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 Geometry Students Explore AI-Enhanced Learning – Bradley Geometry students are building on an established classroom project by incorporating artificial intelligence (AI) to deepen critical thinking, encourage creativity, and enhance learning—not replace students' own thinking. Students will share how AI challenged them to think differently, explore new ideas, and expand their understanding of Geometry.

Mr. Stewart
Okay, we've got three presentations this evening. First up, we have some geometry students from here at Bradley High School, led by Mrs. Gimrik and Mr. Howard, who are going to show us some exciting work that's going on in their class.

Mrs. Gimrik
Okay, thank you so much for having us. I'm Melissa Gimrik. I teach honors geometry and geometry here at Bradley. And Mr. Hamilton came to me to ask if we had a project that we could present to you that would exemplify parts of the district commitment plan, like the 4 R's, the portrait of a learner, things like that. And I was like, yeah, we got just the project. For a couple of years in our geometry classes, we've done a little project at Bradley where we design a city, and students have to scale a map, make some design choices, and calculate some costs. And so I was like, "This is the project." So I brought some friends. This is Amelia and Marina, Yasser and Jade, and they're each going to explain a little piece of the project and how it commits to the district commitment plan. And then Eric Howard is our tech teacher here at Bradley, and he and I are going to talk about how we added a piece this year to incorporate a tech piece, some AI excitement to up the critical thinking for the project. So we'll start with Amelia.

Amelia
To address the idea of relevance, the teachers created a simulation in which they would incorporate real-life ideas into the classroom. The main idea of this project was for students to use given requirements, individual creativity, and critical thinking skills to create a city or a plot of land for themselves. In the geometry classroom, although it was confined to solely one class, each class would incorporate ideas that would allow students to use the material that they've learned in a real-life simulation, which would allow them to understand how those ideas could be applicable to everyday life. Each group would be given a small section of the city. They would choose between creating a commercial or residential plot, and once they met the requirements, they were given creative freedom to create the rest of their plot how they wanted.

Marina
One of the 4 R's that we incorporated in the project is rigor. Once our group section of the city was drawn out, we had to calculate the cost. Miss Gimrik gave us cost information. This is shown on the left, and this shows pricing on materials being used for the city. On the right are two real student examples of cost calculations. After calculating the individual buildings, we added them to get the overall cost.

Jade
A big part of this project was how we interacted, and we built relationships with each other. In our small groups, we had to learn how to efficiently finish our work while also expressing our creativity, and this gave us a better understanding of not only how our classmates think, but how we could find similarities in our thinking. As can be seen, like the final project, like not project, sorry, the final product came out beautifully. And a reminder: there were multiple periods of this, and they all looked very unique and different based on the student's thinking. Since each student had the same set of instructions and requirements, you would expect it to look at least a bit similar. But due to how the student comprehended it, it looked beautiful in their own way. This just shows how, when students work together. Their ideas can form one beautiful picture for all to admire.

Mrs. Gimrik
Okay, so this was kind of the project as it stood before. You can see we had the mapping piece where students had to scale up their roads and make their cities kind of match together. They had to calculate all the costs of their parts, and we were really pleased with how the project was, but then Eric Howard challenged us to think a little bit outside the box. So this is me and Eric right here. We teamed up to try to use or create some AI tools. So I'll be fully transparent: at this point in my career, I had only really experienced AI used to replace thinking. And Eric said, "Melissa, we can use some AI things to really enhance and promote critical thinking." And so I was like, "Okay, show me how." And he told me about this thing called a gem. So I'm going to have Eric explain what a gem is. Idea of what a gem was and how we kind of use it in our class to add on.

Mr. Howard
Thank you, Ms. Gimrik. Yes, so we used Google Gemini, which is a learning language model that acts as artificial intelligence, and it's put forth by Google. It's the one that the district generally uses and encourages in the classroom. A gem is kind of a custom version of that model. It's preset with specific persona instructions so that you don't have to ask it to do the same thing over and over. You can just set it up to do that. We named our gem the Design Review Board to try to simulate some sort of a relevant and authentic design proposal review board that you would submit to city council or to anybody who would be evaluating any sort of designs for a city like this. It's important to note that we didn't introduce this AI piece until after the math and the mapping were all done. So we, Mrs. Gimrik, and I worked on creating a series of questions with the design review board that would ask students, and it was instructed not to help with the math piece at all. And our hope was that this would just challenge students to think a little bit more about their designs, how their designs would interact with other pieces from other groups, and then be able to justify their decisions to this review board.

