

UNITED



MAGAZINE

DUBLIN CITY SCHOOLS

Fall 2025

IN THIS ISSUE



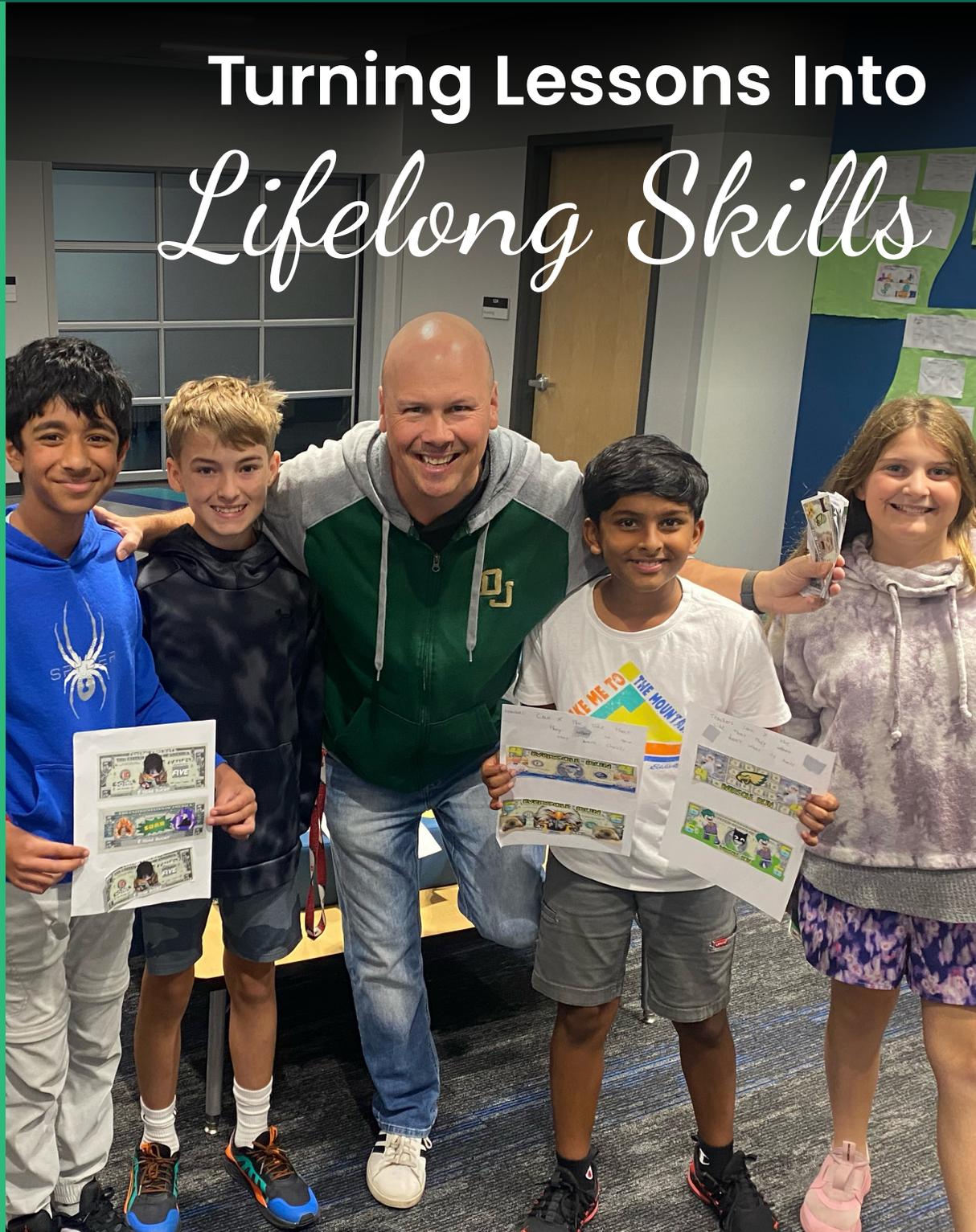
CELEBRATING
#DCSDAY1

DUBLIN SHINES
ON 24-25 STATE
REPORT CARD



WELCOMING THE
BISHOP BEARS

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TO LIFE IN THE CLASSROOM

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2025 HALL OF
FAME INDUCTION
CEREMONY

Picture Perfect

The halls of our schools were alive with energy for the first day, marking a memorable debut of all-day kindergarten! From our newest little learners to our soon-to-be graduating seniors, our students, teachers, and staff came back in August with bright smiles and high spirits.





Leading Thoughts: Gratitude in the Journey

As we enter our second year of *United Magazine*, we have heard from so many of you—parents, staff, students, and community members—who tell us how much you enjoy this publication. Some of you say it helps you feel connected to what’s happening in our schools. Others say it reminds you why you’re proud to call Dublin home.

Those messages mean more than you might realize. Because behind every story, photo, and headline, there’s a team of people who believe deeply in the power of communication to bring people together, especially when things feel complicated. And let’s be honest: this year, things have felt complicated.

High school redistricting, property tax reform, responsible staffing—these are not easy topics. They spark emotion, concern, and sometimes disagreement. But they also reflect something powerful about this community: people care. They care deeply about their schools, their neighborhoods, and their children’s futures. In Dublin City Schools, that passion is both our greatest challenge and our greatest strength.

