding effect of this Agreement and specify that each person signing below has the proper and legal authority to be bound by its terms.

7. The Board of Education approved the following resolution:

THIS GRIEVANCE AGREEMENT("Agreement") is entered into between the Hilliard City School District Board of Education ("Board"), Ashley Biedenharn ("Employee") and the Hilliard Education Association ("Association").

WHEREAS, the Board and the Association are currently parties to a negotiated collective bargaining agreement with a term of July 1, 2025 to June 30, 2028 ("CBA");

WHEREAS, the Employee filed a grievance pursuant to the CBA against the Board on July 14, 2026, which has been identified as Grievance 2026-7-14 ("Grievance");

WHEREAS, the Board denies all claims of wrongdoing and states that it has acted lawfully and in compliance with all applicable laws and regulations and the CBA at all times;

WHEREAS, the Association is not agreeing that the grievance is not meritorious by entering into this Agreement; and

WHEREAS, the Board, Employee, and the Association (collective, the "Parties") have engaged in discussions regarding resolution of the Grievance, and in order to avoid the time, expense, distraction, and acrimony of protracted litigation, it is now their intention to enter into a full, final, and complete settlement of all claims related to the Grievance;

NOW, THEREFORE, in consideration of the promises and covenants set forth, for good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. Dismissal of Grievance. Employee hereby dismisses and withdraws the Grievance with prejudice upon the signing of this Agreement.
2. Employee's Placement on the Salary Schedule. Effective with the 2026-2027 school year, Employee will be placed on Step 7 of the Salary Schedule.

3. Employee and Association Release and Waiver Related to Grievance. Employee and the Association, collectively and individually, agree to waive any right to file, and agree not to file, any and all claims, causes of action, demands, complaints, charges, grievances, requests for arbitration, unfair labor practice charges, or lawsuits in any forum against the Board or its past or present employees or Board members, related to or arising out of the facts and/or circumstances related to the grievance and the salary placement issue that gave rise to this Agreement or the action to be taken pursuant to this Agreement, including but not limited to all claims by the Association and/or Employee, collectively or individually, of back pay, money, or damages based on Employee's prior placement on the salary schedule under both the CBA and Ohio law; however, the Employee does not release or waive any claim against the Board based on the Board's obligations under this Agreement or claims arising after the execution of this Agreement.
4. Confidentiality. The Employee shall not discuss or comment on this Agreement or its terms with anyone but her legal counsel and immediate family. If the Employee is asked about her grievance, she will respond, "the matter has been resolved."
5. Non-Precedent Setting. The Board and Association agree that this Agreement shall not set precedent for future action with respect to any other employee and shall not form the basis of any precedent or past practice under the CBA. The Parties also agree that this Agreement shall not be admissible in any forum, arbitration, administrative or judicial proceeding, except one to enforce its terms.
6. No Admission of Liability. Nothing in this Agreement shall be construed as an admission of liability by the Board, which expressly denies any misconduct, wrongdoing, or liability.
7. Amendment. This Agreement may only be amended by way of a written document executed by both Parties.
8. Severability. In the event that any provision hereof becomes or is declared by a court of competent jurisdiction to be illegal, unenforceable, or void, this Agreement shall continue in full force and effect without said provision.
9. Entire Agreement. This Agreement represents the entire agreement and understanding between the Parties concerning the language set forth herein. There are no undertakings, understandings, promises, or conditions concerning the language set forth herein that are not set forth in this Agreement. The Parties acknowledge that they have not relied upon representations or statements made by the other Parties to this Agreement that are not specifically set forth herein.
10. Acknowledgments. The Parties acknowledge that they are entering into this settlement and signing this Agreement voluntarily and of their own free will and that they had full and adequate opportunity to review the terms of this document with legal counsel prior to executing the Agreement. The Parties acknowledge that they are fully aware of the legal and binding effect of this Agreement. The Parties further acknowledge that they fully and completely understand the terms of this Agreement.

IN WITNESS, WHEREOF, the undersigned Parties have read and understand the binding effect of this Agreement and specify that each person signing below has the proper and legal authority to be bound by its terms.

