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# MEETING NOTES

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

- A1 The president called the meeting to order at 6:31 p.m.
- A2 Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst.
- A3 Pledge of Allegiance

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

## **B PROGRAMS / PRESENTATIONS**

- B1 Community of Learners – How Davidson EL Student Mentors are helping in the LA/Math classrooms.

Good evening, I'm Scott Snyder, principal of Tharp, and I just want to thank you for the opportunity to share this exciting new initiative that we believe can be a game changer for both Davidson and Tharp EL students. This is an opportunity to build bridges between students, develop empathy, enhance communication, foster leadership, and create a supportive environment where our 6th-grade learners feel empowered to grow linguistically, mathematically, and personally.

I think Mrs. Bhutta, the EL Teacher, is providing some transportation. I don't know if she can make it, so we'll pivot. I would like to have our high school EL students here mentoring share what they are really enjoying about that opportunity coming to Tharp.

We have a lot of thank yous. For example, transportation has helped us out by providing a shuttle. Getting them here and getting them home after school – everything fits within that schedule. And our 6th graders absolutely love having them here as additional mentors in a course in which it's really needed. They're able to help both with our math workshop and then also in supportive studies.

Okay. Diana, do you want to start us off?

Hi, my name is Diana. Something I enjoy is working with...*(inaudible)*...I have the opportunity to work with students that are starting to learn English just like how I started. And I love seeing their smile when they see everyone that looks like...*(inaudible)*...in the class and having fun.

Hi, my name is Isabella Rodriguez...*(inaudible)*...I'm interested in helping students who don't know English or don't understand...*(inaudible)*...they're frustrated because it's a huge new culture, a huge new language that they don't understand. I understand because I have been in their shoes, and I know how they feel. I promise that the goal that they try to reach will come true because I know how they feel. I love to see them grow and I love to learning English.

Hi, my name is...*(inaudible)*... I'm a senior at Davidson High School. And I'm...*(inaudible)*...because I like to help. And I think this is a great opportunity for kids that are from foreign countries, as before the languages. I know how it feels to be new in a country where people don't speak the same language as you.

And I know how it feels to be new in school and don't know the languages. I know it is really difficult. And to not be able to understand. And maybe if you have the right answer, you don't say because you're afraid to say it or you don't know how to say or explain it. And with this, they're being able to say things...*(inaudible)*...and at the same time, we're also helping them learn English. So, I want to encourage them to learn and to speak in English, and I would really love to keep doing this for the rest of the year. I would really love to keep helping them and getting to know them. And I'm really grateful for the people that are making this possible because they're making a change. And I know all these kids are always going to be grateful to them for having this opportunity, for having this help.

Hi, I'm...*(inaudible)*...one thing I really enjoy about coming to Tharp is helping people, helping the kids grow. I know I've been in their shoes. I've been once since 6th grade. I've been through the same schedule as they did. And I just want to help them grow, see that they're successful. And just like same thing, putting a smile on their faces. And just like helping them out. Because I know what it's like really hard for me to go to the United States, I didn't get any help. So I'm like, really happy to help them out with anything that they need. And, see them grow, be successful in their careers. Thank you.

...*(inaudible)*...And it's helping the kids with their studies and homework because I was in the police one day. And I know that this experience is so hard to me and them. And it was hard to me to learn English because I came here when I was in 9<sup>th</sup> grade, and it was so hard. So I want to help them to learn English and to know how to like, communicate with their teachers and how to understand their studies. Thank you.

*A sixth-grade EL student:* I would like them to be here because they are good helpers, and I like that they can help me. I can understand them more if they speak my language. They are always here for help, and when I don't know something, they help me. I would love them to stay here and help other people.

*A sixth-grade EL student:* I love that they come to our class because they help us and...*(inaudible)*...

Hi, I'm the EL teacher for the building. My name is Mrs. Bhutta. Sorry, we are late. I had trouble finding their houses. I apologize, but thank you for this opportunity. This is a great opportunity. I want to thank The EL teachers at Davidson for their part in this, for their communication, for helping us partner in this. Also, the bus depot. Mr. Ryan over there has been a great help. He made sure that we do have a bus to bring our high schoolers to our school. So that was a great help. Thank you.

Mr. Stewart added a quick little bit of background context. As we've discussed many times, our EL population continues to grow by leaps and bounds. It is one of the beautiful things about this district, but we also want to ensure that we're providing adequate support. Imagine going, as one of our students said, in your ninth-grade year to a country where you don't understand the language. Imagine the challenge of that. We've been learning a lot about that as well. But one of our conversations is that we'll never be able to hire enough support and have to look at other ways to find support.

Jill and her team have been great at leading conversations about our other resources. One of the resources that they stumbled upon is our students. And you're starting to see efforts like this, but really what Tharp is doing is ahead of the curve. You're going to start seeing more efforts like this across the district because it's a great way to support students while giving our older students a growth opportunity of their own.

Someone from the audience said there was a student who came late and wants to speak.

*Student:* I like that high school students come because they help me with their work, and they are very kind and they help me understand because they explain the things to me in my language.

Mr. Vorst thanked Mr. Snyder and his team for sharing. And to all of you young ladies, great job. It's hard to come up to that microphone. Many people get anxious about that, and it's very admirable to be able to do that in your second or maybe even third language. Thank you for having the courage.

**B2 Embrace, Empower, Inspire Award Winners: Cathie Maple and Chris Robinson**

Mr. Snyder asked Cathie Maple to join him. Cathie is an inspiration to our entire staff. I cannot say enough about her and this, I don't even know, but for the 24-25 school year, we talked about being a difference maker. Kathy has been that for our students and our staff as well. She inspires us all. Congrats Kathy.

Cathie said she very much appreciated the opportunity. I came back from having a kidney transplant. I'm excited to be back and work with wonderful children and staff. This is a great place to be. I call Hilliard home. It's my 34th year in education, and it's all been here.