Speaker
So, as Mr. Howard mentioned, they all incorporated different questions, and each of these parts of the gem would use the fourth R readiness. So, part one, the students were told to send the gem different details about their zone, such as like photos of their map, and answer simple questions like the cost of the zone, lot letters, and this shows their ability to adapt to technology and being ready for tomorrow as AI becomes a part of daily life. Part two was where the AI would ask us about our own maps, and the student would have to answer and defend, and it would ask for different things like justification of your lot, such as why did you set it up this way, who would use it, and budget justification. Part three would be where the gem would give us feedback, so we would ask it what's its favorite part and what we should change about our lot, and this shows the students' ability to take feedback and their ability to adjust to the real world.

Mrs. Gimrik
I was so grateful to Mr. Howard for teaching me about how to use a gem, I just thought that was a really cool way for students to have to think a little bit more critically about the things that they had done, and it covered asking so many different questions that would have taken me like 30 full class periods to have those conversations with kids. So, that was really exciting. So that's the project, and we are open to questions. If you want to ask us any of us anything about

Mr. Moog

I have a quick question just about the AI questions. Did you find that they were individualized by to each of the individual groups, or did you find that they ended up asking the same questions over and over again?

Mrs Gimrik
Okay, great question. This was actually a really exciting part of the project for me. The we, the gem, helped us to create the questions. So we said we would like to ask the students 10 questions, and we uploaded all of the like information about the project and said what are 10 sample questions that we could ask students, and it gave me suggestions of sample questions. I was like, okay, I like that one. We don't like that one. That's not really what we're focusing on here. I really want them to think about this instead. So we made some edits to it, but then it was assigned to randomly ask of the group of 10 to ask three to each group, and that it could ask follow-up questions too. And I found that it did with some of the students, like when they weren't clear enough, when their answers were just very short, or said like we didn't do that. Then it prompted them to think more. So that was really cool.

Mr. Stewart
Was the feedback that it gave helpful? Did it apply to the work?

Mrs. Gimrik
Do you want me to speak to that, or do you have thoughts? Go, Jade.

Jade
So when we would ask the questions, like they would be individualized to specifically answer your questions, and when it would give you feedback, it would help you to think more about what you were asking or what you were inputting into the gem. And I think that, personally, it helped me to think more critically about what math skills I was inputting into the questions, and then I would develop. More and more, and it also helped a lot, not just with the math, but like when you were to ask a question to somebody, how in depth would you go to get the answer that you want?

David Stewart
Okay, great, thank you. Any other questions?

Ms. Arnold
No questions, but just a comment. I truly appreciate this kind of thinking. I deal with zoning a lot, and the thoughts that are going into how you're designing and how you're laying out, I would love to send you to a couple of city planners. I know.

Mr. Perry
I was actually kind of going to ask: because of this, did you, anyone, decide that maybe they want to go into city planning, or did anyone say, after doing this, then there's no way I'm doing city planning?

Speaker
I'd say that although it didn't inspire me to go into design, it helped inspire the artistic aspect of it. So maybe I'll go into something more like that I can put more creativity into. Maybe like sculpting or designing something else.

Speaker
Yeah, I would say that overall, it helped me think more creatively because I feel like I was just kind of like going through the motions before, and I was actually like thinking about this project. So, cool,

B2 Bradley, Darby, Davidson Commended Students, Semifinalists and perfect ACT scores

Bradley
Commended Scholar
Grant Snider

Darby
Commended Scholars in the 2027 National Merit Scholarship Program
Ava Campolo
Akmal Mohammed
Alexander Plummer
Kaden Snyder
Caden Yocom

Semifinalists in the 2027 National Merit Scholarship Competition
Roshan Ayanampudi

Commended Scholars in the 2027 National Merit Scholarship Program
Mischa Haworth
Nicholas Kasick
Zachary Lance
Ibrahim Rashed