I’ve worked in other school districts where community engagement was much lower—where meetings were quiet, and feedback was rare. Here in Dublin, it’s the opposite. The engagement, the curiosity, and the passion are constant. And while that sometimes means navigating tough questions or differing opinions, I am genuinely grateful for it. Even in the hardest moments, there’s beauty in the process. There’s something meaningful about watching a community wrestle with complex issues and still come together around a shared belief in public education.

Working here makes our DCS team better communicators, better listeners, and better partners. The energy of this community pushes us to grow. It challenges us to think differently, to explain more clearly, and to keep showing up with empathy and purpose. And honestly, that’s the best kind of challenge there is.

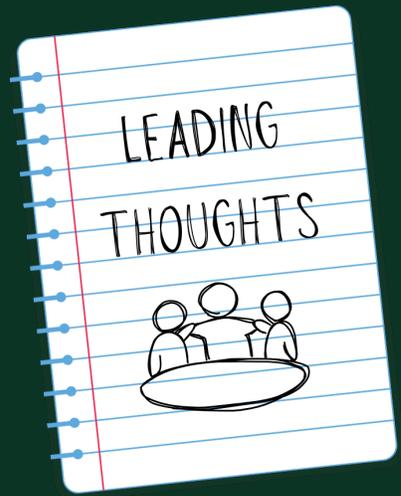
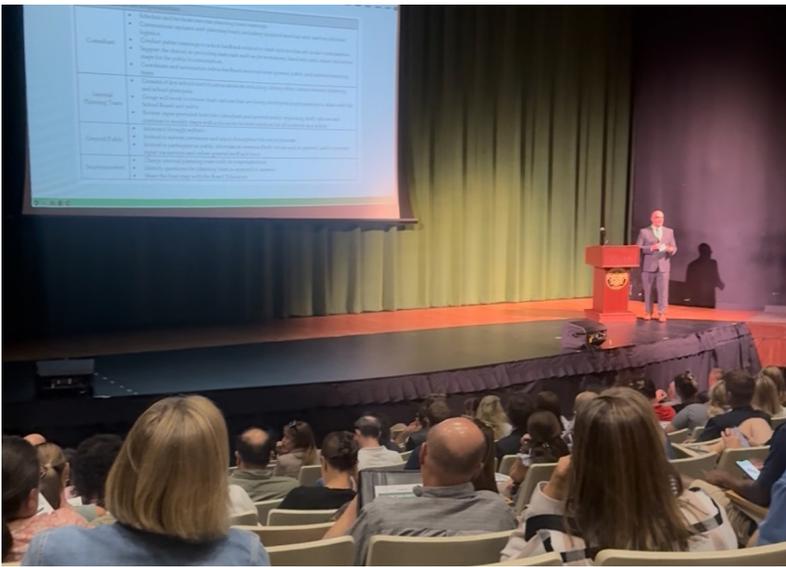
As Thanksgiving approaches, gratitude feels like the right lens through which to view our journey. Gratitude grounds us. It shifts our focus from what’s hard to what’s possible. I’m grateful for our teachers and support staff, who show up every day with patience, energy, and love for their students. I’m grateful for our administrators, who navigate constant change with steadiness and integrity. I’m grateful for our families, who bring their ideas, feedback, and advocacy to the table, even when the conversations are tough. And I’m grateful for this community—for the trust, the passion, and the willingness to stay engaged. We don’t always agree, but that’s not the goal. The goal is to keep talking, keep listening, and keep moving forward together.

As we step into our second year of *United*, we remain committed to telling stories that reflect both the pride and the progress of Dublin City Schools. We’ll continue to highlight the students who inspire us, the educators who shape lives, and the programs that make this district exceptional.

Our hope is that when you read *United*, you feel a little more connected to your schools, to your neighbors, and to the people who make this community what it is. Because even in a season of challenges, there’s so much to be thankful for. So from our team to yours: thank you for reading, for engaging, and for walking beside us as we *embrace this journey* together.



Dr. John Marschhausen
Dr. John Marschhausen
Superintendent



For more *Leading Thoughts* from district administrators, visit DCS Today on our website.

Recent topics include:

The State Report Card's Implications for Teaching & Learning

Navigating Ohio's Tax Landscape

When a Parent's Fight Becomes a Child's Burden

Foundational Skills are the Key to Creativity

Scan below to read about these topics and more.



Top: Families and community members filled the room during the Redistricting Public Input Session at Coffman High School. **Middle:** Superintendent Dr. John Marschhausen and Editor Cassie Dietrich with Dublin Alumni Hall of Fame members Clay Rose, Gene Bostic, and Deb Papesh. **Bottom:** Another full house—this time celebrating the ribbon cutting at Deane Brown Bishop Elementary.



School Report Cards

What is the Ohio School Report Card?

The Ohio School Report Card offers a comprehensive look at how districts are performing, assigning a star rating between 1 and 5 stars. This system is based on six core components. Each component evaluates a different aspect of educational quality.

- **Achievement** measures student performance on state tests.
- **Progress** assesses academic growth year-over-year.
- **Gap Closing** evaluates the success of schools in providing equitable education, looking at whether all student subgroups are meeting established targets.
- **Graduation** tracks the rate at which students complete high school.
- **Early Literacy** measures reading skills from kindergarten through third grade.
- **College, Career, Workforce, and Military Readiness** considers how prepared students are for future opportunities.