**B3 Preschool Program of Studies – Cori Kindl, Herb Higginbotham, Jamie Lennox**

Good evening everyone. My name is Cori Kindl. I'm the Executive Director of Curriculum and Instruction for the district. On behalf of our Preschool Program Review and Curriculum Revision team, we are excited to present the District Preschool Program of Study for Adoption. Jamie Lennox, our Director of Special Education, and Herb Higgenbotham, our Director of Elementary Education, are joining me for tonight's presentation.



Together, we will provide you with an overview of the program curriculum revision process, a synthesis of stakeholder feedback, student data sources, early childhood development research, evidence-based practices, and a summary of the committee's work, ending with the program of studies, which will be reviewed by you over the next 30 days and voted on for adoption at the January board meeting.



Before we begin, we thank the 26 educators who comprised the preschool program review and curriculum revision committee. It consisted of preschool teachers, intervention specialists, kindergarten teachers, related services staff, teacher leaders, administrators, and directors. We would be remiss if we didn't take a brief moment to personally acknowledge and thank Brian Hart, the preschool principal, and Mindy Colburn, our special education coordinator at the preschool, for their leadership on the committee. Thank you so much.

Curriculum revisions occur cyclically to ensure that the most recent Ohio learning standards are taught with fidelity, incorporating current research within early childhood development and using evidence-based instructional strategies and practices to maximize students' knowledge and skills. In addition, resources are evaluated for alignment and intentionality.

There are several key factors that guided us to conduct a preschool program review and curriculum adoption process this year, including Ohio's revised code, step up to quality, the strategic plan, and the master facilities plan.

Having been through our most recent ELA adoption, the Ohio Revised Code mandates school districts to use core curriculum instructional materials in ELA and evidence-based reading interventions, using a program adopted from their established list. Materials must be aligned with the science of reading, particularly at the preschool level; we have this year as a transition period to complete a board adoption.

Step Up to Quality, the preschool quality rating system that all preschool special education programs must participate in, also reaffirms that mandate.

In addition to those two pieces, our North Star of the Strategic Plan and our Master of Facilities Plan have set forth some recommendations for moving forward within this preschool program of studies and curriculum revision process, particularly regarding the strategic plan under Goal 1: Student Learning, Foundations for Success, and Unlocking Potential. Through this curriculum revision and program of studies, we can move forward on analyzing preschool programming, staffing resources, and outcomes to identify necessary and early interventions in response to the needs of students. Executive functioning is critical at the preschool level. As we evaluate curriculum resources and look at teaching and learning executive functional skills, it will be important to allow students to work through barriers in their learning. And then, obviously, providing access to high-quality, rigorous content for all students.

You have seen this slide. Oh, sorry, I forgot to mention the master facilities plan. As you know, with the successful passing of our school levy, part of phase one in that plan is expanding the preschool. So, we thought it would be beneficial to provide our community and parents with a program of studies that helps them understand what takes place at the preschool and what their students will be learning.

**The Why**

- ORC 3313.6028
- Step Up To Quality (SUTQ)
- Program Review Cycle
- Strategic Plan
- Master Facility Plan

The goal of curriculum revision is to define and communicate what all students will know and be able to do at each grade level and within each course of a content area in order to be Ready for Tomorrow!

**Ohio Department of Education & Workforce**

**ORC 3313.6028**  
Schools must use core curriculum and instructional materials in ELA and evidence-based reading intervention programs from ODEW established lists.

**Step Up To Quality (SUTQ)**  
At all rating levels, programs will need to obtain and implement a comprehensive, research-based curriculum that is aligned with the Early Learning and Development Standards and the Science of Reading.

Materials must be aligned to the Science of Reading.

The 2024-25 school year is a transition period to complete board adoption, procurement, and professional learning to educators.

Programs that participate in SUTQ and are highly rated will be required to implement an assessment that is aligned to the standards.

Programs have until July 1, 2025 to transition to the new requirements.

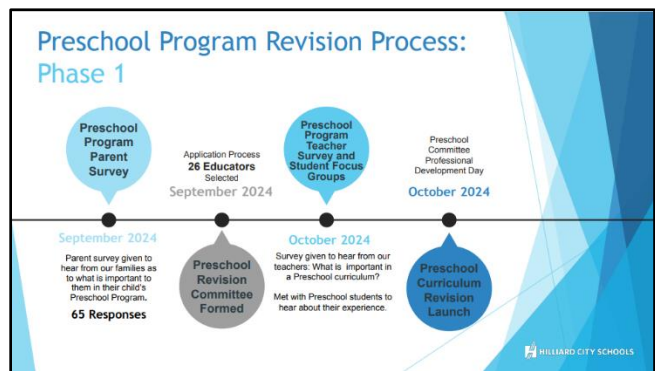
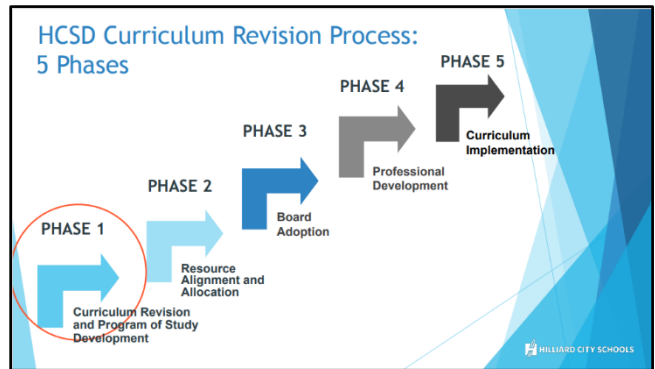
**Goal 1: Student Learning**  
Objectives 1A - Foundation for Success, and 1D - Unlocking Potential

**Recommendations:**

- Conduct an analysis of PK and K programming, staffing, resources and outcomes to identify necessary early interventions to respond to the needs of students.
- Equip all learners with executive functioning skills that they can access when working through barriers to learning.
- Provide access to high-quality rigorous content for all students.

