

RECORD OF PROCEEDINGS 008

Minutes of MADEIRA BOARD OF EDUCATION

Regular Meeting
Held February 24, 2026

The Regular meeting of the Madeira Board of Education was held on Tuesday, February 24, 2026 at 7pm respectively in accordance with written notices sent to each member. The meeting was called to order by President Mr. Ryan Lex.

Present: Mr. Steve Bernicke, Mr. Brad Cunningham, Mr. Dave Eberly, Mr. Ryan Lex, Mrs. Ann Ramos.

Also present at the meeting were Kenji Matsudo, Emily Hauser, Dave Bergan, Erin Beers, Reggie Rindels and Kasey O'Reilly.

AGENDA (32-26) – Mrs. Ramos moved, seconded by Mr. Eberly to approve the agenda with changes for the February 24, 2026 meeting of the Board of Education.

32-26 Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

HEARING OF THE PUBLIC – There were no public comments provided at this time.

PLANNING COMMISSION REPORTS

Specials and Elective Offerings in K-8 (Exhibit-1) - presented by Reggie Rindels. Planning Commission team members were Bent Tharp, Shelby Ledford, Emily Morgan, Reggie Rindels, Brady Bowles. The full planning commission study is available on the district website.

Objective: The Madeira Planning Commission Specials and Electives Offerings Committee was asked to look at the current offerings of specials and electives in grades K-8 at Madeira Elementary School and Madeira Middle School and compare them to offerings at other area schools. We are looking to answer the question, are there ways we can improve our structure and staffing utilization to make the most of our elective offerings in grades K-8?

Research Behind Importance of Specials and Electives:

- Educating the Whole Child
- Academic & Cognitive Benefits
- Physical Health & Wellness
- Social-Emotional Learning & School Climate
- Equity & Access
- Engagement, Behavior, and Attendance
- Long-Term Impact

Student Survey Results:

Student Choice in Specials

- Each grade level voted that they would like to have more choice in the special that they go to.
- 3-5: Across both surveys (370 total responses) approximately 83% of students said they wish they had more of a say in which specials class they attend, while 17% said they did not.
- 6-8: Across all three surveys (291 total responses) 76.6% of students said they wish they had more of a say in which specials class they attend, while 23.4% said they did not.
- The top answers for what they would like to see added included cooking/baking, foreign language, acting, dance, and entrepreneurship/finance.

The committee provided a list of current specials available at MES and MMS. They also surveyed other districts for the following information:

- What specials do you offer K-8? What is the frequency?
- Does each specials/elective teacher have a degree in that special area?
- Does each special teacher have their own space?
- When does foreign language start?

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- What does your technology curriculum look like? Is there a separate course/special?
- Do students travel in homerooms or mixed groups for electives?

The schools surveyed were Mariemont, Indian Hill, Wyoming, Sycamore, Loveland, Seven Hills. They also provided the student to specials teacher ratios K-5.

Summary from Neighboring Schools:

- Many of the schools we interviewed introduced foreign language prior to 8th grade (5 out of 7 - as early as elementary).
- Some schools are going away from a technology course, integrating it into other specials or classroom curriculum. None of the schools interviewed have a Computer special in the younger grades.
- All Kindergarten students go to Music, as a special.
- Students have some specials 2 or 3 times a week.
- Specials teacher-to-student ratio is lower at neighboring schools.

Madeira's Strengths:

- Madeira City Schools has placed great significance in specials and continued to make them a priority.
- 7th and 8th Grade Specials have evolved and new electives were recently adopted by MMS.
- MCS has talented specials teachers, certified in their areas.
- Grades 1-8 teachers have common planning time during specials/elective times.
- MES has worked to adapt to growing class sizes and grade levels.
- Overall, parents are satisfied with the specials and clubs that MES and MMS provide.