Together, these ratings provide a snapshot of how well schools are meeting state standards and supporting student success.

Learn more: reportcard.education.ohio.gov



DCS earns 4.5 stars on Ohio School Report Card

Dublin City Schools earned an overall 4.5-star rating on the 2025 Ohio School Report Card, reflecting strong student outcomes and the district's ongoing commitment to high-quality teaching and learning.

The Ohio School Report Card evaluates districts across six key components—Achievement; Progress; Gap Closing; Early Literacy; College, Career, Workforce and Military Readiness; and Graduation. Ohio assigns an overall rating on a 1–5 star scale (with half-star increments). Five stars indicate a district significantly exceeds state standards; four stars indicate a district exceeds standards. Dublin City Schools met or exceeded state standards in all six areas, earning 5 stars in Graduation and Gap Closing, 4 stars in Achievement, Progress and College, Career, Workforce and Military Readiness, and 3 stars in Early Literacy.

“A 4.5-star rating affirms that Dublin City Schools exceeds state standards while keeping students at the center of every decision. We’re proud of these results and equally focused on the work ahead—using the data to refine instruction and expand what works in every classroom.”

— Superintendent Dr. John Marschhausen

By The Numbers

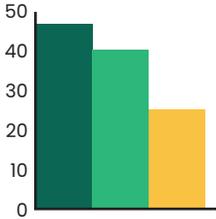
16,259
STUDENTS

2,333
STAFF

25
SCHOOLS

INVESTING IN STUDENT WELLNESS

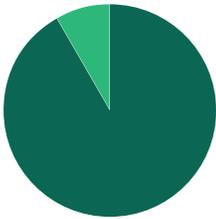
A robust team of dedicated professionals supports the mental, emotional, and physical well-being of our students every day.



46.5 School Counselors
40 Social Workers
25 Psychologists

PATHWAYS AFTER GRADUATION

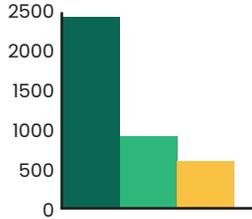
An overwhelming majority of our graduates continue their education at colleges and universities across the nation and the world.



91.7% College/University
8.3% Other Paths

ADVANCED PROGRAM ENROLLMENT

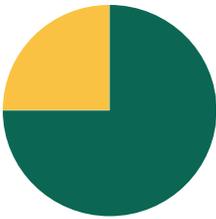
Students are actively engaged in rigorous coursework, earning college credit and preparing for higher-level studies while still in high school.



2,412 Advanced Placement
908 College Credit Plus
591 International Baccalaureate

HIGHLY QUALIFIED TEACHERS

A significant majority of our teachers hold advanced degrees, bringing deep expertise to the classroom.



75% Master's Degree or higher
25% Bachelor's Degree

TOP MARKS FOR CLOSING ACHIEVEMENT GAPS



The Gap Closing component tracks whether student groups meet annual goals in ELA and math achievement and growth, graduation, English learner proficiency, chronic absenteeism, and gifted performance. Dublin City Schools received 5 stars, reflecting stronger outcomes across a diverse community and a system designed to meet the needs of every learner.

PLANNED SHIFT IN EARLY LITERACY



Dublin City Schools earned 3 stars in Early Literacy, a score that was anticipated as part of a planned shift in assessment tools—from MAP Growth to mCLASS DIBELS 8—to better match Ohio's K-3 Early Foundational Skills standards. With DIBELS 8, Dublin City Schools will use clearer, more actionable data to guide instruction and advance the Journey 2030 Early Literacy Goal.

MORE THAN A REPORT CARD

The Ohio School Report Card is just one measure of the district's success. Dublin City Schools uses a variety of assessments and measures to monitor student growth and achievement.

Dublin City Schools invites community members to engage with their local schools by attending events, meeting with educators, and staying informed through school and district websites. These connections provide a more comprehensive view of what makes the Dublin learning experience special.

"The State Report Card is one tool we use to measure progress, but it only tells part of the story. Our mission is to prepare every student for success, and that involves providing a well-rounded education and meaningful experiences throughout the school year."

Behind the Numbers



LOCAL DEPENDENCE

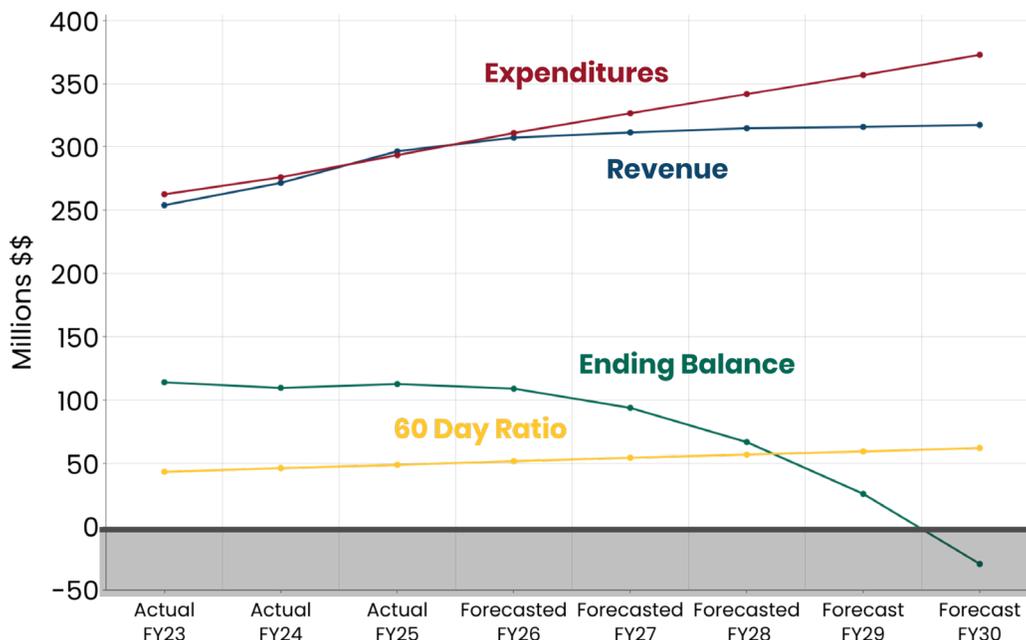
Most of Dublin City Schools' funding — 85% — comes from local property taxes, making local support essential.