Semifinalists in the 2027 National Merit Scholarship Competition
Mohamed Katabay
David Merfeld
Kento Nishio

Perfect ACT (36)
Mischa Haworth
Kento Nishio

Davidson

Mr. Maggied
Good evening. As Dave said, my name is Trevor Maggied. I'm the college counselor for Hilliard City Schools, and I'm fortunate enough here tonight to introduce our National Merit commended scholars and our National Merit semifinalists. Each year, our Hilliard Juniors, along with about one and a half million other students across the country, enter the National Merit Scholarship Competition by taking the Preliminary SAT or the National Merit Scholarship Qualifying Test, the PSAT NMSQT. Approximately 50,000 of those highest scores are recognized each year for the National Merit Scholarship Program, and that recognition comes in the form of two ways: the National Merit Commended Scholars, which we have 10 here tonight, and then we have four National Merit semifinalists. More than two thirds of that 50,000, so about 34, 35,000 students are the high scorers on that PSAT, and MSQT received letters of commendation and recognition for their outstanding academic performance. That is about three to 4% of the test takers nationally. The semifinalists they represent about 1/3 of those test takers each year, and that they are the top 1% in each state. They are notified that they are semifinalists, and in February they will be notified whether they move forward as finalists in this competition. So I will have them come up and introduce themselves here briefly. I would also like to highlight tonight that two of these students are also have earned a perfect ACT, 36 in one sitting, Misha Hayworth and Kento Nisio, and they want to introduce themselves here tonight. That is about 0.5 percent of all ACT test takers this year. So,

Mr. Maggied
You guys want to come on, Grant? We'll start with Bradley High School, and then we'll go to Darby, and then we'll go to Davidson, alphabetically.

Grant Snider
Hello, my name is Grant Snider. I go to Hilliard Bradley. My plans after high school: I'm still a little bit undecided. I'm mainly just keeping my options open at the moment. I may go to college; I may not, but I'm running a business right now: a lawn care business. So that's kind of what I've been doing.

David Stewart
Who are you here with tonight, Grant?

Grant Snyder
I'm here with my parents, my sister Claire, and my grandma.

David Stewart
Congratulations!

Roshan Ayanampudi
I'm Roshan Ayanampudi. I'm from Hilliard Darby, and after college, I plan to major in aerospace engineering. And I'm here with my mom and my dad.

Ava Campalo
Hi, my name is Ava Campalo. I go to Hilliard Darby. I'm planning on going to Capital University and majoring in biochemistry, and I'm here with my mom and dad.

Alex Plummer
Hello, my name is Alex Plummer. I'm also from Hilliard Darby. I plan on majoring in economics and history, and I'm here with my mom and dad too.

Katie Snyder
My name is Katie Snyder. I go to Hilliard Darby as well, and I want to major in electrical and computer engineering. And I'm here with my mom and dad.

Caden Yochum
My name is Caden Yochum. I also go to Derby. I'm here with my mom, dad, and sister, and I plan in majoring in mechanical engineering.

Kento Nishio
Hello, my name is Kento Nishio. I plan on majoring in economics, and I'm from Davidson High School. My dad's back there.

Nicholas Kasick
My name is Nicholas Kasick. I go to Davidson, planning on majoring in philosophy, and I'm here tonight with my mom and dad.

Zach Lentz
Hi, I'm Zach Lentz. I attend Hilliard Davidson. I plan to study biomedical engineering at The Ohio State University, and I'm here with my mom.

Mischa Haworth
Hi, my name is Mischa Haworth. I go to Hilliard Davidson, and I'm planning on majoring in social work. And I'm here with my mom, dad, and sister.

Ibrahim Rashed
Hello, my name is Ibrahim Rashed. I attend Hilliard Davidson High School, and I'm pursuing a four-year degree, then a medical degree, and eventually becoming a neurosurgeon. And I'm here with my parents.

David Merfeld
I'm David Merfeld. I go to Hilliard Davidson, and I'm planning on studying electrical engineering. And I'm here with my mom and dad.

