



MEETING NOTES

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

1. The meeting was called to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst.
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda.
5. Construction Update

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

Mr. Stewart: Our first presentation tonight is a construction update. It's not much of a presentation. It's just me updating you. I wanted to update you on the annexation process for the Walker Road site. This has been somewhat frustrating because it's a convoluted process with numerous moving parts, but as of today, we are on track to get this moving. I'll walk you through the steps, and you'll see why it's such a challenging process.

Last week, we filed a petition for annexation with the county Office of Economic Development. We had been taking all these steps along, obtaining legal definitions of the property and other relevant details. Then we learned that we first needed to split the property before we could complete the annexation. That put a slight wrench in the works, but it has now been taken care of. We filed the petition for annexation with the county. And now the landowner will give notice of filing the annexation application to the fiscal officer for Brown Township, the Clerk of Municipal Corporation (City of Hilliard), and neighboring property owners. These things all have to be timestamped and things like that.

That will kick off a 20-day window for us to be on the agenda for the city council. They will pass a resolution agreeing to provide municipal services to the property and that needs to happen within 20 days of them receiving that from us. And we think right now, that will happen at their October 13th meeting. Once that happens, the services resolution is transmitted back to the county to sit with the filed petition. The county commissioners must hear the annexation between 30 and 45 days after receiving all of the documents. After approval by the county, the annexation petition is transmitted back to the city where it has to sit for no less than 60 and no more than 120 days or two readings before the city can accept it. Once the city accepts the annexation the annexation is effective 30 days later.

So that clock has started ticking. Like I said, we believe we'll be on the October 13th agenda for city council. And then all those deadlines then apply. The good news is we are still within our construction timelines. This hasn't thrown any of that off. I just thought that I would give you a quick update on that process. Any questions?

6. ODE School Report Card

Mr. Stewart: With that, the star of the show tonight is Jake Grantier with an update on the state report card that was released last week.

Mr. Grantier: Good evening, everybody. Thank you for the opportunity to share our district's progress and our most recent state report card. As a reminder, the district's strategic plan serves as a guiding framework for all our work, particularly in the areas highlighted in the report card.

The first is foundational skills, ensuring that every student demonstrates these essential academic skills. Next is college and career readiness, which is measured by a new component this year that I'll walk you through. Obviously, our work around curriculum, learning, and assessment ensures that we're leveraging research and evidence-based instruction and instructional materials, while also

facilitating learning that is grounded in high expectations, student interests, and caring for the individual learner. Lastly, we must ensure that we're working to close gaps and eliminate opportunity access gaps through as many proactive measures as possible.

Additionally, I would like to remind everyone of our commitment plan goals. We are currently in the second year of a three-year cycle, and we are working towards achieving 100% proficiency in literacy, math, science, and social studies. We're working towards ensuring that 100% of students have the opportunity to earn 12 industry-recognized credential points towards the new college career

workforce and military readiness component of the state report card. Ensuring that 100% of our students meet all state and mandated graduation requirements and receive a diploma within four years. Lastly, 100% of our students maintain a satisfactory attendance rate of 95% or better, which means we miss fewer than 10 days of school each year.

Hilliard City Schools Strategic Plan

- **Foundational Skills:** Ensure every student demonstrates foundational academic skills.
- **College and Career Readiness:** Equip every student to graduate ready for a wide range of post-secondary options; Promote adaptability and critical thinking necessary for success beyond PreK-12.
- **Curriculum, Learning, Assessment:** Provide balanced, research-based instruction inspiring students to reach their potential; Ensure students are self-directed, confident, and adaptable to achieve their goals; Facilitate learning grounded in high expectations, care networks, and student interests.
- **Closing Gaps:** Eliminate opportunity and access gaps through proactive measures.

2024-2027 District Commitment Plan

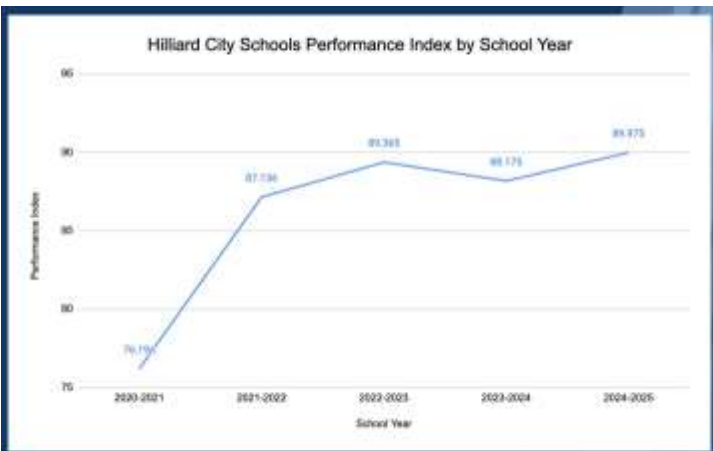
- 100% of 3rd-10th grade students will demonstrate proficiency or higher on state achievement tests in literacy and math.
- 100% of 8th-11th grade students will demonstrate proficiency or higher on state achievement tests in social studies and science.
- 100% of 7th-12th students will have the opportunity to earn 12 industry-recognized credential points and demonstrate proficiency in core subjects as is reflected in a rating of 4 or more stars on the College, Career, Workforce, and Military Readiness component of the state report card.
- 100% of students will meet all state-mandated graduation requirements and receive a high school diploma within four years.
- 100% of students will maintain a satisfactory attendance rate of 95% or better (missing fewer than 10 days per year)