Building a Strong Future for Dublin City Schools

Every year, Dublin City Schools updates its five-year financial forecast — a planning tool that helps the district make informed decisions about funding, staffing, and future needs. Treasurer and CFO Brian Kern describes it as “a painting of the future based on a snapshot of today.”

That painting shows a district that remains financially stable, but faces real challenges ahead. The latest forecast, presented to the Board of Education in October, anticipates steady revenues, careful spending, and continued reliance on local support that has long been the foundation of Dublin's success.

General Fund Revenue, Expenditures & Cash Balance





PROACTIVE PLANNING

The five-year forecast helps district leaders plan proactively and stretch levy cycles.



WHERE IT GOES

Nearly 85% of expenditures are for the wages and benefits of admin, teachers, and staff who keep schools running.



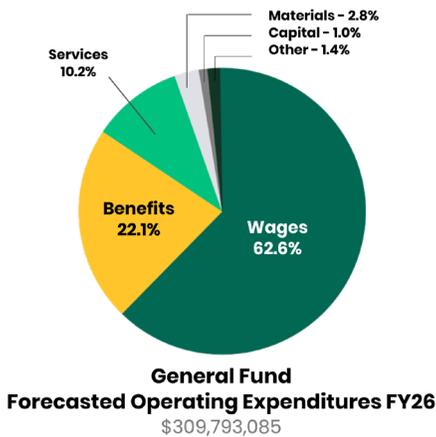
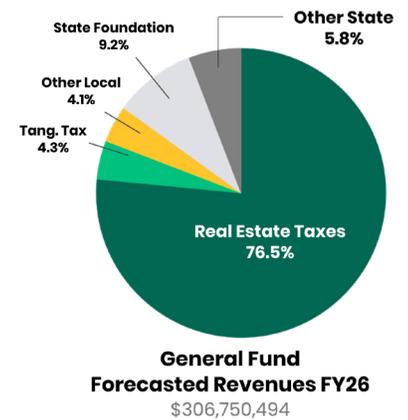
LOOKING AHEAD

While cash balances remain positive, spending will outpace revenue by FY29, prompting future planning for a levy.

REVENUE

In Fiscal Year (FY) 2026, about 85% of district revenue will come from local sources, primarily property taxes. The remaining 15% will come from the State of Ohio, with roughly 9% tied to the state's foundation formula.

This year, Superintendent Dr. John Marschhausen served on the Governor's Property Tax Reform Working Group, which met throughout the summer and fall to study ways to provide tax relief to Ohioans while preserving stable funding for schools and local governments. The group's work underscores the delicate balance between statewide reform and local financial sustainability.



EXPENDITURES

Dublin's investment priorities remain centered on people. Nearly 85% of FY26 spending will go toward wages and benefits, reflecting the district's commitment to maintaining excellent teachers, support staff, and student services. The Responsible Staffing Plan guides hiring and helps stretch levy cycles, ensuring Dublin continues to operate efficiently as enrollment and costs grow.

LOOKING FORWARD

The forecast projects a positive cash balance through Fiscal Year 2029, though annual expenditures are expected to exceed revenues beginning in FY26. By FY29, reserves may dip below the district's 60-day target, signaling that new revenue could be needed within the next few years.

Even so, the district continues to plan ahead – monitoring legislation, managing resources carefully, and aligning decisions with long-term community priorities. Dublin City Schools remains focused on a single goal: protecting the educational excellence that families expect and students deserve.

The Currency of Learning:

How Eversole Run's SOAR Bucks Project Turns Lessons into Lifelong Skills

Inside a sixth-grade classroom at Eversole Run Middle School, a group of students huddle around their laptops, debating which design will make the cut.

Neon colors, cartoon faces, and inside jokes compete for attention as they cast their votes for the new school currency, SOAR Bucks. It's the kickoff to a yearlong learning experience rooted in creativity, economics, and character.

When Eversole Run opened its doors in 2020, science teacher Kevin Simmons brought the SOAR project with him from Grizzell Middle School, where he had seen the model inspire students. With the support of Molly Bailey and the sixth-grade team, the program has become a cornerstone of Eversole's school culture and a reflection of how teachers share ideas, adapt best practices, and elevate learning across buildings.

