



MEETING NOTES

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

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

B PROGRAMS / PRESENTATIONS

- B1 Joint Safety Presentation – Hilliard Police Department & Norwich Township Fire Department

Mr. Mike McDonough, Deputy Superintendent, introduced Sgt. Suzy Muraco, Hilliard Division of Police, and Battalion Chief Chris Grile, Norwich Township Fire Department. Mr. McDonough also acknowledged Deputy Chief Ron Clark, who was also in attendance. In 2014, we developed a joint safety committee and met quarterly. We can do many things with this partnership, one being our annual staff safety training. Our yearly staff safety training is coming up on August 15 and 16.

Sgt. Muraco stated that she has been with the Hilliard Police Department for 27 years and has been on the joint safety committee since it began in 2014. Although we began partnering with the district on safety issues before 2014, we officially named it the joint safety task force in 2014. We committed to meeting regularly between the Hilliard Police Department (HPD), Norwich Township Fire Department (NTFD), and the school district. She is incredibly proud of all of the safety features this group has brought to the school district, including meeting regularly to review safety issues, school resource officers, and installing emergency radios in all of the school buildings. In the event of an active threat, these emergency radios provide immediate access to the Hilliard Police Department at the touch of a button. We also helped with implementing video intercoms for visitors coming to the schools and installing a switch that locks all doors immediately (district provided key fobs to the police and fire departments for immediate access in the case of an emergency). The school district also invites us to induction every year to provide safety training (avoid, deny, defend) to incoming new teachers. We are also asked to provide safety training to all staff at the beginning of each school year. We have had table-top exercises, provided officers to train at each school building, and a full-scale active threat event in 2018. We were one of the first public school districts in the state to hold this type of safety training event that included all school, police, and fire department staff. Many jurisdictions around the state asked us how we pulled off such an event. Our response was simply due to the partnership developed over many years. We have excellent communication between all three entities. Beginning last year, the police department a day-shift officer to each elementary and sixth-grade building. The officers visit at least two times per month. This helps us develop a good relationship between the police officers, staff, and students. Our commitment to the entire school district is accessibility to us, providing good safety training, and ensuring the district has the proper safety measures in place.

Battalion Chief Chris Grile stated that he also has been on the committee since its' inception in 2014. From the fire department's point of view, we have been able to do many things with the school district where we have been the first or the only ones in the nation to do. One of the things we learned about violent incidents is that blood loss often causes victims to perish. So, in 2015, we developed a blood bag program.

We solicited donations from the community and were able to purchase blood bags for every school building. Depending on the population's size, there are five to ten blood bags in all of our schools. In addition, we taught all staff the basics of first aid and bleeding control. We were the first public school district in the nation to have blood bags in our schools. Two years ago, we were able to expand this program with the help of the Superintendent's Student Advisory group. They raised funds for us to provide these kits to every staff member for their rooms. We have also assisted the school district in teaching staff CPR and AED training along with choking hazards. We have also performed this same training with many of the students. It has been an excellent partnership for us to have as many folks as possible able to do basic first aid, CPR, and bleeding control throughout the community. This partnership goes both ways. When the pandemic began, our emergency calls increased tremendously.

As you know, safety equipment was in very short supply, and we would have to start rationing our rubber gloves and masks or limiting the number of providers per patient. We reached out to the school district, and they provided us with the needed supplies. While we never had to use those supplies, we are grateful for their willingness to help us provide the best level of care possible. We are very thankful for this partnership.

Mr. McDonough added that although two of our school buildings are outside of Hilliard's jurisdiction, the Hilliard Police and Norwich Fire Department also provide the same training to the staff of those buildings. So, for the safety training next week, there will be one Hilliard Police Officer and two Norwich Township Fire staff at each school.

Mr. David Stewart added it's easy to talk about all of the services provided by our partnership. Still, I want to emphasize what they are providing us for our safety training next week – every building will have a police officer and two fire department members to train staff. Meanwhile, the police and fire members still have their jobs in the community. This is the kind of commitment they make to our schools. Also, whenever we call the police or fire department for any reason, we receive immediate attention regarding our questions or concerns. They make us a priority, even if our concerns shouldn't be at the top of the list. We appreciate our relationship with both organizations.