I'll take you through the overall rating, as well as the six component measures. I will do my best to explain the technical details of each of these. They are somewhat difficult to comprehend in terms of their calculation, but hopefully, I can guide you through it. Ultimately, if you have any questions, I'm more than happy to address them.

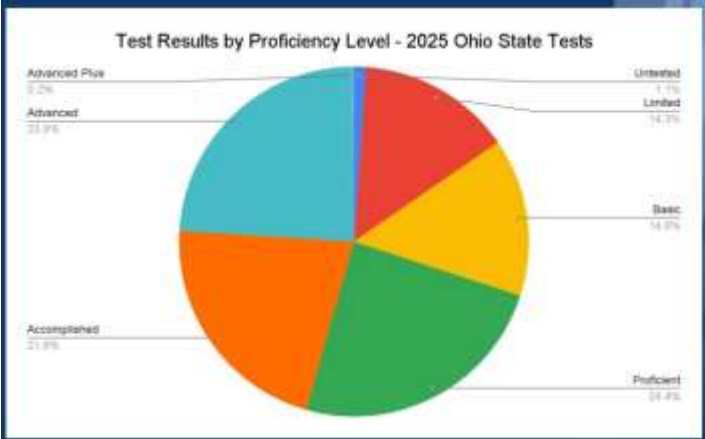
Overall, our district received a rating of four stars on the state report card. It is down from four and a half stars last year, but as I mentioned, a new component is being graded. It has been reported for the past few years, but this is the first school year that the component is part of our overall score. We maintained our five-star ratings in progress and gap closing. We maintained our four-star rating in achievement and our three-star ratings in early literacy and graduation rate. I will speak to the new post-secondary readiness component at the end.

Under the achievement, this is primarily driven by our state test scores. We did, however, maintain a four-star rating in this component area. We achieved an overall proficiency score of 70.72% across all state tests in grades 3 through 11. Our proficiency rates decreased in elementary language arts and also in third, fourth, and eighth-grade math. However, our proficiency rates increased substantially in some cases in sixth, seventh, and eighth-grade language arts, sixth and seventh-grade math, Algebra 1, Geometry, ELA II, biology, US history, and US government.

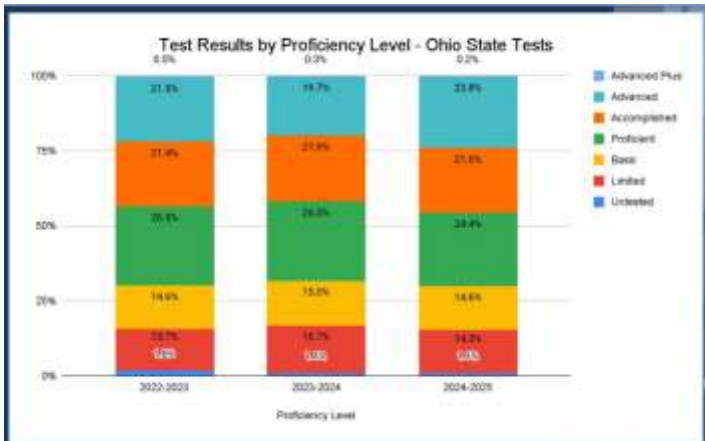
Over the past five years, we achieved the highest performance index we've had since the 2021 school year. I want to remind everyone, or bring awareness to the fact that while it might seem that achievement is based on hitting a specific target each year, that target actually moves. So, rather than the target staying in place, it is determined by the top 2% of districts in the state. We continue to make progress, but that is a little bit of a challenge because you never quite know what your other competing districts in the state are going to score. It's a little bit of a waiting game to see how our achievement rating comes out.



This provides an overview of our test results by proficiency level for the most recent school year. As you can see, the majority of our students are living in the proficient, accomplished, advanced, and advanced-plus range. We have some students, approximately a quarter of whom are in the limited or basic range. And that is one area where we know we need to continue to grow. We are seeing improvements in those areas, but we know that is an area of emphasis moving forward.