I shared this slide with you before with each of our curriculum revision processes. Again, it's a five-phase process, and our committee for the preschool has just finished phase 1. In completing that phase, here are some of the key pieces of our work:

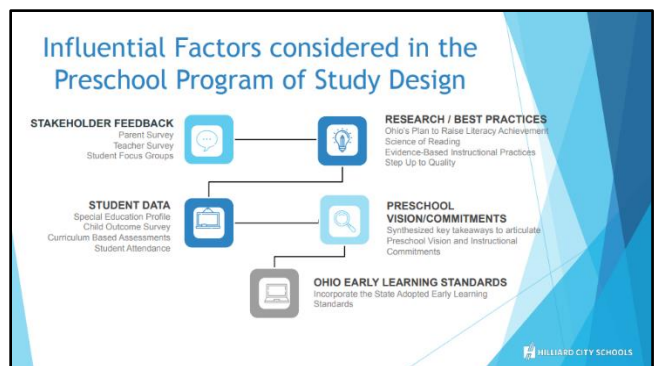
- With every program review or curriculum revision, we begin with our parents. We surveyed current preschool parents and kindergarten parents. We asked them what was important to them in their child's preschool program.
- We also had an extensive application process where we selected a committee of educators who applied to be on the committee. We provided a teacher survey where our current teachers could give us feedback on what was important to them.
- We conducted student focus groups you'll hear about in a minute.
- All of that led to our launch of the committee in October and the design of the program of studies.



Several influential factors went into the preschool program of study design. Of course, taking into account stakeholder feedback, student data, research, best practices, the design of a preschool vision, instructional commitments by our staff, and the Ohio early learning and development standards.

*(Herb Higginbotham began speaking)*

Cori alluded that one of the first steps in the curriculum revision process is getting feedback from our key stakeholder groups. We got feedback from teachers, primarily preschool and kindergarten teachers, our community, our parents, and, of course, our kids. So, we're gonna start with the students.



Jamie and I went to the preschool and asked a bunch of 5-year-olds some open-ended questions. You can probably imagine the kind of answers we got. But, even though they were very imaginative and maybe outside of the box, it did reveal some themes that cut across all three stakeholder groups. So, it's important for us to listen to their voice in this process.



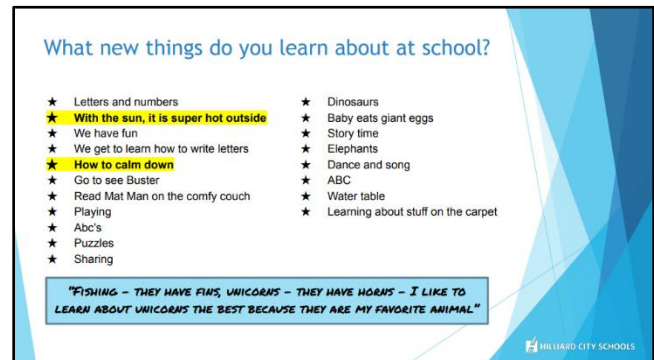
The first question we asked them was, Why are you excited about coming to school? And this is a word cloud of all the most popular answers: school, toys, friends, playground, etc.



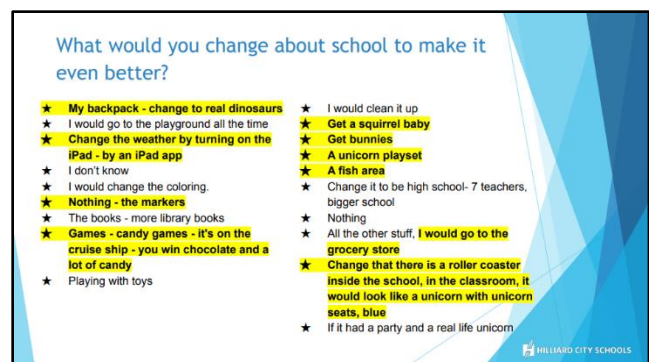
The next question we asked was, What are some of your favorite parts of the school day? Playing and play rose to the top, as you can imagine. But this will be an important theme that we'll see later when we ask some of our adult stakeholder groups.



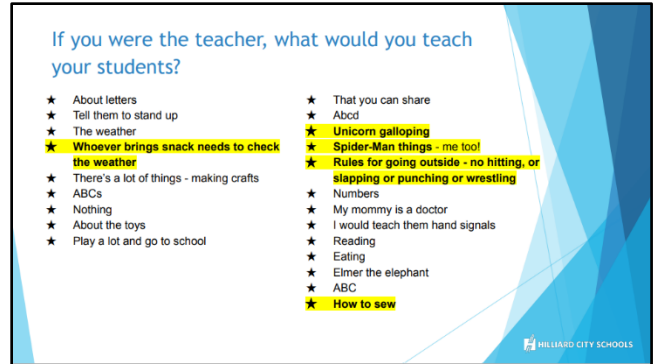
This is where we thought it would be important for you to see some verbatim answers from the kids. What new things do you learn about at school? Things like, well, with the sun, it's super hot outside, and they've learned how to calm down. One quote at the bottom of the slide is – about fishing. They have fins, unicorns – They have horns. I like to learn about unicorns the best because they are my favorite animal.”



What would you change about school to make it even better? Sometimes, these answers spread like wildfire. Here are some ideas for Mr. Hart and the preschool staff. Maybe get a baby squirrel or some bunnies or maybe like a unicorn playset. Or maybe a rollercoaster in the middle of the school that would look like a unicorn with unicorn seats.