Mr. Vorst asked if there is anything the police or fire department needs from us (anything you don't have access to currently) to be able to respond to a mass-casualty event. Sgt. Muraco answered that they have access to everything. In 2017, we did a sizeable on-stage scenario to introduce active deadly force. Teachers did not become teachers to learn this, so we took it slow. We talked about it first. Then we asked the Davidson theater department if any of their students would be interested in demonstrating what an event might look like, and they were. They built a classroom on the stage, and we ran through scenarios with them. All of the staff sat and watched an active shooter presentation. So, we have access to staff and students. We have access to reviewing and monitoring equipment. So, we need the continued cooperation we have now. I don't believe there is any tangible we need, just the continued support of this group. I'm so proud of this group and how we are constantly thinking ahead about safety, especially when there are many other mandated issues for school districts. For example, we were training staff at all schools in 2014. The state didn't require it until 2016.

Mrs. Long asked, from a parent's perspective, considering the time we are in, are we meeting the level of training our students and families need? She wants to ensure we are addressing all avenues of safety. Sgt. Muraco replied that she understands everyone's concerns, especially in light of recent events in Texas. The Hilliard Police Department's commitment is a single-officer response, meaning we have trained all of our police officers to go in if you are first on-scene. Statistics show the quicker one police officer goes in,

innocent people stop dying because the person causing harm will fight with the officer, leave, or harm themselves. So, our commitment is first on the scene, first in. While doing our large-scale training exercise in 2018, some staff were very apprehensive. Lockdown drills are pretty commonplace now, just like fire drills. This helps students to be prepared and not seem so scary. As part of the large-scale safety training, we taught staff how to barricade their classroom doors. You don't just lock your door and keep quiet. Previously, when I attended lockdown drills, the building was very quiet. Following the large-scale exercise in 2018, when I participated in a lockdown drill, it wasn't quiet throughout the building. I asked some staff why it was so loud, and they said the kids were barricading their classrooms – moving desks, chairs, cabinets, etc. This told me that the training we provide to staff is also getting to the students.

Mr. McDonough added that having safety training in each building allows us to customize the training for each building's specific needs. For example, you may want to say bad guy instead of an active shooter to a kindergarten student. We have tailored the message for each building's staff. We also provide follow-up after each training session. We review what went well, what didn't go well, and issues and concerns brought forward by staff. We have also provided specific training to the office staff to familiarize them with the emergency radios and other equipment.

Mrs. Long said she is proud of the partnership developed and hopes everyone continues working together. Battalion Chief Griles added that they initially asked the district for a long-time commitment. This isn't something you can do once and move on. Staff needs to see and hear from us at least annually. We are also building trust and rapport with building staff and students. They didn't become teachers to learn this; we didn't become firefighters to be teachers, but it is our world. The district has been incredible in allowing us to do those things. Mr. McDonough added his thanks to HEA for adding the safety training days to their negotiated agreement showing they understand the importance of safety training.

Mrs. Murdoch appreciates that we are training to be ready for an active threat should it occur, but she believes the current opioid crisis is a more practical problem. Is there anything we should be doing to address this issue? Mr. Abraham responded that in 2017 the HPD and NTFD were instrumental in putting Narcan in all our schools. Two doses of Narcan in little red pouches are attached to the AED devices. We are also working with the city prosecutor on a diversion program that will be in place for this school year. Depending on the offense, a student may go through this diversion program (short-term or long-term) instead of being suspended. We also have social workers in our high schools who provide prevention instruction to students. We also have Syntero working with our elementary students on drug prevention. Five years ago, we implemented the HOPE Squads in our middle schools and found that our students were making referrals to the safe school helpline. The calls to the safe schools' helpline go to the police department, and they make well checks to our students' homes. Another example of the partnership we've built with our first responders. Sgt. Muraco added that during the pandemic, around 7-10 students were hospitalized due to covid, and about 84 students were hospitalized for mental issues, including suicide attempts. That was a heightened time without school access, but we still contacted school administrators to work through these issues.

Mr. Perry added that school safety is a multi-faceted issue, including but not limited to active threats, the opioid crisis, and mental health issues. He is proud we can have this safety training for staff and students. Regarding the recent situation in Texas, did you review that situation to learn what you can do here to prevent the same problems should we have a similar threat? Sgt. Muraco replied that one thing she has learned over the years is don't take the media reports at face value. It's better to wait for the completed investigative report. She stated there were some missteps. She watched the same accounts on television and you-tube as everyone else. It was heartbreaking. These events continue to inspire us to ensure our

officers are trained and know what they are supposed to do in such an event. Our annual building search and active deadly force training session are in October. We will be focused on precisely what we expect from our officers, especially the single officer response protocol. Mr. Perry also appreciates the prudence of waiting for the full report.