This is the same information looking over the past three years. You can see that our advanced and accomplished ratings have grown over the past two years. So, a larger percentage of our students are scoring fours and fives on those tests. But we are still struggling to reach the bottom end of our students, specifically those who are English learners and or students with disabilities. And making sure that our research and evidence-based curricula are provided at grade level to ensure that we are closing gaps as well as being responsive in terms of the types of supports that students need in the classroom.



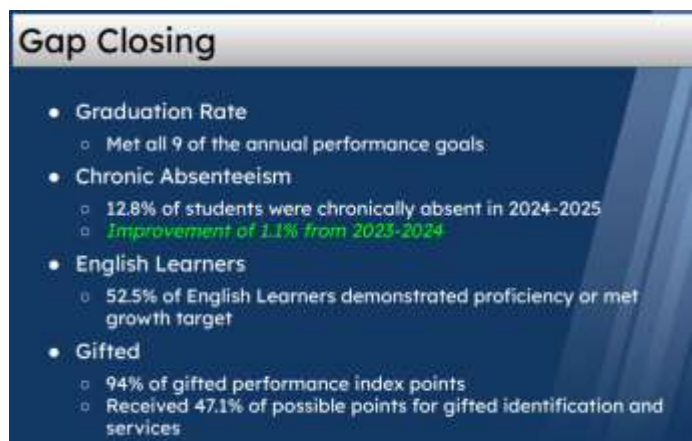
So, on to progress. This is an area of celebration, absolutely. We maintained our five-star rating, which shows that there is significant evidence that the district exceeded student growth expectations by a larger magnitude than other districts. However, for the third consecutive year, we were the number one district in the state in value-added. And no matter how you slice it last year, two-year gains or three-year gains, we were number one in the state out of 600 and some odd school districts. So, this is definitely an area of celebration for us, as it shows that our teachers continue to grow students at a faster rate and to a greater extent than other districts across the state of Ohio.



In gap closing, we also maintained our five-star rating. A few highlights. We met all nine indicators for closing the graduation rate gap, which meant that we achieved our annual targets for students with disabilities, English learners, economically disadvantaged students, and across all ethnic groups. We met all three targets for reducing chronic absenteeism. So, a huge shout-out to Molly Walker and our building attendance teams for their continued work on that. And then some areas of emphasis for us moving forward will be in gap closing with English learners and gifted students, which require further attention.



So, like I mentioned, we met all nine annual performance goals for graduation rate. Our chronic absenteeism improved by 1.1% from 23-24. That doesn't seem like a lot, but when you consider that 1.1% of students miss less than 10 days of school or improve their absenteeism from one year to the next, I think it's a pretty decent accomplishment. For English learners, we fell just shy of the goal, which was the annual target for proficiency or adequate yearly progress. That goal was, I believe, about 55% and we were just short of that. In gifted, we received 94% of our gifted performance index points. And only 47.1% of the possible points for gift identification and services. What that indicates to us is that we do have a disproportionality in identifying and providing services to students who are gifted and economically disadvantaged or part of another minoritized group. Therefore, those two areas are our areas of emphasis.



I will touch on this a little later, but we recently completed our EL audit last school year, which included a list of recommendations that we shared with you in the spring. We anticipate that a gifted audit will begin this fall to provide a set of recommendations to help make progress with those two groups specifically.

We maintained our three-star rating in early literacy. So overall, 70.2% of our current fourth graders met the targets for early literacy. This is broken down into three components, each of which contributes to a weighted score. 66.4% of our third graders were proficient on the ELA test in third grade. Ninety-nine point seven percent of our third graders were promoted to fourth grade. That includes those parents who chose to promote their child even if they were not proficient. And then 34.9% of K-3 students moved from off track to on track. This means that 448 students who were off track last year for reading



at grade level have moved on track through high-dosage tutoring and the reading improvement and monitoring plans mandated by the state.

We also maintained a three-star rating on our graduation rate. This is an area where we continually find difficulty in moving because numerous factors contribute to students' at-risk status by the time they reach high school, and then working to remediate that as they progress through those four years. Our weighted graduation rate, which considers both the four-year and five-year rates, was 92.9%, a 1.4% improvement over the 2023 cohort. Our four-year graduate graduation rate increased, while our five-year graduation rate decreased slightly. And so what that tells us is we are doing a better job getting kids across the finish line in four years. We already have steps in place to ensure that we don't lose sight of our fifth-year graduates and provide responsive support and appropriate learning opportunities, enabling them to achieve graduation.