If you were a teacher, what would you teach the students? Well...Whoever brings the snack needs to check the weather, how to sew, and rules for going outside, like no hitting, slapping, punching, or wrestling. The key to this is that there are too many takeaways that we shared with the committee and that we reflected on ourselves. There is an unlimited amount of imagination that 3-, 4-, and 5-year-olds have, but play is very important. That's what child development at this stage is. It's kids learning how to navigate their world through play, taking turns, social interactions, and making friends. So, that became very important for our committee to consider as we looked at the next stakeholder group,



We asked teachers what was important to them for us to consider when looking at our course of study revision, our curriculum, and any potential programming that we may adopt.

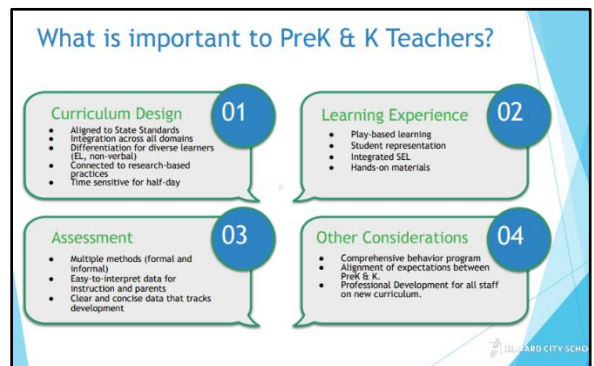
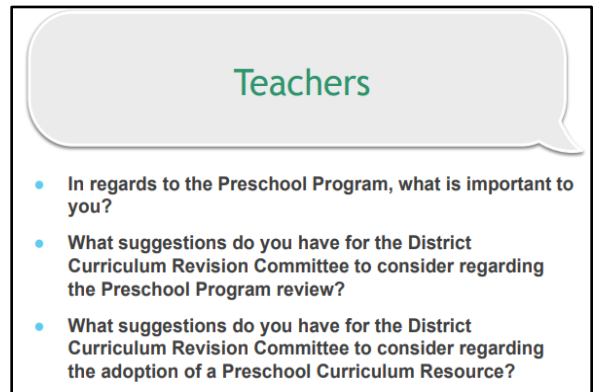
Three themes rose to the top, and some other considerations came up frequently.

The first one is in the curriculum design: ensuring that anything we consider adopting is aligned with state standards and that there's integration across all the domains (preschool domains that Jamie's going to get into shortly), differentiation for diverse learners, that it's connected to research-based practices, and that it's a time-sensitive program to a half day experience.

The second theme that rose to the top was that the learning experience needed to emphasize a play-based learning experience, that students could see themselves in the curriculum, integrated social-emotional understanding/behavior understanding, and lots of hands-on materials for the kids.

The third theme was assessment. They wanted to ensure that the program had an assessment system where there were multiple ways to assess students, both formal and informal, so that the data would be easy for parents and teachers to interpret. They also want clear and concise data to help them track a student's development over time.

The other considerations teachers shared with us are that they hope that the program has comprehensive behavior instruction and positive behavior interventions embedded into the curriculum, alignment of expectations between preschool and kindergarten, and professional development for all staff when we adopt that new curriculum.



And then, finally, our parents and community had very similar questions about what was important to them in terms of the preschool program curriculum and what suggestions they had for the committee.

You can also see that some themes are used across all three of our stakeholder groups. Social-emotional development rose to the top. You'll also see a couple of connections to our portrait of the learner competencies. And under social-emotional development, we saw a lot of leaning toward resilient learners; developing social skills like sharing, taking turns, and cooperating with others was important to our parents.

Parents and community members also said that preparing for kindergarten was an important consideration for us to think about when we think about preschool programming. Play-based learning, once again, rose to the top. So, for all three stakeholder groups, play is important. And that came through when we developed the vision statement we'll share with you in a moment.

And then, finally, they know that our preschool program is a peer model program. So, that's an opportunity for anyone to learn about the differences of others, and why not leverage that experience to help kids be well-rounded and teach them the values of kindness?

*(Jamie Lennox began speaking)*

Your program of study document is about 40 pages and goes into a lot of detail about the standards and the research that the committee used in preparing it. I will provide a brief overview of the standards and the research, discuss how those frameworks align with our district's initiatives, and provide an opportunity for us with a new data collection piece.

So, when we look at the Ohio Early Learning and Development Standards, they align well with our district's portrait of a learner. In particular, the Early Learning Standards have nine different domains, including cognitive development, mathematical thinking, social and emotional development, social studies, creative development, language and communication, approaches to learning, physical development and wellness, and science.

Within those nine domains are key skills or strands that show even greater alignment. Some of those key skills are creative thinking, cognitive...*(inaudible)*...creativity, curiosity, wellness, critical thinking, and social awareness – the competencies embedded within our portrait of a learner. This is important because not only are we going to be meeting state standard requirements by adopting the standards, but we are also ensuring that we have alignment with our district initiatives and supporting kind of the growth of our students through skills that they will need for kindergarten and beyond.