8. Policies submitted for a second reading
 - a) DJH – Credit Cards
 - b) DJH-R – Credit Cards (***new regulation***)
 - c) DJI – Purchasing Cards (***new policy***)
 - d) DJI-R – Purchasing Cards (***new regulation***)
 - e) JED – Student Absences and Excuses

- f) JEDA - Truancy
- g) JHCD – Administering Medicines to Students
- h) JHCD-R – Administering Medicines to Students

9. Discussion: New 6th grade building name

Mr. Stewart

Discussion item. There is no action tonight. We do still need to name our new sixth-grade building. And just to kind of walk you back through the process, Stacie put it out to the community, and we collected community feedback for quite some time. Then she organized that for you, sent it to you, and we asked you for your thoughts on, you know, kinda where you were leaning or what you thought on certain names that were popular. When you brought all that back, Stacie once again kind of synthesized that, and so my goal tonight would be just to listen to a brief conversation, so that at our next meeting, I would bring forward a resolution for a specific name based on what I'm hearing. Obviously, you could vote for or against it at that time, but that would guide what I'm bringing forward. When we last put this to you- not that you're bound by this, but as Stacie collected your feedback- the two most popular, by a pretty good gap, were Walker and Wales. Walker was based on, obviously, Walker Road, and Wales was based on the history of that site, where there were once two schools; one was named Wales. That's kind of where we are, and I'll turn it over to Mrs. Crowley.

Mrs. Crowley

Does anybody want to start with your thoughts?

Mrs. Byler

When I submitted my top three, my basic rubric was that I don't think it should be named after any one person. While we have amazing people in this community, and I respect everyone that was listed in all the submissions- very, you know, great people for our community- I just feel like that might be a divisive way to do that. If we choose one of them and then the other person that's really great or the other five that were really great don't get chosen, that's going to be a hard conversation to have. And so I just feel like it's best to go either the road or the area, or, as I said, Wales was a reason school.

Mrs. Crowley

Out of those two choices, do you have a favorite?

Mrs. Byler

I think I like the Walker Sixth Grade if I had to choose.

Mrs. Crowley

Walker as one of my choices, and I think it was my only choice because I had similar criteria as you. But I would be okay with either one. I didn't know the history of the area at the time; you know, I'd be fine with either choice.

Mr. Perry

I kind of preferred Wales only because of, you know, the historic nature of it. It throws back to an original community that was in there. It avoids... Yes, Walker's named after a road, but the Walker Road is named after a person. So by that criteria, I think I would still go with Wales just because of the historic nature of the school building that had previously existed there on the same site. It's, that's a pretty cool tie-in.

Mr. Moog

And I'll stick up for my fellow male here: I have the same thought process Brian had. You know, a lot of our schools are named after areas or roads, and to diverge from that a little bit, and it does avoid the, as much as we love Roy Walker- people don't, would not, they would not- Molly Walker, right? Molly Walker would not be able to. But it would avoid that, that even as an option out there- right... in the public, so.

Ms. Arnold

I was pulling up my exact replies here to Stacie, and my first thoughts were exactly aligned with Sarah's of not naming it after individuals, and that's why I tossed out Walker Road as well, because Walker, if you look at, and of course I did because I'm a weirdo, the 1856 Franklin County map, and you'll see the Walker family up there at the top north, northwest corner of Walker Road, thus its naming. So for me, the Wales school is the heritage of it, and you can see that school site on the 1856 map and the 1895 map as historically significant. So my thoughts lean towards Wales just because, again, I agree. You never know what you get with people's names sometimes. Mr. Walker might have, you know- Mr. Walker could've been a fabulous individual, and then the whole family could've been, or there could've been one in the bunch that, eh, you're not too sure about.

Mrs. Crowley

Any other further, I also support Wales. I'm good with either one of those. Same. Also needed the history lesson, so thank you, Kelley. Yeah. And Stacie.

Mr. Stewart

We'll have a resolution then on the next Agenda.

10. Adjourned 6:54 pm