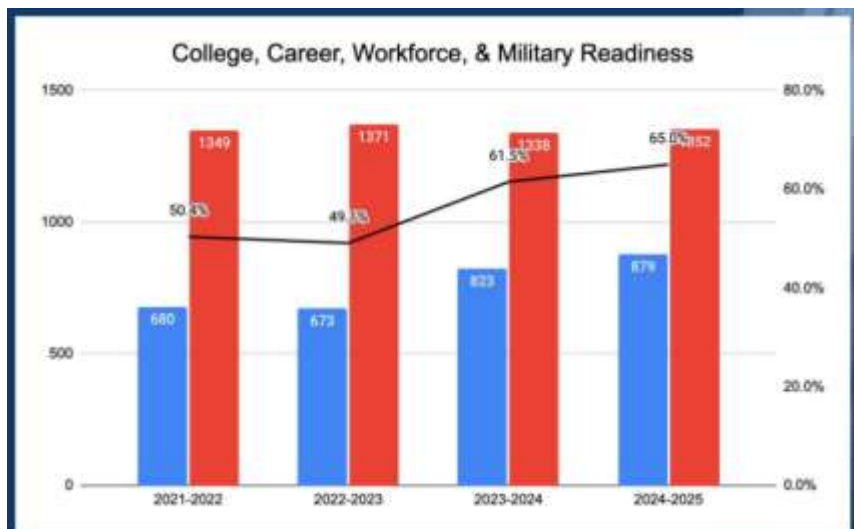


And then the last component is that brand new one – college career workforce and military readiness. This issue has been reported over the past few years, but it was only this year that it contributed to our overall district score and for each of our three high schools. So, 65% of the 2024 cohort met one of the 11 indicators of post-secondary readiness, which was an improvement of 3.5% from the 2023 cohort.

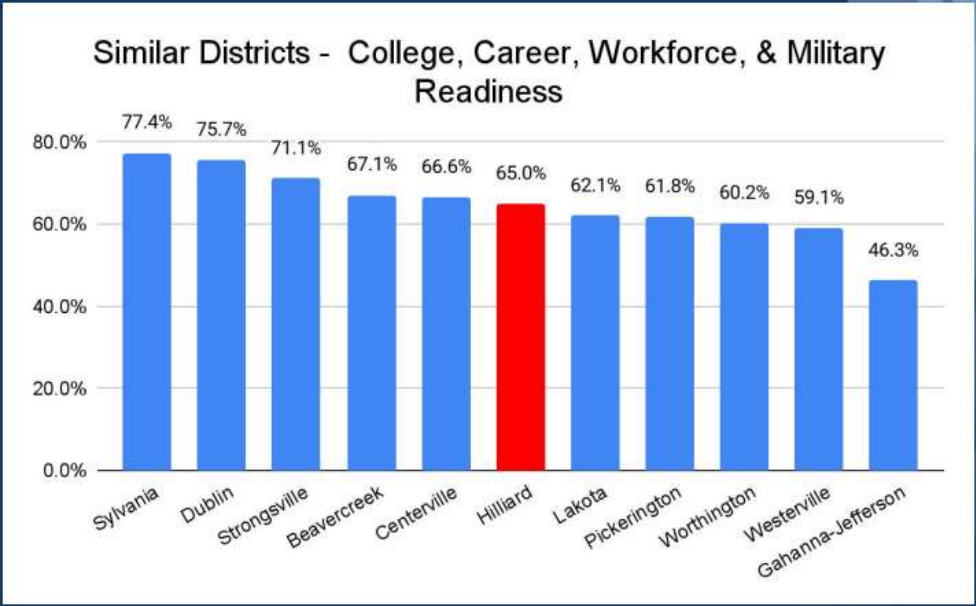


Those 11 indicators are broken down into some categories. Four indicators demonstrate college readiness, six indicators demonstrate readiness for the workforce, and three indicators also demonstrate readiness for military enlistment.

To give you a little idea of what that looks like, here's a brief overview. This trend has been consistent over the past four years, allowing us to continue making gains in this area. I will say that we don't lack for opportunities in our district. What we are finding is that we need to ensure students are connected to those opportunities early and often during their high school journey to help them meet one of the 11 indicators.