Mr. Perry commented that, as mentioned earlier, teachers are not law enforcement, and police officers are not teachers. So, how do you distinguish your role between what you see in a school as a criminal offense and a school disciplinary offense? Sgt. Muraco responded that we are law enforcement, and there are some things we cannot overlook, but we also take a moment to ask about the student's background and what's going on. We work with the building administration on every case. For example, a few years ago, we charged a seventeen-year-old with conspiracy to commit murder. The facts of that case clearly showed no other appropriate response to that student's actions. We have also had situations where a student issues a verbal threat, and we work with the schools to get the student counseling or other resources they may need instead of pressing criminal charges. We work with the city prosecutor on those determinations.

Battalion Chief Grile added that public safety's response has grown in our response to these types of emergencies. When Columbine happened, this was new to everyone; even public safety didn't have a firm game plan. Beginning in 2012, NTFD, HPD, and the school district began looking at our response to school shootings to figure out we could do better. This includes prevention, single officer response, and getting our medical professionals to the victims as quickly as possible. We developed what is now an industry-standard response between fire, ems, and police. We have outfitted our fire and ems members with tactical gear to go in with law enforcement and get victims to safety and treatment. In 2014, we were the first agency in central Ohio to enact this policy. We continue to evolve and train annually. Sgt. Muraco added that NTFD taught HPD how critical it is to get bleeding victims out as quickly as possible. It speaks volumes that they are willing to put on tactical gear without a weapon and go into a dangerous scene.

Mrs. Crowley asked them to talk about other activities they do with the schools to teach students about safety issues. Battalion Chief Grile replied that they do several things, and the most prominent is fire prevention week in October. We go to all elementary schools and talk to all students. The message is tailored to each grade level. For example, for kindergartners, we explain how and why to call 911, what a firefighter looks like, and progress to what to do if you find a lighter or matches to fifth graders. It's a volunteer event for firefighters, and our roster fills up quickly. We also work with the secondary staff and students and train them in CPR, basic first aid, and possible hazards around the home and what to do in those situations. It's important for the staff and students to see us and build trust. Sgt. Muraco explained that School Resource Officers do more than walk around the school, ensuring it is safe. They are also invited into classrooms to talk with students about law enforcement, internet safety, and much more. As I mentioned, we also have officers assigned to the elementary and sixth-grade schools. They visit the buildings twice per month to talk with staff and students. This also helps our officers learn the building layout, so we know where to go in an emergency. We also have a program called books and badges for students in grades kindergarten through second. An officer will go into a classroom and read a book to the students. STARFISH, a non-profit organization, provides books to us to give to every student.

C ROUTINES

- C1 The agenda is correct as presented. Mrs. Murdoch made a motion to amend the agenda to remove resolution F3 and advance policy JEFB forward to a first reading since the Policy Review Committee reviewed it in March. Mrs. Crowley seconded the motion.

Mr. Perry asked if this motion means JEFB would remain as resolution F3 and just be changed to a first reading. Mr. Stewart clarified that F3 would be removed, and the first reading of policy JEFB would become G1. Committee reports would then become G2. F3 is a resolution directing me to send that policy back to the Policy Review Committee for a second look. As you may remember, this policy was reviewed by the Policy Review Committee and came to the board as a discussion item but never made it to a first reading. If Mrs. Murdoch’s motion passes, item F3 will come off the agenda, and we will add item G1 as the first reading of this policy. Typically, there is no discussion at the first reading and no action taken. The second reading and discussion will occur at the August 22 board meeting. The third reading and possible adoption would occur at the September 12 board meeting. If Mrs. Murdoch’s motion does not pass, item F3 will remain on the agenda. You would vote on that item later in the meeting as to whether or not to direct me to send this policy back to the Policy Review Committee.

Mrs. Long asked if they should take care of the first item and then discuss the second. Mr. Stewart replied that Mrs. Murdoch’s motion included both actions (removing F3 and the first reading of the policy).