Madeira's Challenges:

- Kindergarten Specials:
 - Kindergarten teachers do not have a common plan time.
 - Kindergarten specials are taught by a unified arts teacher.
- Grades 1-5 Specials teachers only see 1st to 4th grade students once every 6 school days and see approximately 700 students in a 6 day rotation.
- The specials' teacher-to-student ratio is high, making it harder to form strong teacher-to-student bonds.
- Madeira students are being introduced to Spanish much later than neighboring schools, with it not being a required course until 9th grade.
- There has been a decrease interest in middle school coding.

Recommendations:

- Form a team of administrators and teachers to review the study. This committee could recommend changes and decide the best way to phase them in.
- Gather input from specials staff and look at the scheduling challenges as a team.
- Provide more certified specials staff to help the K-5 specials teachers who are over capacity.
- Rework Kindergarten specials.
 - Allow them to have specials with certified specialists.
 - Create a common planning period for Kindergarten teachers.
- Add Spanish beginning in grades 7-8th, possibly earlier.
 - Evaluate the importance of technology vs. Spanish in grades K-5.
- Group specials models (K-2, 3-5, 6-8).
- MMS - Create an alternative technology specials elective to replace coding.
- Create an opportunity for students in 1-5 to go to Art and Music twice weekly.

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Capturing Student Voice (Exhibit-2) - presented by Erin Beers. Planning Commission team members were Ian Avery, Erin Beers, Cara Dubay, Mary James and Kasey O'Reilly. The full planning commission study is available on the district website.

Objective: Understanding how our students feel about the climate and culture of our school community is essential to our growth. Capturing student voices offers firsthand insights into how students experience school life-academically, socially, and emotionally.

- How are we currently capturing student voices at all three buildings to help inform decisions and guide our work?
- What does research say about effective school culture and involving student voice?
- Are there best practices of neighboring schools?
- How might we take steps to engage student input in a systematic way?

Process of Study: Our study group read current research on the importance of student voice. We generated questions based on grade level bands (3-5, 6-8, and 9-12) to survey both students and teachers in Madeira City Schools. Finally, we reached out to other school districts, Mariemont, Sycamore, Indian Hill, Wyoming, and Cincinnati Country Day, to identify, understand, and generate additional ways to incorporate student voice into daily instruction, future planning, and decision-making.

What does the research say? Hart's Ladder of Participation.

- **Student Voice Means More Than Feedback — It Involves Influence**
Student voice isn't just about asking students what they think; it's about students actively participating in decisions that shape their learning, school policy, and school culture.
- **Student Voice Enhances Engagement and Ownership**
When students feel heard and see their ideas included in classroom or school decisions, they develop a stronger sense of ownership over their learning, which boosts motivation and engagement.
- **Responsiveness Is Critical — Not Just Receptivity**
Research shows that the *impact* of student voice depends on whether adults genuinely respond to student ideas. Students will not keep offering input if nothing changes as a result.
- **Student Voice Builds Trust and Belonging**
Participation and input help strengthen relationships between students and teachers, fostering trust, collaboration, and a sense of belonging — key elements of a positive school climate.
- **Student Voice Supports Academic Outcomes**
Students who perceive that their voice matters are more likely to show higher academic engagement, intrinsic motivation, and may experience better outcomes in attendance and achievement.
- **Student Voice Requires Shared Power Structures**
True voice involves shifts in power dynamics where students are seen as partners, not just respondents — influencing policy, curriculum, and leadership decisions.
- **Student Voice Occurs Across Contexts**
Voice isn't limited to classroom discussions — it can span classroom learning, school improvement planning, student leadership bodies, surveys, and community engagement efforts.
- **Student Voice Needs Safe and Supportive Conditions**
Students are more likely to participate when they feel psychologically safe — that is, when there is no fear of retaliation and confidence that adults will listen and act constructively.

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Why these components matter in practice:

Taken together, research supports the idea that student voice is both a pedagogical approach and a cultural practice — one that:

- increases student agency and engagement
- improves teacher-student relationships
- produces more equitable and responsive schools
- strengthens academic and social outcomes when students feel *heard and acted upon*.