David Stewart
Okay, we're going to bring them back up with the board and get a group picture with them. While they're getting organized, I wanted to tell Misha and Kento that Mr. McDonough, Mr. Warfield, and I added our ACT scores together, and we still did not get to 36.

Okay, congratulations to all of you, and also congratulations to Mom and Dad. As you make your way back to your seat, we know you'd love to stick around and watch a board of education meeting. However, we also understand if you want to slip out; that's perfectly acceptable as well. But congratulations!

B3 Embrace, Empower, Inspire Award Winners: Stacey Zawisa, and Adam Story

Ms. Sullivan
Good evening, everyone. It is such a special honor for me to recognize Stacey Zawisa today as one of the recipients of the Embrace, Empower, and Inspire Award. What makes this recognition especially meaningful to me is that I have had the privilege of knowing Stacey in two very different roles. When I first came to JW Reason, I was lucky enough to be on her team as a first grade teacher. We shared the joys, challenges, and adventures of teaching six and seven year olds, and now I have the incredible privilege of serving as her principal. When you walk into her classroom, you just immediately feel it. There is a sense of calm, warmth, and love. Her classroom is a place where children feel safe, valued, and genuinely cared for. She has a special way of making every child feel like they belong and that they matter. But what I admire most about Stacey is how deeply she cares about meeting the needs of every single student. She works tirelessly, tirelessly. Easy for you to say, to understand each child as an individual, to recognize their strengths, to identify where they need support, and to find ways to help them grow. She doesn't believe in a one-size-fits-all approach. She puts in the time, the thought, and the effort to make sure that each child gets what they need to be successful. And while first grade is full of exciting milestones, big emotions, and plenty of unexpected moments, she handles it all with patience, grace, and a steady, loving presence. She knows that teaching is about so much more than just academics. It is about building confidence, nurturing curiosity, creating connections, and helping little people believe in themselves. Stacey, I am so proud of you, and I am so grateful that I get to work alongside you. I know firsthand how much heart you put into your work, and this recognition is so incredibly deserved. Congratulations on this award, but most importantly, thank you for the difference that you make in the lives of your students, and for the love and dedication you bring to JW Reason every single day.

Mr. Stewart
Thank you, Stacey. Congratulations. Next up, I believe Jim Smalley will introduce Adam's story.

Mr. Smalley
Good evening, everybody. Shout out to Stacey Zawisa. I worked with her at JW. First one in, last one to leave. I'd be remiss if I didn't say that. True definition of a servant leader. So glad she's getting recognized tonight. And in addition to that, another servant leader we have. I have the privilege from our tech department tonight to celebrate someone who works behind the scenes. But every ticket that he solves, every email he answers, every single click that he makes, we always really make an emphasis on how it affects our student learning, and that's true. From pre-K to 12, this gentleman right here, Adam, is making an impact every single day, and often it goes unseen. And so I'm just grateful we get an opportunity to shine some light on his team and him today for the work that he does every day. So I would be remiss. This is poetic. I actually did not nominate him. Brenda Boring, one of our math teacher leaders, did, and I'm just going to read what she wrote and go from there. Says superheroes live among us every day, even if they don't wear capes. Growing up watching Super Superman movies with my dad, I never expected to find my very own Clark Kent right here in Hilliard City Schools until I met Adam. Day in, day out, Adam opens his inbox to find colleagues across the district needing rescue from tech trouble or software snags. With the recent rollout of our Imagine Plus Math, I've had to reach out to him frequently to help clear roadblocks. What amazes me most is how promptly and patiently he answers every call, staying on the case until the problem is completely solved, so our teachers can keep focusing on our students. Adam has a rare gift for making you feel like your issue is his top priority, even though he's juggling dozens of requests at once. The first time I walked to his desk to

introduce myself, he was just as warm and helpful in person as he is online. Despite managing a massive volume of district-wide requests, Adam gives everyone his undivided attention and makes you feel like the problem is his only priority. Managing such a complex workload with this level of professionalism and grace makes Adam truly deserving of this recognition. So with that, Adam.

C **ROUTINES**

C1 The agenda is correct.

C2 The Board of Education adopted the agenda.

C3 The Board of Education approved the October 2026 Treasurer's Report.