The project begins with a creative challenge. Students use Google Slides or Google Drawings to design their own money, learning the basics of digital graphic design and persuasive communication. They pitch their designs, campaign for votes, and participate in an authentic election process before the winning currencies are printed and put into circulation. From there, the SOAR economy begins.

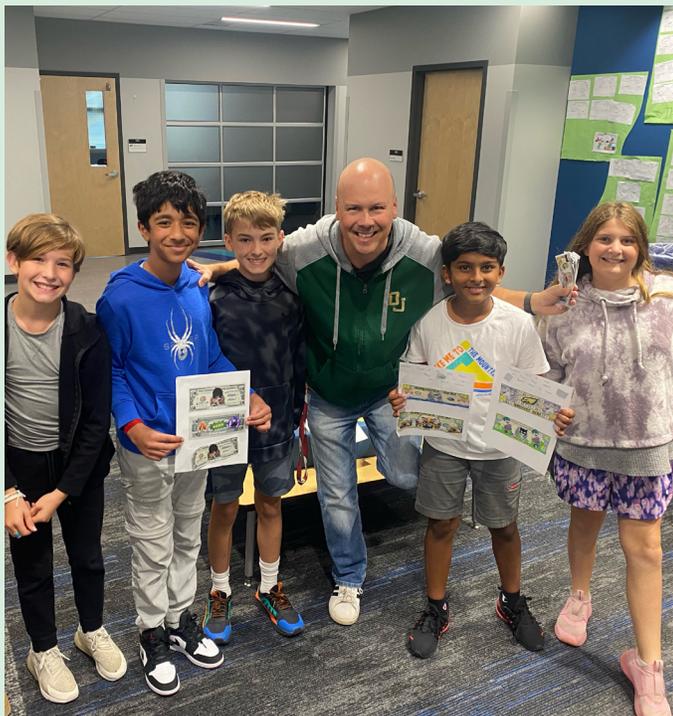
What might look like a simple classroom incentive program is actually a comprehensive, cross-curricular learning experience. The SOAR system reinforces the school's Positive Behavioral Interventions and Supports (PBIS) framework while teaching financial literacy, math, writing, and social studies concepts. Students earn money for demonstrating positive behavior, completing assignments, or showing initiative. They also spend money for everyday needs—borrowing a Chromebook charger or renting a pencil—mirroring the way financial choices and responsibilities work



in real life. Through these transactions, students learn that effort and accountability have value, and that even small decisions can shape long-term outcomes.

Throughout the year, students must make choices that test their judgment and patience. They can spend their earnings at pop-up shops for small rewards and school supplies, or they can deposit them into the STARS Bank, managed by Simmons. There, deposits grow by 6 to 10 percent at regular intervals, teaching the principles of saving, investing, and compound interest. When students see their balances rise over time, they begin to understand the connection between delayed gratification and long-term reward.

Just before Thanksgiving break, Simmons takes financial literacy even further. For two days, the entire sixth grade gathers in the library for an Investment Lesson—a crash course in the stock market. Students learn about portfolios, ticker symbols, common stocks, mutual funds, ETFs, and the “buy low, sell high” mindset.



“It’s exciting to see how much the students buy in,” Simmons said. “The SOAR money project is just one of many examples across Dublin City Schools of how teachers are helping students learn real-world skills—how to work harder, think smarter, and understand the value of what they earn.”

At its heart, the SOAR project embodies the mission of Dublin City Schools. Teachers aren’t just preparing students for tests. They’re preparing them for life. Through projects like SOAR, students learn to think critically, act responsibly, and see that success isn’t handed out. It’s earned. And in the process, they discover that education—at its best—isn’t about memorizing facts. It’s about mastering the skills that will carry them far beyond the classroom.



Using MarketWatch, they simulate stock trades in real time, managing “real fake money” to build their portfolios and compete against classmates for a chance to sign the Investment Trophy. According to Simmons, the lesson is a highlight of the year, with students using vocabulary and strategies of investment-savvy adults.

By May, anticipation builds for the culminating event: the SOAR Raffle. The commons fills with energy as students exchange their hard-earned SOAR Bucks for raffle tickets, weighing which prizes to pursue and how many tickets to invest. With more than 250 prizes on display, it’s part carnival, part economics lesson, and all about strategy, patience, and perseverance. Every ticket represents a student who worked hard, made smart choices, and learned that the greatest payoff often comes to those who plan ahead.

Press Pause. Power Down. Be Present. **How Dublin City Schools is tackling the cell phone challenge—one small step at a time.**



The scene at lunchtime in Dublin City Schools looks a little different these days. Students are talking again, face to face. The steady glow of screens has been replaced with conversation, laughter, and the kind of noise that signals genuine connection. It's a simple but noticeable change, and it started with a new districtwide policy: phones are powered down from the first bell to the last. No scrolling between classes. No checking notifications at lunch. Just school.

This change, part of the district's "Press Pause. Power Down. Be Present." campaign, aligns with a new Ohio law that restricts student cell phone use during the school day. Under the new policy, students keep their devices off or in airplane mode and stored out of sight during the day. Exceptions are made when teachers intentionally use phones for learning or in a true emergency, but otherwise, the school day belongs to face-to-face interaction.

According to educators, the difference has been striking. Classrooms are quieter, attention spans are longer, and teachers report fewer distractions. Cafeterias hum with conversation again. Students are relearning the rhythm of real-life social interaction—eye contact, humor, empathy.