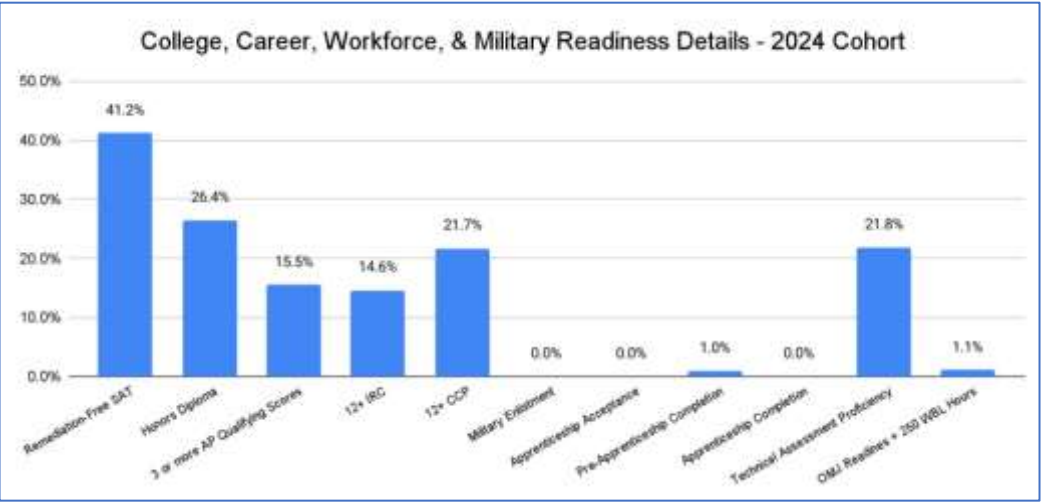


To give you an idea of where we stand around this component specifically and our most similar districts in the state, we are right in the middle of the pack. Some of our similar districts, like Gahanna, received a one-star rating, and Dublin received four stars because they were just north of 75%. But again, we are right in the thick of things with this new component. I would say that districts all over the state are working through and not struggling, but rather figuring out how best to meet the needs of post-secondary readiness for students while they are still in high school. And again, we don't lack opportunities; it's just a matter of ensuring that our students are connected to them.



And then to look at those 11 indicators of post-secondary readiness. As you can see, a plurality of our students are meeting that through a remediation-free SAT score. The next two that kind of fill that out are the honors diploma and technical assessment proficiency. Those are the web exams that students take typically as part of a program at Tolles. We also have a significant number of students (21.7% of the 2024 cohort) taking advantage of the College Credit Plus program. These are all great investments in our children's futures. We need to ensure that both opportunities are available to them and that some of our reporting improves.

As you can see, military enlistment is listed as zero. We know students have been enlisted in the military. Our high schools have known that students



have enlisted. But there has been a disconnect between knowing who those students are and then reporting it to the state. Therefore, the 2025 cohort is the first year in which we ensured that the disconnect was resolved. And so, when we see this data next fall, we will see that reflected in the ratings for this component.

And I'll outline some of our next steps, and then I would be happy to address any questions you might have. Once again, regarding gap closing for English learners, we recently completed the EL audit last spring and presented a set of

recommendations. I have the privilege of working with our EL team, and we

are working together to ensure that we implement those recommendations, setting timelines and implementation plans to move forward. We are in year two of our elementary newcomer curriculum, so students who have been in the country for less than three years or have interrupted schooling have a responsive curriculum that supports them in their emergent language learning. We are in year one of the secondary curriculum for EL students at the newcomer center, and all our secondary buildings are heavily focused on research-based language acquisition curriculum.

Next Steps

- **Gap Closing**
 - English Learners
 - EL Audit completed in 2024-2025*
 - Year 2 of elementary newcomer curriculum
 - Year 1 of secondary curriculum
 - Gifted
 - Gifted Audit beginning in October*
- **Early Literacy**
 - Continued implementation of Core 95 and Wit & Wisdom curricula, high-dosage tutoring, and progress monitoring
 - Year 1 of preschool curriculum*
- **Graduation Rate**
 - Graduation and Pathways Coaches*
 - Continued focus on supporting students' demonstration of competency
- **College, Career, Workforce, & Military Readiness**
 - Graduation and Pathways Coaches*
 - Expanded work-based learning opportunities
 - Improved reporting systems and procedures

* indicates alignment to Strategic Plan

For gifted, we are kicking off a gifted audit to begin in October. That's another one of our strategic plan recommendations. We hope that the data-driven process helps us identify not only ways to better identify students, specifically those who are economically disadvantaged or otherwise marginalized, but also to revisit our service model and explore other districts to see what they are doing for their gifted students.

In early literacy, we will continue to implement our Core 95 and Wit & Wisdom curricula, as well as high-dosage tutoring in our elementary schools, and maintain consistent progress monitoring. We're also in year one of our preschool curriculum, another key action step outlined in our strategic plan, which includes an early literacy component. All students participating in our preschool starting this year will have access to that curriculum.

Under the graduation rate, we have recently repurposed our capstone coaches at each of the three high schools to serve as graduation and pathways coaches. They will work specifically with at-risk students and those who have not yet been connected to one of the post-secondary readiness pathways to ensure that students are connected to the right kinds of opportunities during high school. We continue to focus not only on all our at-risk students, but specifically on those who struggle to demonstrate competency in Algebra I and English Language Arts II, which remains our most significant barrier to helping students stay on track during high school and graduate on time.