C4 The Board of Education approved the minutes from the following meetings:

a. October 12, 2026, Regular Meeting
b. October 12, 2026, Meeting Notes
c. October 26, 2026, Work Session
d. October 26, 2026, Meeting Notes

D **PUBLIC PARTICIPATION**

Christopher Flood

Good evening, members of the board and the superintendent. My name is Chris Flood, and I'm parent of a student in this district. I'm here tonight to address a gap in our advanced curriculum that we perceive in our household: the lack of sufficient instructional materials for math and science courses. Currently, our students are expected to master rigorous, fast-paced subjects, primarily through classroom packets and limited lecture time. There are no hard copy textbooks provided, and furthermore, in honors geometry last year, the teacher explicitly advised students not to use the digital text. Excuse me, because the daily lessons and assessments would not be following that resource. This leaves our children with absolutely no safety net in these rigorous subjects. If a student misses a day with illness, the lecture doesn't resonate, or they need a concept explained differently, they have nowhere to turn. There is no official academic backstop. As a result, parents like ourselves are investing time and money in supplementing the academic materials with the purchase of texts, workbooks, and supplemental instructional materials. There's been many tired evening hours after long days of work, school activities, and other obligations, where we turn to YouTube channels such as the Organic Chemistry Tutor and other resources to find additional instruction to complete assignments that must be digitally submitted that evening. The course model inevitably has added stress unnecessarily, that would largely be avoidable if students have been provided resources to support classroom instruction outside of class. These course material challenges are on top of the shift to digitizing education. Studies have shown pen and paper reading and writing are correlated with deeper conceptual processing, stronger working memory, and superior cognition with long-term learning retention. Moving from physical texts and work to narrow digital packets is a hindrance to maximizing student success in these difficult subjects. We must provide our students and teachers with aligned, comprehensive resources so that learning is not forced to stop when the bell rings. I urge the board to review the course material policies for math and sciences and ensure students have foundational tools needed to succeed. These classes are laying a foundation for students looking to move on to STEM fields of study and careers, and we are not providing them the tools necessary to build the skill set upon which those futures are grown. Thank you.

Cindy Rieman

Hi, I'm Cindy Rieman, and I feel like I'm getting to know all of you very well. First of all, I wanted to tell you all that I really appreciate all the thinking you have put into this voucher situation. I appreciate you trying to save money, as I'm a taxpayer myself. My biggest thought, though, when I listen to these students who are getting these fantastic

scores on the tests and are doing these things with AI, is that I can only begin to understand a small part; that's because the Hilliard School System has great teachers; they have to have money to keep these great teachers. I feel that the $32,000 per year that you would pay to be joining the lawsuit that could possibly bring in the schools of Ohio over a billion dollars is just a small, small drop in the bucket. I think sometimes, if you think about this almost as being kind of like insurance, you don't know for sure if you're ever going to need that insurance. But every month, you know, we pay car insurance, house insurance, just in case; the $32,000 spent is a just-in-case, in my mind, that if we have something in the future where the property taxes we keep hearing about people wanting to take those away- which means that the school is going to lose a lot of funding if that happens. They have to come up with their money somewhere. You don't want to cut programs that are going to cut kids out, like we saw tonight, because we don't have enough money for gifted student education for the latest equipment in computers. I feel that it's time to put forth a tiny bit of money in comparison to the budget, taking the chance that we will get a portion back of over a billion dollars every single year that is spent from taxpayers that are going to non-public schools. Thank you.

Susan Nash
I'm Susan Nash, and I also live in the district. I'm a retired teacher, married to a retired teacher, with a daughter who's currently teaching. So the voucher system is extremely personal to me. I'll leave the statistics to Cindy and Deb, who are the gurus on this. The thought that the state is okay with removing one point, whatever, billion dollars from the budget on that same line item with public schools to fund families who choose private schools, which is fine, but my tax dollars are now funding two systems of education, and that bothers me. 90% of our students in Ohio are attending those public schools. I think they should be receiving taxpayer money. The voucher system, to me, looks like a place where we're going to have more levies, more frequent levies, as tax dollars are moved, and quite frankly, as a retiree, my tax bills keep going up, I don't want to do that. But I have never voted against a public school levy, and that is my purely emotional response to what I think is egregious behavior from our state house of underfunding our public schools. Thank you.