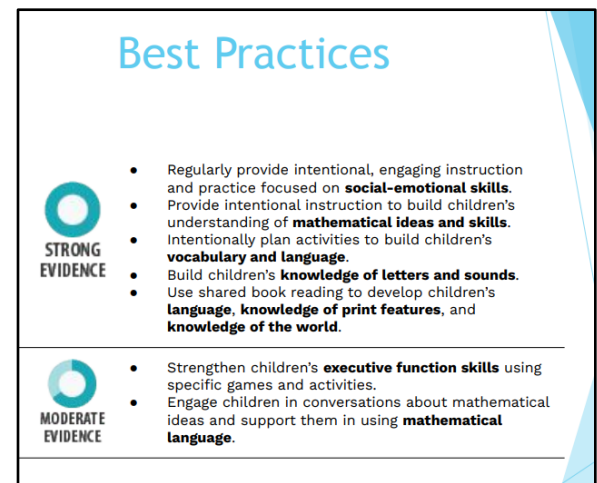
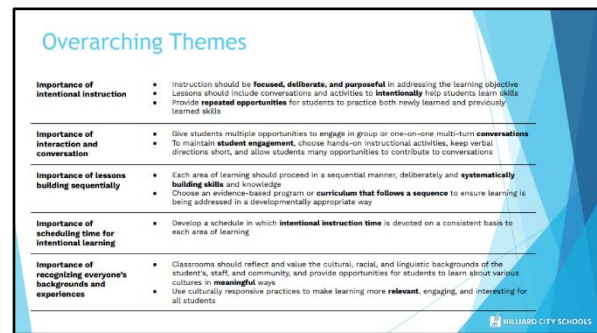
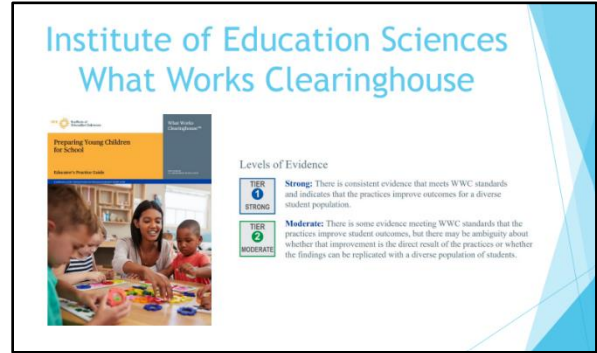
When we looked at the research, we used the Institute of Education Sciences and the What Works Clearinghouse as grounding us in that research. The committee used the themes and practices to help us create the preschool vision and instructional commitments.

We saw some of these overarching themes, and again, we align clearly with our district commitment plan. So, one emphasis was to focus on purposeful instruction. That aligns well with the district's commitment to rigor – our lessons have intentionality with them, and there are clear learning objectives. So, not only are we engaging students in digging deep into the content, but we are also providing repeated opportunities for them to solidify their skills.

We also saw an emphasis on collaboration. Again, we want our students to have meaningful conversations with their peers and teachers to build strong relationships. Looking down further, there's an emphasis on lessons building sequentially. When we have a curriculum following a sequence, we can ensure readiness by sequentially building student skills. Finally, the importance of recognizing diverse backgrounds and experiences was also evident. Using these strategies, we were able to create meaningful and relevant experiences for our students so they feel seen and valued in the classroom.

We then looked at the best practices within that practice guide. It boiled down to about seven best practices. You can see the alignment between those best practices and the early learning and development standards. As Cori mentioned, this is important because the Ohio Revised Code requires us to create or select a curriculum that's not only aligned with the science of reading but also comprehensive in nature and aligning with all of those early learning standards.

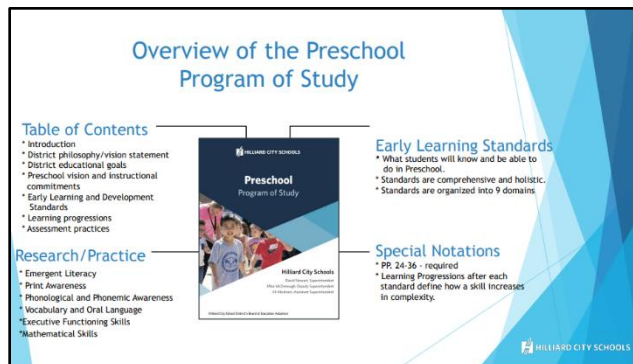
We have about 500 students in our preschool. As Cori mentioned, about half of our students have disabilities, and the other half are peer model students. We'll take a look at the data we have available to us. Much of the data is information we provide to the state to provide that special education profile. We also have a progress report for every student that is in line with our current curriculum. Through this process, we found that our curriculum is not fully aligned with the early learning standards. So, we also have this opportunity to select an assessment tool that will provide us with comprehensive information about our students to ensure that it can be provided by the next assessment year.



*(Cori Kindl began speaking)*

The Preschool Program of Studies identifies the preschool's early learning and development standards. It establishes a foundation for planning and development of lessons, resource selection, and instruction. Here are the major components of the Preschool Program of Studies.

I won't go over everything that's in it. However, a couple of highlights are the vision and instructional commitments that the committee designed. So, what is our vision? What is the Hilliard City School's vision for all preschool students? It is to provide a nurturing and inclusive environment where children learn to play along with the exploration of social interactions. We focus on the whole child, supporting their growth in social-emotional skills, early literacy, math, and creativity. Through culturally responsive play-based experiences, children build positive relationships, develop independence, and gain a strong sense of community. Every student, without exception, will be equipped with the foundational skills they need for school readiness, helping them become confident, empathetic, and creative learners prepared for success in kindergarten and beyond.



That is our vision for preschool that will serve as the foundation as we step forward in evaluating all of the resources that are available to us to select.

In addition, some of the other key components to this program of studies are that pages 24 through 36 are the Ohio Early Learning Development Standards. So that's the required piece. Those standards outline what students will know and be able to do in preschool. They are comprehensive and holistic, so we're not just focusing on literacy and the science of reading but all of the nine domains.

And I think what's valuable for parents, I remember as we were designing this, and I was thinking about when my kids were this age; with each standard, there's learning progression. So, if you look, it will give the standards and help the parent identify an entry point for their student. Here's the skill, and here's how that skill progresses as they develop that standard or master that standard. So that helps parents know what their child is working on and progressing through, and it helps teachers personalize and differentiate for each preschool student.

And with that, I will turn it over to any questions you may have.

*Mrs. Crowley:* I don't have any questions, but I just wanted to say I love how comprehensive this is. I got a sneak peek at the curriculum committee of the work you guys are doing here; it is so comprehensive. I love that you use the state standards and the science of reading but balance it with play and creative thinking. I taught kindergarten for four years. It's what turned my hair into this lovely shade of white. But preschool is such a foundation for kids. When they come in from a great preschool program, it makes all the difference in kindergarten, so thank you for this work. It's wonderful, and our students and families will benefit from it a lot.