Lastly, there is the new college career workforce and military readiness component. Again, our graduation pathways coaches will provide support in this capacity. And that readiness measure is, in fact, one of the easiest for us to track in the moment, and it will help us measure the effectiveness of those positions over time. We are also working to expand work-based learning opportunities and improve reporting systems and procedures to ensure that, as students meet some of those requirements, we are appropriately reporting that to the state and that those students are counted towards that metric.

And with that, I would be happy to take any questions you might have.

Ms. Arnold: I've got a couple. Going back to your college and career readiness slide, apprenticeship also shows zero, like our military enlistment. Is that also a reporting problem?

Mr. Grantier: Not necessarily. The apprenticeship piece is challenging because many apprenticeships require students to have both a high school diploma and be at least 18 years old. Now, some do accept in advance. Our recent Skilled Trades expo had a goal of connecting students, primarily juniors and seniors, to apprenticeship opportunities that can be completed as long as they have met the graduation requirements. They will receive their diploma, and all we need is a letter from the apprenticeship to confirm their acceptance. And upon that acceptance, we will collect it. I'll be honest, it hasn't been that common. And I would imagine that, as apprenticeships continue to increase and our partnerships with organizations like the Carpenters Union and the Joint Apprenticeship Training Center, we can hopefully secure students in those types of opportunities.

Ms. Arnold: Okay. And then the other question I had was when we look at the results by proficiency level, 'untested' is at 1.1%. How has that fluctuated over the years? Because I know there was, a long time, with the third-grade reading guarantee, specifically that parents were saying, opt your kid out, this is too much performance anxiety. So, where have we landed with that? And then what are your concerns moving forward with that?

Mr. Grantier: Sure. Our building test coordinators do an amazing job of ensuring that we track down kids and get them to sit for tests. I'd be happy to review that data and see how much it has fluctuated. As I reviewed the past few years, I didn't see significant movement, but I'd be happy to provide you with the actual numbers. But like I said, the teams at the buildings and I say teams, it's usually like a person at each of the buildings, making sure that we get that information about kids specifically in the early grades because we know that at third grade and beyond in English language arts, that is a kid's pathway to get out of having to participate in mandated reading intervention. And we want students to be on track early. I'll review that and see if there is a trend. Either down, up, or stable, and let you know what I find.

Ms. Arnold: Thanks. It was, again, very much parent-driven. Not so much chasing kids down, but getting parents comfortable with it. I wonder where we might be heading with the new impetus to bring those things back, potentially. And then the last piece, as we look at the test results by proficiency, how much would you say – I haven't seen numbers recently, but what's the transitory rate, like how many kids are very transitory – they disappeared, they came back, or didn't come back – how much does that affect our scores, or is it negligible?

Mr. Grantier: That's a great question. I'd have to look at those students specifically and review their journeys. Our EL team recently reviewed our long-term EL students – those who have been with us for more than six years and have yet to exit EL services (have not demonstrated proficiency on the OELPA exams). They found there was a lot of transitory behavior. There was a lot of, they were here, then they moved to another district, then they went back to their home country for a period of time, and then came back. And that's not to say that all our long-term ELs have that same common journey. However, as our population continues to diversify, this is something we should consider and work with families and community members to maintain their educational journey as stable as possible. Because we know, and data shows, that when kids are with us, with our teachers, and in good attendance, we can achieve great results. This is because our teachers do a great job. That's something I can definitely look into and see if I can track down some of those kids.

Ms. Arnold: It was a conversation I was having with one of our colleagues in Columbus, actually. Just the nature of the problem that they have with that, and how it affects their scoring as well. However, I wasn't sure how much that really seeped into what we see as well.

Mr. Grantier: I would say that again, based on talking to some of our building test coordinators, especially at the elementary level, I think that probably impacts some schools more than others. However, I'd be happy to take a look at that and see what I can find out for you.

Mr. Vorst: So, three out of five stars for graduation rate, despite 93%. That's a tough grading scale.

Mr. Grantier: It is. You must achieve a score of over 96% to earn four stars. We obviously want to get there, and we are making incremental changes toward that goal. We continue to make progress. Our ultimate goal is to get to 100%.

Mr. Vorst: So, you met all nine of your annual performance goals. Is there any sense that maybe we need to reevaluate if we have the right goals, if we can't quite get over that hump? Are there any threads with these kids who don't quite make it across the finish line that we can intervene with earlier, like sixth, seventh, or eighth grade?