BEYOND THE SCHOOL DAY

The challenges of digital life, however, stretch far beyond school walls. And Dublin is not immune to these challenges. The same online risks making national headlines are happening right here, with our own kids. Administrators have investigated fake and anonymous accounts spreading misinformation or impersonating students. School resource officers regularly handle cases involving students who communicate with strangers online. Counselors express growing concern about how many children now measure their self-worth through likes and comments, comparing themselves to filtered versions of others.

Recognizing these realities has prompted Dublin City Schools to have more honest conversations about what students are facing, and to help families navigate the digital world together.

CONVERSATIONS THAT MATTER

Dublin City Schools has been clear: digital citizenship is a shared responsibility between schools and families. Schools can guide, support, and educate, but they can't tackle screen-time challenges alone. Families play an essential role in setting boundaries, monitoring online activity, and having open, honest conversations about what children experience online.

At the same time, these are not easy issues to navigate. Technology evolves quickly, and keeping up can feel like chasing a moving target. The district's goal isn't to eliminate technology but to help families build healthier digital habits together. That's why the district created the Press Pause podcast—a series of 15- to 20-minute episodes offering parents accessible, real-world insights from local voices who see the impact of digital life every day. Episodes feature local voices who work or live in Dublin, including school counselors, police officers, teachers, and principals.

Pathways Counselor Kevin Patton has discussed how late-night scrolling affects sleep and focus. School Resource Officer Scott Brown from Dublin Police has explained the real risks of "stranger danger" online. Behavioral health expert Amanda Levelle has explored how social media distorts self-image and fuels anxiety. Each story brings the issue close to home, helping parents understand what their children face and how to respond with empathy and guidance.

JOIN THE DIALOGUE

The podcast lives on the district's website alongside a growing collection of articles, tools, and conversation starters for families. The message throughout is clear: no one has to navigate this alone. Excessive screen time and negative online behaviors aren't just school issues—they're community issues that call for community-wide solutions. When families, schools, and neighbors work together, we can create consistent expectations for students both online and off. Shared boundaries remove the pressure on any one parent to stand alone and make it easier for everyone to help kids develop healthier digital habits.

The podcast and its resources are free and available to everyone at www.dublinschools.net/press-pause. Parents, grandparents, and community members are encouraged to listen, share, and join the dialogue.



What's Playing on Press Pause

Timely topics. Local voices. Real impact.



How Phones Steal Your Zzz's
Late-night scrolling is keeping kids up and significantly affecting their focus, mood, and developmental health.

Kevin Patton – Pathways Counselor, Dublin City Schools



Always On, Always Anxious
Too much screen time is linked to rising anxiety and loneliness in students.

Dr. Dawn Anderson-Butcher – Professor, OSU College of Social Work



Pressure to Be Perfect
Social media filters more than faces. Learn how it distorts reality and self-worth.

Amanda Levelle – Social Worker, Nationwide Children's Behavioral Health



Stranger Danger
Online predators aren't just a big-city issue. Here's what families need to watch and prepare for.

Scott Brown – School Resource Officer, Dublin Police



What's Your Digital Footprint?
Posts live forever. This episode explores how today's online choices shape tomorrow's real-life consequences.

David Aronovic – Detective, Dublin Police



Redefining Boredom
Boredom isn't the enemy—it's a gateway to creativity, resilience, and self-discovery.

Margaret Robinson – Gifted Intervention Specialist, Bailey Elementary



The Real Cost of Shortcuts
AI and copy-paste culture: how widespread academic dishonesty is evolving in the digital age.

Mike Aurin – Principal, Jerome High School

Explore all the episodes on our website.

Better Together: DEF Grants in Action

Bringing Our Core Values to Life in the Classroom

The Dublin Education Foundation (DEF) is helping bring the district's core values into our classrooms, one grant-funded project at a time. These projects empower students and staff to Take Responsibility, ensure everyone is Always Growing, and strengthen our community by being Better Together. We're excited to share three recent examples of DEF grants in action across the district.



THE BOOK VENDING MACHINE

Students at Albert Chapman Elementary were thrilled to see their new children's book vending machine unveiled. This unique project is part of the school's Positive Behavior Intervention System (PBIS), helping students Take Responsibility for their actions by rewarding good choices with the option to choose a free book. School counselor Jen Gilbert and teacher Carly Rittenour mentioned they're excited to fill it with great titles for students who demonstrate Chapman's PACK traits (Positive, Accepting, Creative, and Kind).

This project is a double win: it cultivates a love of reading and supports the core value of Always Growing. By giving every student access to high-quality books they can own and take home, the machine encourages independent reading and helps close the gap in literature accessibility. While DEF provided the initial funding, Chapman teachers and the PTO will work together to keep the machine stocked with new, age-appropriate books.

GROWING AN INCLUSIVE OUTDOOR GARDEN

The “Growing Together: An Inclusive Garden for All” project helped create a fully accessible outdoor learning space at Dublin Jerome High School.

This grant upgraded the existing garden by adding two ADA-compliant, wheelchair-accessible raised garden beds connected by a trellis arch. This ensures all students, including those with mobility differences, can actively participate in hands-on, sustainable learning. This is a powerful step toward equitable access to environmental science and agricultural education, fostering a truly inclusive experience.