Debbie Cochran
Good evening. My name is Debbie Cochran, and I would like to first take a minute to thank you for your service to our students and our schools. The work that you do is very important, and it is appreciated. This past week, we saw the Hilliard Schools community elect strong supporters of public education. 62% of voters elected teacher Don Leonard, District 15, for the House of Representatives, and State Representative Crystal Lett, District 11, for the Ohio House. Both campaigns emphasized the need for fully funded public education. Franklin County. Saw 72 percent of voters vote for Dr. Amy Acton, whose message for the need to improve public education and to support full implementation of the bipartisan fair school funding plan helped her become Ohio's next governor. Once in office, I look forward to the action steps these leaders will take to make good on their core values. The vouchers hurt Ohio lawsuit also gained momentum last month as the 10th District Court of Appeals ruled that EdChoice vouchers are unconstitutional. It is a second win for the more than 330 plaintiff school districts and a win for all Ohio public schools. With the change in government leaders and the BHO recent court decision, it is obvious that our community, evidenced by not only our support of past school levies, but also with the bigger picture of state and federal electoral support for public education advocates, believe that our tax dollars belong in our public school systems. Our community looks forward to listening to your discussion about joining the vouchers hurt Ohio lawsuit on November 23rd. I close with a quote from Edward Everett Hale: "I am only one, but still I am one. I cannot do everything, but still I can do something. And because I cannot do everything, I will not refuse to do something that I can do." Members of the Hilliard School Board, it is time to do something. Join the vouchers for Ohio lawsuit. Thank you. Thank you.

E **CONSENT AGENDA**

The Board of Education approved the consent agenda, items E1 through E4.

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 contracts for certified staff: See Attached Document.

E4 Approve the following trip requests:

a. Bradley Girls Wrestling, Avon Lake, OH – December 5, 2026
b. Bradley Girls Wrestling, Cuyahoga Falls, OH - December 12, 2026
c. Bradley Girls Wrestling, Findlay, OH – December 18, 2026
d. Bradley Wrestling, Oregon, OH – January 15, 2027
e. Bradley Wrestling, Rayland, OH – January 29, 2029

Mr. Perry
We have Rose Conant, who's been with us since 2002, and Sally Roughing, who's been with us since 2001. And then let me give me a hot second here. And then we have Suzie Dawson, who's been with us since 2000, and Andrew Knapp, who's been with us since 2019, and we thank all of them for their many years of service.

F **ACTION AGENDA**

F1 The Board of Education approved the following resolution:

AUTHORIZING ADVERTISING AND RECEIVING BIDS FOR SCHOOL BUSES

The Chief Operating Officer ("COO") recommends the Board grant the authority to META Solutions (META) to advertise and receive bids for the purchase of 8 (eight) 78-passenger school buses.

The Board of Education hereby resolves as follows: Board authorizes META to advertise and receive bids on behalf of the board per the specifications submitted for the cooperative purchase of 8 (eight) 78-passenger buses.

The Hilliard City School District Board of Education (the "Board") and David J. Stewart ("Superintendent") voluntarily and expressly agree to amend the Superintendent's contract, approved and entered into on June 8, 2026, effective August 1, 2026.

REPORTS/DISCUSSIONS

G1 Policies submitted for a first reading

a. BBE – Unexpired Term Fulfillment (Board Vacancy)
b. DJF-R – Purchasing Procedures
c. DLC-R – Expense Reimbursements
d. EBBA – First Aid
e. EEACC – Student Conduct on District Managed Transportation
f. EFF – Food Sale Standards
g. EHA – District Records Commission, Records Retention and Disposal
h. IGD – Cocurricular and Extracurricular Activities
i. IGDJ – Interscholastic Athletics
j. JECB – Admission of Nonresident Students
k. JECBB – Interdistrict Open Enrollment
l. JECBD – Intradistrict Open Enrollment
m. JF – Student Rights and Responsibilities
n. JFC – Student Conduct (Zero Tolerance)

o. JFCF – Hazing and Bullying (Harassment, Intimidation and Dating Violence)
p. JFCK – Use of Cellphones and Electronic Communications Devices by Students
q. JHCA – Physical Examinations of Students
r. JP – Positive Behavioral Interventions and Supports (Restraint and Seclusion)
s. KKAA – Patriotic Youth Organizations (new policy)

G2 Committee Reports

David Stewart
Yes. Okay, you have a list of policies there. This is a first reading, so no action is required tonight unless there are any comments on any of them. If not, we'll move to committee reports.