*Mr. Perry:* I...*(inaudible)*...a little bit, but thank you. First of all, this work is obviously incredibly expansive, comprehensive, and in-depth. It took a long time and a lot of work, so thank you for that. But I really wanted to say I appreciate how you've recognized that play is not just something that kids value but is

actually something that's essential. More and more research is showing that play throughout children needing to have a good adult, but really is something that is academically beneficial, rather than just something that is throwaway time. It's a very beneficial part of the learning experience. So, thank you for recognizing that and incorporating that into the actual curriculum itself.

*Ms. Arnold:* I also wanted to add that I was just refreshed, and my daughter's experience was in Japan as a kindergartner. There were three, four, and five-year-olds in three different class levels, and play was such an essential role because they taught kids how to be social creatures, and I'm seeing a lot more of that embedded into this, so I'm really grateful. I will say that they had pigs, bunnies and beetles, so just forwarded... I did have one quick question. As you're looking at that new assessment tool, will it align with the assessment tools we have moving forward so that you can do a comparative down the road?

*Mrs. Lennox:* The state is providing us with options to select from for a comprehensive tool, and they are still reviewing applications for those tools. So, the most that we can say right now is that it will be in alignment with a comprehensive tool for assessing all of the standards.

*Mrs. Kindl:* We're hoping that with whatever preschool curriculum we adopt from the approved list, one of the rubric pieces will evaluate the assessments that would come with that purchase to ensure that there's alignment with the resource.

*Mr. Vorst:* Thank you, guys; great job. I do believe Mr. Hart line-item vetoed the pigs and beetles. Thank you guys. That was great. I was surprised to see the level of detail and intricacy that a preschool study of curriculum entails. So thank you guys for that presentation.

*Mr. Stewart:* And I'll just add one thing that I shared with him is the evidence that even in preschool, the portrait of a learner, the commitment plan, and the strategic plan can all come to life as well. There's direct ties to those pieces as well. It's incredible. Thank you.

## **C ROUTINES**

- C1 The agenda with late-breaking items is correct.
- C2 The Board of Education adopted the agenda.
- C3 The Board of Education approved the November 2024 Treasurer's Report.

*Mrs. Swearingen:* Nothing of significance to note. Next month, you will likely see some appropriation and estimated resource adjustments to align with any grant provisions we received from the state and align the general fund with the forecast you approved at the last session.

- C4 The Board of Education approved the minutes from the following meetings:
  - a. November 4, 2024 – Regular Meeting
  - b. November 4, 2024 – Meeting Notes
  - c. November 25, 2024 – Work Session
  - d. November 25, 2024 – 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.

### Jon Osmundson

Mr. Stewart, members of the Board of Education, good evening. In case you don't remember me, my name is John Osmundson. I'm a proud parent of a 2024 Darby grad, two Darby students, and one Heritage student. Thank you for the opportunity to be here again tonight.

Many families in our district are fortunate to not worry about where their next meal will come from. However, many others face the harsh reality of food insecurity, which continues to rise in our community and impacts numerous students in our schools. This year, a partnership between Hilliard Kiwanis and the Hilliard United Methodist Church has expanded our Feeding Hilliard Students Weekend Food Pack program to serve nearly 500 at-risk students across all elementary schools in the district. That's 500 students receiving food every weekend to ensure that they have access to meals.

Tonight, however, I'm here to express my gratitude for the ongoing support from the Hilliard City School District, particularly for our annual Thanksgiving Outreach, sponsored by the Hilliard United Methodist Church and Hilliard Food Pantry.

On a wet and chilly Saturday afternoon in November, we were able to serve over 400 families in the district, providing them with fresh produce, pies, and at least \$30 in grocery gift cards, enabling them to purchase a protein of their choice for their Thanksgiving meal. Altogether, nearly \$12,000 in funds were raised thanks to the generosity of our community.

These donations included contributions from members of our congregation at Hilliard United Methodist, \$2,000 from the Hilliard Education Association, and nearly \$4,000 in gift cards from staff across the district. In fact, nearly half of the gift cards collected came from the district. This remarkable outpouring the generosity underscores the strength of our community.

Tonight, I want to specifically thank Mr. Roy Walker for his invaluable leadership in this partnership. I was sad to hear he wasn't going to be here tonight, but I have an email. I may be giving some breaking news, Stacie, so I apologize. If I go over my three minutes, give me just a second, please.

We started Thanksgiving Outreach in 2011, donating bags of food for families, and switched to gift cards in 2020 due to the COVID pandemic. From 2011 to 2024, Hilliard City School District has donated over 7,000 bags of groceries worth over \$70,000 and over 2,300 gift cards worth over \$23,000. This year, the school district donated nearly 400 gift cards, and the staff at Tharp donated 78 of those cards to the Thanksgiving meals for Hilliard City School District families. That was the largest outpouring across the district. I'll save the news for tomorrow's eNews. So Roy's efforts have been deeply appreciated. And he's going to be greatly missed in that role.



Looking ahead, we're committed to ensuring this partnership for Thanksgiving outreach thrives into the future. On Saturday, November 1st, 2025, we're going to host the Thankful 5K and Fun Run in partnership with several organizations and the Hilliard Food Pantry at Municipal Park. Here's a preview of the medal. This event aims to raise funds needed to continue to provide Thanksgiving meals to our community's most vulnerable families.

I encourage members of the Board of Education, the School District Administration, HEA, and all of those committed to our schools and our students to join us in supporting this effort to feed Hilliard students. Mark the date of November 1st on your calendar. Help us spread the word, whether through participation through volunteering, donations, or your leadership can help and inspire and involve others in our community to rally behind this important cause. Together, we can continue to care for and show love to those in need.

I thank you for your time, for your support, for your commitment to making Hilliard a place where every family feels valued and secure.

*Mr. Vorst:* Do you have a website people can follow and learn more about how to donate?