Mr. Wilson read the motion – Delete F3 and place proposed policy JEFB on the first reading. The motion passed 4-1.

C2 The Board of Education adopted the agenda as amended.

C3 The Board of Education approved the minutes from the following meetings:

- a. July 7, 2022 – Regular meeting
- b. July 7, 2022 – Meeting notes

D PUBLIC PARTICIPATION

The Board of Education appreciates citizen interest in meetings of the board. This place on the agenda is set aside to hear comments from visitors. When called, please go to the microphone so that remarks may be clearly heard and recorded. You must give your name and limit comments to three minutes. Comments must be respectful and professional in nature. Board members may or may not ask questions or make comments. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of this meeting are being recorded.

NOTE: The audio recording of the meeting was difficult to decipher due to background noise. You may see many unfinished sentences throughout the public participation.

John Kizer

My name is John Kizer. My daughter is in second grade, and my son is a kindergartner at Britton Elementary. Congratulations to everyone involved in the preschool expansion. I’m happy that more families will be able to realize the benefits my family has felt so deeply from that program. I’ve been thinking about the community survey presentation from a few months ago and how gathering feedback works. I have a few thoughts I’d like to share, mostly derived from corporate experience, which I know is not a perfect analogy. However, it’s still about understanding what a large group of different people is thinking and feeling about impactful topics. I think that anecdotal freeform feedback, like what I’m doing now, is tough because the voices and topics heard at this time are probably not representative of the

entire community. Formal surveys of the scope that was commissioned are helpful, but frequency and expense become challenging. I think we want to know how changes and things being done in the district are perceived more often than once yearly. My employer has taken several approaches to do frequent pulse surveys (monthly or quarterly) using a cheap tool like survey monkey. They send this survey and ask everyone to respond to ten basic questions: Do you have the tools/training to do your job? My supervisor helps me – agree or disagree. They also hold sessions of small stakeholder groups for a deeper dive into what is and isn't working. We found that folks did not get survey fatigue and had high participation rates because the results were published publicly and action items were tracked. People were engaged and wanted to contribute because they knew it was going somewhere. It created a positive feedback loop for everyone. This is maybe a low-cost approach that could ramp up the understanding of how district stakeholders perceive all the hard work being done in a more structured way. Thank you.

Jon Osmundson

Good evening, my name is Jon Osmundson, and I am the parent of four students in our school district. I hope everyone had a great summer. Three of my kids got their schedules today and were excited, I think, for middle and high schoolers. My youngest, in elementary and on the spectrum, was not excited. August is a bad word. Schedules are hard. Accommodating needs, desires, and requirements is tough. This is the first year in a long time that my kids got all of the elective classes they wanted. I understand covid a lot to do with some of these things. Scheduling is tough, particularly when you are talking about thousands of kids. So, making scheduling more difficult to accommodate religious instruction's release concerns me. Because it's not one kid with a doctor's appointment, this would be a large change for many students. As a religious leader (pastor of a church in town) who works with the schools, I heard very little about this proposal except in whispers, which also concerns me. It sounds like this would be a joint piece between religious institutions and the schools. If we move forward on this, I encourage the board of education to engage all religious leaders in the district, not just a particular group that wants to push through their agenda. I'm not against religious instruction; it's what I do for a living. However, I want to ensure that all voices, including parents, are at the table to discuss what this program might look like. It's better for our religious institutions to encourage this kind of instruction outside the school day, like before or after school when childcare issues might be a concern. This is what I would recommend to my fellow religious leaders since I know this is a gap needed for kids. I have to rearrange my schedule during the school year, so I know before, and after-school programs can be helpful. I'm disappointed this isn't going back to the policy committee for a chance to hash this out a little more. Going straight to readings bothers me. I'm willing to talk about this after the meeting too.

By the way, the Heritage Middle School parking lot looks awesome. It's no longer like a minefield when parking there today. Thank you!!

E CONSENT AGENDA

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

The Board of Education approved items E1 through E2, including certified and classified personnel matters. You can find the complete list of personnel matters as an attachment to the Minutes.

Mr. Perry recognized and congratulated the following staff on their upcoming retirement:

- Laura Fritz, Intervention Assistant

- Ruth Ann Stafford, Innovation & Discovery Assistant
- Sylvia Stansell, Project Mgr/Application Developer

Mrs. Murdoch asked if the superintendent was able to check the notice dates we talked about this morning. Mr. Stewart replied that the ones with a hire and resignation date (sign and resign) are one-year commitment positions. There was one that did announce after the July 10 deadline, but it was for a reason we are comfortable with and accepted the resignation. That staff member is becoming a professor at Ohio State.