Mr. Grantier: Those nine indicators of graduation rate are set by the state. They are focusing on specific groups of students, and we have annual targets that we must meet. I should mention, and I meant to say this, with gap closing, those targets move each year because they're meant to close gaps over time. To maintain our five-star rating, we need to continue making progress with economically disadvantaged students, students with disabilities, English learners, and those from ethnic minority groups. We met all nine of them, which is excellent. We met the annual goals for that. I think that there is still work to be done in some of those areas when we consider students who come with certain interruptions to their educational journey or obstacles to attending school regularly. Those are some of the things that, I think, we can work on at the earlier grade levels to build good habits around so that they are present and receiving the instruction and responsive intervention that they need. We are looking at and continue to put in front of our building principals, English language arts, and math teachers, those students who are not yet on track. We know that the more years a student remains off track, the harder it is to get back on track. And so the earlier we can start that process, the better. So that by the time they reach high school, those four years are a little bit easier of a journey, and they're not constantly in credit recovery mode or trying to retest multiple times to demonstrate competency. And as I mentioned, competency in Algebra I and English Language Arts II tends to be our most significant obstacles. We know that those are not necessarily dependent on your experience in ninth-grade Algebra I or English 10. That's a cumulative effect over time. Specifically, when students transition from fifth to sixth grade, I believe that the sixth through eighth grade band receives a heavy emphasis of focus from our curriculum team and building principals to ensure we continue to close gaps rather than widen them as students progress through middle school before entering high school. It is definitely on our radar and an area where we continue to work to understand the core of that issue, while still examining disaggregated data and identifying those groups of students who need different kinds of responses and what those might be. We've expanded our MTSS supports in reading and math to ensure that we have dedicated personnel providing evidence-based reading interventions at the middle schools and high schools, which was previously a challenge for us. Such practice is not necessarily common at the secondary level. However, we are still seeing that need, as students require support in those areas. And so, we ensure that we're providing not only grade-level access to curriculum, but also responsive supports to fill any gaps in learning that students might bring into the classroom.

Mrs. Murdoch: Just real quick to build on that, because I asked such a question about graduation. I love the refocus of capstone coaches. I think that's a great use of their time. Has there been thought about also pushing that down to six through eight if that's where we're beginning to see kids struggle?

Mr. Grantier: I think that there are the types of support that we need right now at the middle level. Again, we have emphasized ensuring that we have FTEs dedicated to the MTSS work. MTSS is a multi-tiered system of support. We're working to build capacity not just in academic supports, but also in behavioral supports, attendance supports, and ensuring that a comprehensive system is in place in all our buildings to ensure that students have what they need when they need it. At this time, I don't think we've had that conversation yet. The emphasis at the middle level is on ensuring that students are on grade level, specifically in reading and math. If they are on or near grade level when they make the transition from eighth grade into ninth grade, it makes that journey into high school much easier for the student, their parents, and the staff, and ensures that they then have opportunities. Molly Walker talks all the time about how being on benchmark is better because you then have access to the kinds of opportunities that align with your post-secondary aspirations, rather than constantly being in catch-up mode and making up credits for failed courses, or having to retest, or finding yourself behind because of gaps in one's learning. The focus on the sixth to eighth grade level is ensuring that 100% of our students achieve benchmark by year's end each year, so that when they do matriculate into high school, they have a little bit easier time.

Mr. Perry: First, I wanted to say thank you for relaying this information in a very understandable way for us, most of whom, are non-educators. I think that's very helpful to us and the general public at-large. And also to say thank you to not just our staff, but also the students who put in the work and the parents who helped us get there. I've always been the most proud of our progress because our job as a school district is to take the student from where they are, where we get them, and move them as far along in their educational journey as we possibly can. That's the goal of any school district. And they arrive at different levels and different school districts or whatever, but the students, when they arrive to us, if you want to get them as far along as their educational journey, and we've done that better than any school district in the state, three years in a row, that's unheard of. So, I think that everyone needs to be applauded for that.

I also have a couple of questions. The thing that stuck out with me is the advanced placement students and trying to make sure that those opportunities are available for all our students. So, I guess the question is, who's leading that work? Are we still in the identification phase? Are we moving towards the correction phase? Or where are we at in that whole thing?

Mr. Grantier: Are you speaking specifically to expanding those AP opportunities for students while they're in high school?

Mr. Perry: I was talking about the slide with the advanced educational opportunities. You said that we were a little bit short on that one, for students who may be socioeconomically disadvantaged or racial minority groups.

Mr. Grantier: So, our gifted identification and services. Again, that's one of the reasons we need to do a gifted audit. We need to examine the methods we use to identify students. The gifted operating standards were just updated, which is why you approved the new gifted identification plan at your last meeting. We need to ensure that once we identify those students, they are then connected with the

most appropriate services. Currently, we're utilizing a cluster-based model at our elementary levels. And then at the secondary level, it really is course-based. So, take honors or advanced placement courses while you're in high school. We need to ensure that we have the systems and structures in place to not only provide those kinds of accelerated learning opportunities for students and meet them where they are, but also to identify who those students are in the first place. And again, I think that audit will help bring to light some of the opportunities we might be able to improve upon to ensure that we identify as many students as possible, while also demonstrating to our community and parents that we can provide gifted service. The state of Ohio requires us to identify students but not to provide service. We want to ensure that we continue to invest in all our learners, including those who are gifted and talented.