*Mr. Osmundson:* The website will go live first of next year. Sometime in the first quarter of next year. There will be places for folks to register, sign up, participate, and be a part of the...*(inaudible)*...

*Mrs. Crowley:* Besides the fun run, what else can we do to help support you?

*Mr. Osmundson:* Continuing the gift cards. That's a big support. I'm really thankful. And I know that Mr. Walker's going to be stepping down. I hope that's not spoiling any information. But he will be before, before next year's event. And continuing to have some contact between the district and the food pantry and the church is really helpful in us being able to communicate this need across the district.

*Mrs. Crowley:* Do you need volunteers on the weekends or help to send food out?

*Mr. Osmundson:* Absolutely. And I'll push that information out. I'll try to remember to come back to the board before the event so that I can continue to share that information and help get that information out to you.

## **E CONSENT AGENDA**

The Board of Education approved the consent agenda, items E1 through E3. Action by the Board of Education in "Adoption of the Consent Agenda" means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately. Employments, where applicable, are contingent upon 1) Verification of education, 2) Proof of proper certification, and 3) Positive results from a criminal records check.

- E1 Approved the following Certified Personnel actions – See attachment to the Minutes.
- E2 Approved the following Classified Personnel actions – See attachment to the Minutes.
- E3 Approved the following trip requests:

- a. Darby Varsity Baseball, Bowling Green, KY – March 30, 2025
- b. Darby Varsity Softball, Pigeon Forge, TN – March 29, 2025
- c. Darby Varsity Wrestling, Medina HS – December 27, 2024
- d. Davidson Wrestling, Marion, OH – December 27, 2024

*Mr. Perry:* We do have one retirement I'd like to mention here. And it is Tom Woodford. He's been with us since 2002. And actually one of the first meetings I ever had as a board member was with Mr. Tom Woodford. He told me very succinctly and clearly that words matter, and I've kept that with me. truly, his words have mattered to so many of our students who have gone on to whatever their tomorrow may look like. Those words and actions, I should say, have mattered, so he'll be greatly missed.

## F ACTION AGENDA

F1 The Board of Education adopted the following policies:

- a. ACC – Political Commitments **(New Policy)**
- b. BDDG – Minutes
- c. DJC – Bidding Requirements
- d. DM – Deposit of Public Funds/Cash Collection Points
- e. EBBA – First Aid
- f. EBCE – Protection for Reporting Safety and Fraud Violations (Whistleblowers)
- g. EDE – Computer/Online Services
- h. EHC – Cybersecurity **(New Policy)**
- i. GCD – Professional and Certificated Staff Hiring
- j. GDC/GDCA/GDD – Classified Staff Recruiting/Posting of Vacancies/Hiring
- k. IC/ICA – School Year/School Calendar
- l. IGAE – Health Education
- m. IGAI/IGAH – Family Life Education/Sex Education
- n. IGD – Cocurricular and Extracurricular Activities
- o. IGDJ – Interscholastic Athletics
- p. JECBC – Admission of Students from State-Chartered, Non-Chartered or Home Education
- q. JED – Student Absences and Excuses
- r. JEDA – Truancy
- s. JEDC – Religious Expression Days **(New Policy)**
- t. JHG – Reporting Child Abuse and Mandatory Training

*Mr. Perry:* It was formally discussed prior...there is one late breaking addition, but I think it is included as a separate agenda item.

*Mr. Stewart:* It's a separate agenda.

F2 The Board of Education approved the following resolution:

RESOLUTION TO AUTHORIZE AND DIRECT OSBA TO MAKE RECOMMENDED POLICY CHANGES IN LIGHT OF HB 33 LEGISLATIVE CHANGES IMPACTING ODE AND SBOE

WHEREAS, the Board of Education authorized the Ohio School Board Association (OSBA) to commence a thorough review of individual board policies to identify those policies requiring updates due to the new HB

33 legislative requirements impacting the Ohio Department of Education and State Board of Education; and

WHEREAS, OSBA created a chart for the Board outlining the specific policy sections that require updates and provided a summary of the proposed language changes for each affected policy; and

NOW, THEREFORE, BE IT RESOLVED, that the Board adopts the recommended policy modifications outlined on the attached "Recommended Policy Updates" chart with an immediate effective date; and

FURTHER RESOLVED, that the Board authorizes and directs OSBA to make the recommended policy modifications set forth above and outlined on the attached "Recommended Policy Updates" chart.

This resolution shall take effect immediately upon approval.

- F3 The Board of Education authorized e the purchase of the land and execution of the purchase agreement in connection therewith. In, addition the Board authorizes the execution of any other documents, agreements, and certificates necessary in connection with the purchase of the land."
- F4 The Board of Education established the date, time, and location of the Organizational Meeting for the calendar year 2025. Regular business meeting to immediately follow:  
Date: Monday, January 13, 2025, 6:30 pm, Memorial Middle School.
- F5 The Board of Education appointed Mr. Perry president pro tem for the first Board of Education meeting of 2025.
- F6 The Board of Education approved the following resolution:

A RESOLUTION APPROVING A WRITTEN POST-ISSUANCE COMPLIANCE POLICY IN CONNECTION WITH THE ISSUANCE OF TAX-EXEMPT AND TAX-PREFERRED OBLIGATIONS BY THE SCHOOL DISTRICT

WHEREAS, the School District has previously issued, or intends to issue in the future, bonds and other obligations for the purpose of financing and refinancing various capital improvements in the School District (collectively, the "Obligations"); and

WHEREAS, the Obligations were issued, or will be issued as, tax-exempt and tax-preferred obligations under the Internal Revenue Code of 1986, as amended; and

WHEREAS, in connection with the issuance of the Obligations, it is advised that the Board have a formal written policy outlining the policies and procedures necessary to promote compliance with federal income tax and securities laws, as well as the requirements set forth in the documents for each issue of Obligations; and

WHEREAS, the Board desires to formally approve a written policy outlining such policies and procedures;

NOW THEREFORE, BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin and Union Counties, Ohio, that:

Section 1. Approval of Written Post-Issuance Compliance Policy. The Board hereby approves a written post-issuance compliance policy (the "Policy") in connection with the issuance of the Obligations of the School District. On behalf of the Board, the Treasurer is hereby authorized to execute the Policy, which Policy shall be substantially in the form attached hereto as Exhibit A. The Treasurer is also hereby authorized to execute any other documents necessary in connection with the Policy. The Treasurer's execution of such documents shall be conclusive evidence of the Board's approval of such documents.