The committee surveyed both students and teachers at Madeira and then discovered what other local school districts' best practices are. The school surveyed were Mariemont, Indian Hill, Sycamore, Wyoming, Cincinnati Country Day,

Recommendation:

- Continue actively seeking feedback and honoring student voice through consistent surveys and other student input opportunities.
 - ie. end of course surveys, end of season surveys, superintendent luncheons
- When feedback is obtained, consider putting student feedback into practice/action
 - Reflecting on ways that our students are getting their voices “heard”
- Find opportunities to make sure that all students are involved in at least one extracurricular experience to build connections.
 - tracking student participation
 - make student recommendations for clubs and activities
- Incorporate more Problem-Based Learning experiences across all three buildings to problem-solve challenges and incorporate student voice.
 - What are current challenges that need solutions?
- Utilize our neighboring districts with areas of expertise.
 - Mariemont (Sources of Strength)
 - IH (Problem-Based Learning/Go Time/Advisory Time)
- Suggestion Boxes

PRESENTATION

Madeira Financial Forecast – February, 2026 - Mrs. Hauser, Treasurer, provided a summary of the February Financial Forecast, including the revenue and expenses, to the board. Madeira continues to be in a strong financial position through following sound financial guidelines and parameters. Madeira has experienced revenue growth from the expiration of a tax abatement which is included in the forecast assumptions. Consistent with the previous forecasts, Madeira is trending towards deficit spending in FY27 which is an indicator to begin considering increasing revenues through an operating levy, likely in 2027. The Financial Forecast and Notes are required to be filed twice each year with the Ohio Dept. of Education as approved by the local Board of Education. The detailed report is available on the district website.

CONSENT CALENDAR (33-26) – Mr. Eberly moved, seconded by Mrs. Ramos to approve the consent calendar.

A. Minutes

1. January 12, 2026 (Exhibit-3)

A. Employment Contract - 1 Year Limited Contract – Certified, *dependent upon valid licensure and background checks*.

1. Amy Dyer – MES Teacher

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C. Treasurers Report

1. General Fund Financial Report for January, 2026 and **warrant payments for all funds** in the amount of \$1,165,899. (Exhibit-4)

	Jan 1- Jan 31	FY26 FYTD	FY25 FYTD
Revenues	\$1,513,630	\$15,538,909	\$16,033,459
Expenditures	\$2,438,572	\$15,723,331	\$15,824,079
Ending Cash	\$11,338,887	\$11,338,887	\$14,182,660

2. Donations

Donor	Item/Recipient	Amount
The O'Reilly Family Charitable Fund	MHS – Accounting NYC Trip	\$10,000.00
Ethan Mills	MHS – Accounting NYC Trip	\$500.00
The Todd Group, Todd Hicks	MHS – Accounting NYC Trip	\$2,060.02
Robert Tudor	MHS – Accounting NYC Trip	\$1,300.00
Anonymous	MHS – Accounting NYC Trip	\$1,000.00
Rebecca Brewer	MHS – Theatre	\$103.48
Deborah Felzien	MHS – Theatre	\$103.48
Chipotle Mexican Grill	MHS – Student Government	\$256.70
Madeira Music Boosters	MHS – Music/Band Program	\$19,225.55
Madeira Schools Foundation	MES – Steam Lab (in memory of Bob Lee)	\$2,500.00

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

ATHLETIC CONSENT CALENDAR (34-26) – Mrs. Ramos moved, seconded by Mr. Bernicke to approve the athletic consent calendar.