Throughout the seasons, students will grow by working together, building on collaboration, teamwork, and critical social-emotional skills. Spending time in the garden also helps reduce stress and improve student well-being. This inclusive garden serves as a powerful, positive symbol of the school’s commitment to accessibility and equity.



THE LEGO PRINTING PRESS

Five hundred years ago, Gutenberg developed the first movable type printing press. Today, Wyandot Elementary art students are mimicking his design—with LEGOs!

Through this innovative project, art teacher Eric Cacioppo (Mr. C) is reintroducing students to the classic art of printmaking, but with a twist: LEGO tiles act as the movable type. In this project, what is old is new again!

This hands-on experience naturally supports the core value of Always Growing. Working with LEGOs helps students build critical thinking, problem-solving skills, and spatial awareness, touching on concepts from math, language arts, and art. DEF funded the specialized printing press, and the Wyandot PTO provided the LEGO tiles—a great example of being Better Together through funding collaboration.

In a digital world, this initiative helps students connect with the tangible art of creation. Mr. C hopes it gives students a deeper appreciation for the effort and artistry required to print books before modern technology took over.

A Day of Celebration: Deane Brown Bishop Elementary Holds Ribbon Cutting Ceremony

On August 11, Dublin City Schools celebrated the opening of its newest building, Deane Brown Bishop Elementary. More than 500 families, staff, and community members attended the ribbon-cutting ceremony marking the start of the school's first year.



Principal Lucas Bauer welcomed guests and reflected on the planning and anticipation that led to the school's completion. Superintendent Dr. John Marschhausen thanked educators, builders, and community partners for their collaboration in bringing the project to life. Dublin Mayor Chris Amorose Groomes spoke about the school's role in serving the city's growing population, and Board of Education President Diana Rigby shared the board's appreciation for the teamwork that made the opening possible.

During the ceremony, Mr. Bauer invited Mrs. Suzie Feasel, daughter of Deane Brown Bishop, to join a group of fifth-grade students in cutting the ribbon. Mrs. Feasel spoke briefly about her mother's lifelong commitment to education and the significance of naming the school in her honor. Mrs. Feasel and her husband, Ralph, also donated Bishop Elementary's first American flag.

Afterward, families toured the building for the first time, visiting classrooms, collaborative learning areas, and flexible spaces designed to support creativity and connection.

The opening of Bishop Elementary represents the completion of a years-long planning process – including the naming of the school and the selection of its mascot, the Bishop Bear. The mascot was chosen through a student and family vote earlier this year, continuing the district's tradition of involving future learners in shaping their school's identity.



Your Investment at Work: How Dublin City Schools is Building for the Future

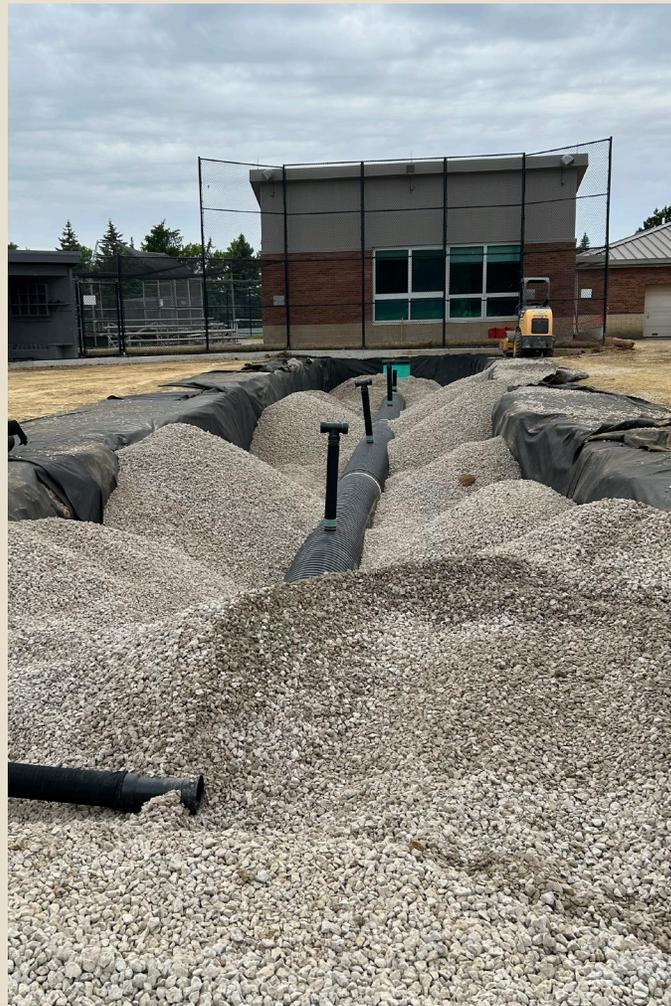
This summer's construction season was among the district's most ambitious yet, with major projects taking place at more than a dozen Dublin City Schools buildings. From new turf fields and resurfaced tracks to HVAC and roof replacements, it was a busy and productive season aimed at improving safety, efficiency, and learning environments across the district.



Work was completed or underway at nearly all of the district's schools. Roof replacements at Sells and Davis, HVAC upgrades at Riverside, new water heaters at Karrer, and elevator improvements at Emerald Campus and Sells modernized critical systems and increased accessibility. Thomas Elementary received a new commons floor, while parking lot improvements at Jerome enhanced safety for drivers and pedestrians.