Section 2. Open Meeting. It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and of any of its committees that resulted in such formal action were in meetings open to the public in compliance with all legal requirements, including Section 121.22 of the Ohio Revised Code.

*Mrs. Swearingen:* During the process last week of dotting our I's, crossing our T's, and preparing for the pricing of the note issue today, we realized that we did not have a formal policy on post-issuance compliance. We are already doing 90 percent of what is in the policy with our continuing disclosure every year that we work with bond counsel to provide. This just formalizes that, and in conjunction with the notes that were priced today, an IRS checklist must be completed because we can't issue tax-exempt debt. And by having this policy, we can check the box that says we have the policy, which essentially reduces your risk for an IRS audit.

*Mr. Perry:* Yeah, thanks for catching that. The astute among us may notice that this is the first and only reading, and since Beth and I worked for almost a year on the policy, it is policy via. The superintendent can invoke an emergency provision in case something like this comes up. Note that we cannot amend this at the same time we're adopting it per policy BF. However, I intend to put this back on as an agenda item on the policy committee. At our next policy committee meeting, just to go back through the form and kind of cross our t's and dot our l's and that whole thing. But for right now, that's why it's on here.

*Mr. Vorst:* Did you guys come up with the verbiage for this?

*Mrs. Swearingen:* Bond counsel came up with it.

F7 The Board of Education approved the 6<sup>th</sup> Grade, Middle School, and High School Programs of Study.

*Ms. Arnold:* As we processed them, I noticed that we'll want to start showing some of those credentialing notations in the middle or high school. Will we be adding those potentially as we go along?

*Mr. Stewart:* Nodded, yes.

## **G REPORTS / INFORMATION / EXHIBIT ITEM**

G1 2026-2027 School Calendar submitted for the first review.

*Mr. Stewart:* You've been provided the proposed 26-27 school calendar via Canvas and email. This starts the clock. So there's no action this evening, although if you look at it and have the input by all means, let us know. It's just for your information at this point.



## G2 Committee Reports

*Mrs. Crowley:* I have three committee reports this month. I met with the curriculum committee with Jill Abraham, and then we had a special guest, Ms. Cori Kindl. We talked about so many things I can't go over all of them. Still, we talked about the curriculum revision cycles. This is just a reminder that we're in year 2 for K-12 health, year 1 for 6-12 math, year 2 for K-5 math, year 2 for K-12 English language arts, and year 1 for the K-5 EL newcomer curriculum.

We're also doing the preschool program, which we heard about tonight, and the science curriculum revision. I know that sounds like a lot, but it's even more than it sounds like because it's so much work, a huge undertaking. So many stakeholders are involved – the list of committees, community member and parent surveys, so many teachers and students involved. I especially love the inclusion of the preschool students' voices. That is so amazing. So thank you for that.

We talked about professional support for staff with our implementation of new curriculum and resources. We talked about readiness checks for the strategic plan. Then, there is a 6-12 course offerings audit, the most amazing spreadsheet you've ever seen. It's going through each class and talking about whether it's adding value and where it could be moved. And should we still have it? And should we add something new? And it's just such a huge undertaking to look at all this curriculum and resources.

And so even though I can't go through every single part of that meeting, what I, what stood out to me is just the continuous effort that you guys have of supporting your teachers and staff, making sure that you respond to their needs and that you offer so many ways of support. Allowing teachers and admin to go into classrooms across the district and learn from their peers is such a valuable opportunity. And that's not given everywhere. Thank you for all the support that you give the teachers here. They're so lucky to have you guys.

I also had the superintendent's advisory and sent you guys the minutes from that meeting. We talked about fail-to-fill positions, transportation, overflow students, high school students coming and going through the day, the evaluation process for tutors, requests for assistant superintendent, or I should say assistant principals, right? Some people want someone, maybe even here at Tharp, an assistant principal. It's not that you're not doing a great job; it's just a lot of work, we know.

Then, I had ISPTO. A panel of teachers in grades 6 through 12 talked about the language arts and math curriculum. It was great to hear the positive and negative feedback about some of the great things and challenges they have with the curriculum. Jake Grantier hosted it. Thank you. You did a great job, and it was wonderful to hear from our teachers.

*Ms. Arnold:* I just have a quick update. Beth and I met with Hilary today for DEI, and I will highlight exactly what Jon was talking about. The collaboration between the district, the food pantry, and the Kiwanis is getting families fed and clothing for them as well. One of the great things that Hilary, there you are. I'm tired, I can't see. But the apartment kits are for those folks that have badges to secure housing and get some of the supplies they need, whether that's bedding and pots and pans. Those are the things I think our community can start to focus on and help organizations like the United Methodist Church, Kiwanis, and the food pantry bring those resources together. Great to hear from our community that these things are working in alignment. I don't know, Beth, if you have anything else. That was quick absorption from earlier today.

*Mrs. Murdoch:* I felt Hillary went in-depth on the needs in our community being served by the food pantry and several local churches. And others provide transportation to people who don't have transportation to the pantry. The need is there. It is so large, and they appreciate every support that anyone in the community can offer.

*Ms. Arnold:* And the last I've got is facilities. We have a meeting coming up this Thursday at 3 p.m.

**H EXECUTIVE SESSION / ADJOURNMENT**

H1 At 7:29 p.m., the Board of Education caucussed to executive session to consider the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official.