A. Supplemental Contracts for the 2025-2026 School Year - dependent upon valid license and background checks.

Funded with General Funds - Certified

Name	Assignment	Amount
Kirby Slater	MHS – Baseball Coach	\$4,000.00
Laura Bihl	MHS – Softball Coach	\$4,000.00
Josh Dooley	MHS – Track Head Coach	\$4,837.00
Matt Kirwen	MMS – Track Coach	\$2,249.00

Funded with Non General Funds – Classified/Support

Name	Assignment	Amount
Jared Kline	Mini Zons Camp Director	\$2,000.00
Brian Kellett	Mighty Mustang Camp Director	\$1,500.00
Robert Manning	Mighty Mustang Camp Supervisor	\$1,000.00
Charles Swain	Mighty Mustang Camp Supervisor	\$1,500.00

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B. LIMITED CONTRACTS FOR NON-TEACHING PUPIL ACTIVITY DUTIES – Move the Board resolve that a vacancy exists in the positions listed below, that the position was offered to current district or out of district licensed employees and no such qualified person applied for or accepted the position. The following non-licensed person/s applied for and is/are qualified for the position. ***Coach employment and contract finalization will be dependent upon person/s obtaining background checks, completing OHSAA requirements, valid pupil activity program permit issued by the State Board of Education per 3319.303, signing contract and personnel file paperwork completion.***

Name	Assignment	Amount
Whit Wilcox	MHS – Boys Tennis Head Coach	\$3,486.00
Jeremy Carpenter	MHS – Baseball Coach	\$2,200.00
Amanda Tulloss	MHS – Softball Coach	\$2,122.00
Riley Edge	MHS – Softball Coach	\$2,538.00
Emma Boomershine	MHS – Girls Lacrosse Head Coach	\$5,061.00
Brooke Paciolla	MHS – Girls Lacrosse Coach	\$1,298.00
John Kusak	MHS – Girls Lacrosse Coach	\$2,980.00
Howard Miller	MHS – Boys Lacrosse Head Coach	\$5,061.00
Andrew Stricker	MHS – Boys Lacrosse Coach	\$2,980.00
Jim Schwaller	MHS – Boys Volleyball Head Coach	\$4,000.00
Alex Dawson	MMS – Track Coach	\$2,163.00
Zach Baird	MMS – Track Coach	\$1,000.00
Sarah Wagner	MMS – Track Coach	\$1,000.00

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, abstain; Mr. Eberly, aye; Mr. Lex, aye.

FINANCE

Financial Forecast (35-26) – Mr. Eberly moved, seconded by Mrs. Ramos to approve the February, 2026 Financial Forecast and Notes to the Forecast as recommended by the Finance Committee. (Exhibit-5)

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

Amended Permanent Appropriation Resolution (36-26) – Mr. Bernicke moved, seconded by Mrs. Ramos to approve the 2025-2026 amended Permanent Appropriation. (Exhibit-6)

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001	General Fund	27,732,443.00
002	Debt Retirement	2,600,000.00
003	Permanent Improvement	1,800,000.00
004	Building	0.00
007	Special Trusts	1,000.00
009	Uniform Supply Fee's	135,000.00
012	Adult Education	220.00
014	Rotary Funds	100,000.00
018	Public School Support/Unrestricted	165,000.00
019	Other Local Grants/Restricted	50,000.00
020	Tuition Programs-Preschool/OKEP	1,100,000.00
022	OHSAA tournament fund	8,000.00
029	Education Foundation Fund	45,000.00
035	Termination Benefits Fund	300,000.00
200	Student Activities	275,000.00
300	Athletic Activities	400,000.00
401	Auxiliary Services	337,921.18
451	School Net Connectivity	6,000.00
467	Student Wellness and Success Funds	0.00
499	School Psych Intern / Safety Grant	7,823.21
507	ESSER	0.00
510	Coronavirus Relief Fund	0.00
516	Special Education IDEA B	482,396.91
524	Career Education - Federal	0.00
551	Title III	7,323.03
572	Title 1	4,736.39
584	Title IVA Student Support/Acad.	11,289.41
587	Preschool Handicapped	4,884.38
590	Title IIA Improvement Services	23,759.21
599	School Safety Grant	0.00
		\$35,597,796.72

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

GOVERNANCE

Student Services Coordinator Job Description (37-26) – Mrs. Ramos moved, seconded by Mr. Bernicke to approve the amended job description for the Student Services Coordinator (Exhibit-7).