Athletic facility upgrades were a major focus, including new turf baseball, softball, and multiuse practice fields at all three high schools. The turf fields will reduce long-term maintenance costs, better withstand weather, and expand opportunities for student use and community rentals. Track and tennis court replacements at Jerome, Sells, Davis, Grizzell, and Karrer provided safer, more durable surfaces for student-athletes and residents who use the facilities year-round.

"These are long-term investments that help us maintain quality and stretch taxpayer dollars," said superintendent Dr. John Marschhausen. "We're addressing critical infrastructure needs today while planning responsibly for the future."



The work reflects the Journey 2030 strategic plan, which prioritizes maintenance, learning spaces, and safety. Upgrades to roofs, HVAC systems, and accessibility features help create healthier, more comfortable environments for students and staff. By investing in preventive maintenance and modernization now, the district reduces costly emergency repairs and preserves community assets for decades to come.

"Our community expects us to take care of what we have. These projects are visible examples of how we honor that trust."

— DR. JOHN MARSCHHAUSEN

Planning for next summer is already underway, with additional projects scheduled at Coffman, Grizzell, Karrer, Riverside, and the continued addition at Scioto High School, set to open in August 2026. Together, these improvements reflect a shared commitment to responsible stewardship and educational excellence.



Celebrating *Every Path*

Dublin City Schools Honors the 2025 Hall of Fame Class

Under the soft glow of stage lights, families, educators, and community members gathered for the 2025 Dublin City Schools Hall of Fame Induction Ceremony—a celebration not just of achievement, but of the many pathways that lead from Dublin classrooms to lives of purpose and impact.

This year’s inductees—*Dr. Jessica Ashooh, Andrea Buccilla, Carey Kight, Andrew Powers, Dr. Tyler TerMeer, John Witt, Oliver Lewis, and Kyle Vandever*—embody the breadth of opportunities Dublin City Schools students can pursue through the district’s 4 Es: Education, Employment, Entrepreneurship and Enlistment. Their journeys prove that success takes many forms; that each path is not singular, but can overlap with another; and they all begin with curiosity, courage, and community.

THE MILITARY PATHWAY: SERVICE AND LEADERSHIP

Andrew Powers, Dublin High '94, exemplifies the service and leadership that define Dublin’s Military Pathway. From enlisted airman to commander of the 121st Air Refueling Wing of the Ohio Air National Guard, he has spent three decades serving his country. His dedication reflects discipline and teamwork—the same values taught in Dublin classrooms.

Carey Kight, Jerome '06, also found purpose through military service, enlisting in the U.S. Air Force before forging a creative career in film and advertising. His journey from loading munitions on F-15E fighter jets to producing award-winning Super Bowl campaigns captures how service, storytelling, and innovation intersect.

THE EDUCATION PATHWAY: TEACHING, LEADING, & GIVING BACK

For **Dr. Jessica Ashooh, Coffman '02**, the road from Dublin, Ohio to Silicon Valley began with a passion for understanding the world. Now vice president of policy at Reddit, she represents one of the internet's most influential voices on issues like free expression and digital privacy. Her academic path—through Brown University and Oxford—reflects Dublin's emphasis on inquiry and global awareness.

Similarly, **Dr. Tyler TerMeer, Scioto '01**, pursued his calling through higher education, earning a Ph.D. and leading with purpose as CEO of the San Francisco AIDS Foundation, the first person of color and first person living with HIV to hold that position in the organization's history. His leadership demonstrates how intellectual curiosity and compassion can change lives across the globe.

Andrea Buccilla, Jerome '06, has built a career at the intersection of education, storytelling, and advocacy. An executive producer and director known for elevating women's voices in sports and media, she brings empathy and purpose to her work—rooted in her years as a teacher and coach.

John Witt, recipient of the Outstanding Service Award, has spent more than 20 years shaping young minds at Scioto High School. A beloved teacher and mentor, he has connected students to history, leadership, and service through award-winning projects that bridge the classroom and the community.

THE ENTREPRENEURSHIP PATHWAY: TURNING IDEAS INTO IMPACT

This year's Young Alumni Award winners, **Oliver Lewis** and **Kyle Vandever, Coffman '14**, represent the spirit of innovation alive in Dublin's Entrepreneurship Pathway.

Lewis, CEO of Lewis Designs Custom Cabinetry, transformed a small, family-owned woodworking shop into a 15,000-square-foot manufacturing business, employing local craftspeople and serving clients across central Ohio. His commitment to craftsmanship and community echoes the district's mission of lifelong learning.

Vandever's entrepreneurial journey began early, as well. As an Ohio State student, he launched Intrism, a company that designs and produces intricate laser-cut marble mazes shipped around the world. From a dorm-room idea to a thriving business, Kyle's story showcases how creativity, perseverance, and risk-taking can lead to global success.

INSPIRATION FOR EVERY STUDENT

As superintendent Dr. John Marschhausen shared during the ceremony, "Our Hall of Fame inductees show that success is not one road but many—and Dublin City Schools prepares students to thrive no matter which path they choose."

From college lecture halls to creative studios, flight decks to classrooms, and boardrooms to small-business workshops, the 2025 Hall of Fame Class reminds us that every Dublin student's journey matters. Their stories—of purpose, resilience, and heart—shine a light on the pathways that begin right here at home.



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