Mr. Perry
I'll give a quick overview of the policy committee meeting, and the policies you see before you for a first reading are what came out of that committee.

Mrs. Byler
I went to HEF this month, and just some good news: their Five to Thrive campaign, which was their first time this year doing it, raised $11,000. So they're super excited about that. It was successful the first time, and looking forward to doing it again. Also, Denim and Diamonds is coming up, and I believe that's Friday, February 27.

Mr. Moog
I was at the PTO booster luncheon a couple of weeks ago. We had 10 representatives from the schools and organizations. There was a presentation about AI, kind of an update on that, and we will continue getting more and more of those throughout the year.

Mrs. Crowley
We had our first superintendent's advisory meeting of the year. We only had two or three questions, and I sent you guys the answers in your email. I also met with the curriculum committee. Had a great discussion with Herb about some of the successes and challenges at the elementary education level. As someone who's part of that world, I just wanted to thank you for such an honest and open conversation. You guys really get it, and you have you know a great team and great plans in place. To try to help in some of the areas that are challenging. So thank you for that. We also met for ISPTO at Tharp, discussed gifted services across the district, and had a very successful Communications Committee Halloween Haunt. We handed out a ton of candy, notebooks, and things, and it was super fun. And I just want to thank all the board members for being there. So thank you.

Ms. Arnold
OSBA conference starts on Sunday. The app is updated, so if you take a look there, you can select your sessions. Two other things that aren't committee related per se, but I just wanted to give a shout out to Mark Tremaine and all the folks that help make Tech Day possible for our fourth graders. I want to just highlight two two items. the The girls were at Camp Ken Jocketty, and Amazon puts on a great program them for them. One of the one of the displays was a flight simulator and drone simulator, and there was a little poster where the the kids could stamp their reaction to the question after flying today. How do you feel about drones and aviation? Way more interested, a little more interested, or same as before? And there was a whole lot of stamps on that. Way more interested. So I I really appreciate the the opportunity for them to experience this and think about careers in that in that field down the road as we try and get more more girls to think about STEM careers. The boys were treated to events from our partners in the city of Hilliard, and one of those was creating a little electric fan car, which was so much fun to watch them assemble and then race them around. Normally, you see those little cars just go in a straight line. This had nice little hinge pivots, so they could make them go in a circle. Great stuff there. So I really thank those guys for putting

that all together. And then earlier this morning, last week, you guys would have seen an invitation from Kelsey Burkett for the Lyra workshop. I went and saw one of those today. It was phenomenal. I'm just so appreciative of her and Dr. Scholl for putting that together. One of the things they did was the group. It's six women a cappella singers. They sang " Landslide, and it was just beautiful. And then they sang "Lift Thine Eyes" by Mendelssohn, which is an entirely different style. But then they also sang "Landslide" in that same style, so the girls could hear those tones and different ways of expressing that. So it was just fabulous. And there's the concert tomorrow night if you guys can make it. I really wish I could, but I highly recommend it.

David Stewart
You mentioned fourth grade, the Tech and Innovation Day, and I certainly agree with everything about Mark and his team for putting it on. A couple of other sets of heroes, just that should be noted. One is our transportation department, which really strains them, and they do it without complaint to make sure that the day goes off without a hitch. And then the second is just another great example of our partnership with the city of Hilliard. They basically drop everything for a day so that our fourth-grade boys can have that experience. So I want to thank them not only for the facilities, but also for their employees who join and make the day run. So very fortunate to have that partnership.

Mrs. Byler
I have just a quick revision, really fast. Denim and Diamonds is a week earlier this year. It's actually on the 19th, so I want that to be on the record.

H **ADJOURNMENT**

H1 At 7:14 p.m.