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

Gifted Teacher Job Description (38-26) – Mrs. Ramos moved, seconded by Mr. Bernicke to approved the amended job description for the Gifted Teacher (Exhibit-8).

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

Madeira High School Feasibility Study Update Agreement (39-26) – Mrs. Ramos moved, seconded by Mr. Cunningham to approve a contract with MSA Design to update and review the previous High School feasibility study (Exhibit-9).

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

Madeira Swim and Tennis Club Agreement (40-26) – Mr. Eberly moved, seconded by Mrs. Ramos that the Board approve a contract with Madeira Swim and Tennis Club for the renovation of the tennis courts and the ongoing use of the tennis courts (Exhibit-10)

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

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SUPERINTENDENT COMMITTEE REPORTS

- Finance – Mrs. Hauser reported that the finance committee reviewed the financial forecast, permanent appropriations, the Madeira Swim and Tennis Club agreement and the MSA contract that were all already approved. The committee discussed the addition of another student services coordinator and long-term the addition of another specials teacher at MES. Mrs. Hauser also provided an update on the district's property/liability insurance rate which will be increasing by 9.44%. The committee reviewed the certified salary study results that will be seen at the March Board meeting. Lastly, Mrs. Hauser provided the results of a classified/support salary and benefit study. The salary portion confirmed that we are mostly in line with other districts as far as our hourly rate. Madeira is low on Media Aide hourly rate and the Preschool/OKEP Aide hourly rate. We will be exploring some ways to bring those back into line with other districts. The most glaring part of the study was Madeira's part-time insurance rates. Most districts that were surveyed provide their aides with insurance and cover more than 50% of the cost. We explored some potential possibilities of increasing the part-time insurance portion that the Board covers. We will continue to evaluate it and bring the results to the Board.
- Buildings and Grounds – Mr. Bergan shared a photo of the new football stadium scoreboard.
- Community Relations – Mr. Matsudo reported that our athletic teams are killing it. He congratulated Coach Cunningham for again making it to State and the girls basketball team for being on a 23 win run.
- Policy – There was no formal update provided at this time.

BOARD COMMITTEE/LIASION REPORTS

- Planning Commission – Mr. Matsudo reported that next month the Salary Study report will be presented to the Board.
- Great Oaks – There was no formal updated provided at this time.
- Legislation – Mrs. Hauser reported that many property tax reform bills passed in December and will be going into effect next month. Although these were huge shifts across the state in property taxes, Madeira will be minimally impacted only by House Bill 335 by way of inside millage inflation limits.
- Student Achievement Liaison – There was no formal update provided at this time.

DISCUSSION ITEMS

- AI Guidelines Update – Mr. Bergan reported that as a district we are creating AI guidelines to create a guardrail surrounding AI usage. An AI landing page has been added to the district's website. The guidelines will be shared out at the next professional development day.
- Additional Student Services Coordinator – Mr. Matsudo reported that Madeira will be adding a second Student Services Coordinator due to a need regarding better coordination of student data for those who are struggling academically. Adding this position strengthens our ability to represent the district well in IEP and ETR meetings and will bring greater consistency to that process. As our Multi-Tiered System of Supports has matured in each building, the work has become deeper and more complex. What started as building the framework has turned into sustaining it and sustaining it well. At this point, the scope of the work has grown beyond what one coordinator and building administrators can reasonably manage.
- Board Meeting Date Change – The Board discussed changing the August regular Board meeting date to August 10, 2026.

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EXECUTIVE SESSION (41-26) – Mr. Eberly moved, seconded by Mrs. Ramos to adjourn to Executive Session to consider employment of public employees.

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

ADJOURNMENT (42-26) – Mr. Eberly moved, seconded by Mrs. Ramos that the February 24, 2026 regular meeting of the Madeira Board of Education be adjourned.

Vote: Mrs. Ramos, aye; Mr. Bernicke, aye; Mr. Cunningham, aye; Mr. Eberly, aye; Mr. Lex, aye.

Board President

Treasurer