Mr. Perry: When do we anticipate that audit being completed?

Mr. Grantier: It takes off in October. We have four dates planned, and we're hoping to have that wrapped up by mid-March. We hope to present a set of recommendations and data findings to you shortly thereafter.

Mr. Stewart: I would like to add two quick points to what Jake shared with you. If you go to the public-facing ODEW report card site, you'll see the report card information plus a lot of other data and other pieces of information. Melissa actually caught it; she went to the financial data, and one of the things that jumps out at you is a comparison of districts with 10,000 students or more. They looked at the percentage of their revenues that go directly to the classroom. And of those 14 districts, we were number one in the percentage of our revenues that go directly to the classrooms. I think that speaks to Melissa's work and your work as well. Secondly, and I don't have any details on this as of now, but late last week, I was contacted by the Ohio Department of Education Workforce. They had been contacted by the governor. The governor requested being linked with districts that are overperforming in various data categories. The person from ODEW stated that Hilliard was jumping out in several different ways. We will, at some point, be visited by the governor, who will come to learn more about the work we're doing. So that's pretty exciting. Wow.

7. The Board of Education approved the following 2025 Summer Graduate:

Davidson High School

Jack Michael Piekarski

Mrs. Crowley: Congratulations.

8. Subject to Board of Education Policy KJA, Section 7, the Board of Education approved the resolution to grant an exception to Policy KJA to allow literature and materials in support of official candidates for the Board of Education to be displayed or distributed at the ISPTO Meet the Candidate event on September 30, 2025. All such literature and material shall otherwise comply with the guidelines in Policies KJA and KJA-R.

Mr. Stewart: This is the resolution that allows the ISPTO to hold its annual meet-the-candidate event. It's scheduled for September 30th.

9. The Board of Education approved the following resolution:

WHEREAS, the Hilliard City School District Board of Education's policy KJA(7) states a general prohibition on the "distribution/advertisement/ promotion" of "literature that promotes or opposes any political figure, candidate or issue, including ballot issues of any kind and;

WHEREAS, board policy KJA(7) defines literature as including, but not being limited to "a notice, placard, advertisement and written/printed material of any nature" and;

WHEREAS, board policy KJA(7) allows the board to grant exemptions to this general prohibition so long as they relate specifically to "issues that directly affect Hilliard City Schools including, but not limited to, District levies and bond issues" by passing a resolution stating the nature of the exemption to be granted and;

WHEREAS, an election for seats on the Hilliard Board of Education constitutes an issue that directly affects the Hilliard City Schools and;

WHEREAS, members of the public deserve the opportunity to hear directly from candidates for the Hilliard Board of Education, and the candidates' representatives, prior to making voting decisions and;

WHEREAS, there is decades long tradition of allowing board candidates and their representatives to speak to fellow residents at certain football games hosted by the Hilliard City School District;

NOW, THEREFORE, BE IT RESOLVED, that an exemption to board policy KJA(7) shall be granted for certified candidates running for the position of Hilliard Board of Education Member, and their representatives, which shall allow the following:

- I. The wearing of campaign attire such as shirts/buttons/nametags and the like on district property.
- II. Polite discussion with the general public promoting or opposing a certified candidate for the Hilliard Board of education.

BE IT FURTHER RESOLVED, that this resolution does not allow for the distribution of any literature of any kind, nor does it allow for yard signs to be placed on or in district property and;

BE IT FURTHER RESOLVED, that election materials and displays must comply with board policy KJA regarding content, and must comply with all applicable election laws.

FINALLY, BE IT RESOLVED that this exemption shall only apply on district property during all varsity football games hosted by the Hilliard City School District where at least one of the teams playing is from a Hilliard City School District high school, and only at the premises where such a game is being played.

Mr. Stewart: This is the resolution that allows only board candidates to campaign at Hilliard home football games and provides all the parameters and rules for that.

Mr. Perry: Just a quick note that the ISPTO resolution does allow for the display and distribution of materials, but this one does not. It's for board candidates only, and it does not allow for the distribution of any literature. I'm making a note that at our last Davison game, other candidates were passing out

literature on cars and other items. Again, this only applies to school board candidates and their representatives, and does not permit the distribution of literature.

Mr. Stewart: I became aware of that on my way out of the game. We have sent a letter to all city council and township trustee candidates reminding them of this policy. So, I don't believe that will happen again.

Mr. Perry: I don't think that anyone knows because...*(unintelligible)*...I legitimately don't think anyone knows.

Mrs. Crowley: I think sending the letter is good.

Mr. Stewart: We will make that part of our regular routine moving forward.

10. The meeting was adjourned at 7:08 p.m.