F ACTION AGENDA

F1 The Board of Education adopted the following policies:

- a. ACB-E (Also IGBA-E) – Procedural Safeguards Notice
- b. ACB-R – Nondiscrimination on the Basis of Disability
- c. BDDH (Also KD) – Public Participation at Board Meetings (*as revised after second reading*)
- d. BF – Board Policy Development and Adoption (*as revised after second reading*)
- e. BFB – Preliminary Development of Policies (*Rescind*)
- f. BFB-E – Preliminary Development of Policies (*Rescind*)
- g. BFC – Policy Adoption (*Rescind*)
- h. DBDA – Cash Balance Reserve
- i. EEACC (Also JFCC) – Student Conduct on District Managed Transportation
- j. GCB-2 – Professional and Certificated Staff Contracts and Compensation Plans (Administrators)
- k. GCB-2-R – Professional and Certificated Staff Contracts and Compensation Plans (Administrators)
- l. IGBA-E (Also ACB-E) – Procedural Safeguards Notice
- m. IGCD (Also LEB) – Educational Options
- n. IGCD-R (Also LEB-R) – Educational Options
- o. IGCH-R (Also LEC-R) – College Credit Plus
- p. IGCK – Blended Learning
- q. JB-R – Equal Educational Opportunities (Non-Discrimination Statement)
- r. JFCC (Also EEACC) – Student Conduct on District Managed Transportation
- s. KD (Also BDDH) – Public Participation at Board Meetings (*as revised after second reading*)
- t. LEB (Also IGCD) – Educational Options
- u. LEB-R (Also IGCD-R) – Educational Options
- v. LEC-R (Also IGCH-R) – College Credit Plus

Mr. Perry thanked the Policy Review Committee for all of their work. We were able to consolidate our policy on policies, which is something that's been needed for quite a while. I'm proud we created a precise document so we can understand how policy moves through the process.

F2 The Board of Education approved the 2022-2023 bus routes as presented.

Mr. Vorst asked if there were any significant changes. Mr. Hetzel answered that we finished last school year with an optimization study. We had to upgrade our routing software, Transfinder, platform to incorporate the optimization recommendations. We've been using the current platform for eight years and were due for an upgrade anyway. By the time we completed the upgrade, we were into June, which didn't allow enough time to implement the optimization recommendations. For the coming school year, we have 129 assigned bus routes, which is the same as last school year. As always, we will review the

routes a couple of weeks into the school year and make adjustments as needed. Our technology team, Transfinder, and AlphaRoute are working on how we will securely share information through these programs. We will incorporate the optimization recommendations and be ready to implement them for the next school year. We are supposed to receive four electric buses by the end of December and hope to have them on the road in 2023. We are also applying for a federal grant to purchase more electric buses. And the fuel price is going down, so that's good news.

Mrs. Long asked if we have enough drivers to begin the school year. Mr. Hetzel said that we have drivers for all of our routes and four substitute drivers. We hope to hire another six substitute drivers before the start of the school year.

G REPORTS / INFORMATION / EXHIBIT ITEM

G1 First reading of Policy JEFB – Release Time for Religious Instruction

Mr. Stewart will send the OSBA sample policy, the modified policy from the review committee, and the notes from your conversation at the board meeting.

G2 Committee Reports

Mr. Perry announced that OSBA Central Region's open house is scheduled to be held on August 23 at Tolles Career & Technical Center.

Mrs. Crowely reminded everyone that the DEI committee is holding their book study tomorrow.

Mrs. Long said that due to convocation this Friday, the meeting with City leaders has been rescheduled for the 19th. The meeting dates for the rest of the year are September 9, October 14, November 11, and December 9. Please let me know if you can attend any of these meetings.

Mrs. Long also announced that committees are reconvening in person this fall (senior citizen, PTO, and Boosters).

H ADJOURNMENT

H1 Mrs. Long moved, and Mr. Perry seconded that the Board of Education caucus to executive session to consider the appointment, employment, dismissal, promotion, or compensation of a public employee or official. Time: 7:35 p.m.

There will not be any action following the executive session.