



MEETING NOTES

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

1. The meeting called to order at 6:30 p.m.
2. Members present: Mark Abate, Paul Lambert, Nadia Long, Brian Perry, and Lisa Whiting
3. Everyone recited the Pledge of Allegiance.

Mr. Abate welcomed everyone to the meeting. We have heard from many of our parents. Some who are happy we are in hybrid and some who are not. The administration and I are very proud of our work through this crisis. We have been steadfast from the beginning of the pandemic in following the data provided by health experts. We have had discussions about how we adjust, adapt, and move forward in an attempt to get our kids back in school safely.

4. The Board of Education adopted the agenda as submitted.
5. Presentations
 - a. Equity and Diversity – Samantha Chatman

The work of our Equity and Diversity Task Force began back in June. The task force includes the superintendent, two board members, two directors, two principals, nine staff, two students, two parents, the Hilliard City Manager, the Hilliard Chief of Police, and one district coach who is also a business owner. The task force collected feedback from the community on what they believe we need to do to be an all-inclusive model district for students of color. We received nearly 300 responses. We then organized these responses by trends and patterns. The four significant areas of concern are teacher and staff training, hiring/retaining staff of color, review discipline procedures, and curriculum.

We will break into smaller workgroups to focus on these four specific areas. We will identify the problems, identify short and long-term goals, create action steps to reach these goals, and ways to monitor our progress. We hope to have this action plan formulated by this spring.

In February, students in grades 6-12 participated in our Student Equity and Inclusion Survey. We received 7,988 responses. The survey was broken down into two topics– diversity and inclusion, and cultural awareness and action.

Topic	Percent Favorable
Diversity and Inclusion	74%
Cultural Awareness and Action	33%

The following are some sample questions regarding Diversity and Inclusion: How often do you have classes with students with a different racial, ethnic, or cultural background? How fairly do students at your school treat people from different races? How do adults treat people from different races? How often do you spend time with students from different races?

Sample questions regarding Cultural Awareness and Action: At your school, how often are you encouraged to think more deeply about race-related topics? How often do students at your school have important conversations about race, even when they might be uncomfortable? How well does your school help students speak out against racism?

As you can see, we have a discrepancy. Our kids feel like they are in a diverse environment, but we're not having those difficult conversations with students in terms of race.

At the beginning of the school year, we provided some initial staff training that included a readiness survey. Ohio State University created four surveys for our district. We had one specifically for teachers, one for our classified staff, one for building administrators, and one for district-level administrators. The survey results are ready, and we are meeting with OSU later this week to review.

We also facilitated conversations through a webinar about why is it so hard to talk about race? Every group conversation was different, but this work is hard, and the conversations are uncomfortable. As a result of this training, we learned that we need to build the capacity of facilitators. It's tough to facilitate a discussion where people might be defensive or unsure of what to do when someone has a different belief. In October, we will be providing training to 12-14 facilitators. They will help us plan professional development for staff and figure out what you do when someone is resistant to a conversation.

You can find more information on the district's webpage at <https://www.hilliardschools.org/departments/equity-and-diversity/>.

b. Technology – Rich Boettner and Mark Pohlman

iPad Upgrades and Distribution

We have a four-replacement cycle on all district technology, including student iPads, due to the devices' life expectancy and efficiency. New devices are given to students in first grade, fifth grade, and ninth grade.

JAMF is our new mobile device management (MDM) system that manages all of our iPads, the apps, and how we push and pull content to and from the devices. JAMF replaces our previous MDM, FileWave. We installed this on all devices over the summer, which includes a self-service kiosk. The kiosk is where students and staff go to get apps for their devices. JAMF has allowed us to decentralize our support across the district. With FileWave, most of the support for this product was performed by the Technology department at Central Office. This decentralization means that we can have more staff who can support our students throughout the district.

The other system we still maintain, built by our technology team, is our One-to-One Management Guru (OMG). We use this system to keep our inventory, so we know which student has which device. We also track damages and repairs. This system was beneficial in the spring and fall when collecting and returning iPads to students.

eLearning 2.0 looks much different today than last spring when we were in reaction-mode. We had received feedback from parents about how difficult it was to support more than one kid in Canvas due to information looking different from grade level to grade level and teacher to

teacher. Over the summer, we developed templates for each grade level and trained teachers on setting up their classwork. So far this year, we have heard “thank you” from many parents. The template helps give each class a similar look and feel, so that information is easier to find. The overall response from teachers has been positive.

Network Management

Security is an essential piece of technology today. We do a variety of things to protect all of our data and student privacy. We have quarterly security meetings to work on specific issues. We also have procedures for protecting our data from ransomware. First and foremost is user training for staff and students when it comes to ransomware. One thing you may have noticed is that we now have a banner at the top of incoming email messages to notify users that the message originated outside of our organization (shown below).

CAUTION: [This email originated from outside of the organization. Do not click links or open attachments unless you can confirm the sender and know the content is safe]

Sometimes, hackers use email to con you into doing something that gives them access to our network. A recent example, someone pretending to be a building principal, emailed a teacher saying, “I need you to do...” So now, the banner is just an indicator that signals to the teacher that an email from the principal should not have come from outside the network. If we were to have a ransomware issue, we mitigate it quickly by cleaning up the computer and that user’s account and pulling their information from our latest backup.

A few years ago, our bandwidth was two gigabytes of data, the size of a “two-lane highway.” We upgraded to ten gigabytes of data (eight more lanes for data to travel in and out of our district). We are currently averaging around 2.5 Megabits (meaning we are using 2.5 lanes of our ten-lane highway). When we were in eLearning, we were using 4 Gigabytes of bandwidth. So, we have plenty of bandwidth for growth.

One of our recent challenges this fall was a Zoom outage on the first day of school. The Zoom system went through a significant slow-down, and it took them about two hours to repair the problem and get the system back up and running. Teachers had to work primarily in Canvas during the Zoom outage. We have also had some issues with JAMF this fall. We’ve had to fix the self-service kiosk on several student iPads. G Suite has announced a few slow-downs, including some trouble logging into Outlook. On the first day of hybrid, we had a distributed denial-of-service (DDoS) attack. A DDoS attack is a malicious attempt to disrupt a targeted server’s usual traffic, service, or network by overwhelming the target or its surrounding infrastructure with a flood of Internet traffic. This made it very difficult for our users to connect to our server. We have begun mitigation practices to maintain the security of our servers.

We have a disaster recovery (DR) plan that is reviewed quarterly. We have ninety servers in the district for all of our systems, including but not limited to curriculum, finance, operations, and email. Most of these servers are cloud-based. If, for example, the district’s Central Office was destroyed, we have a DR site in the district from which we can operate all of our systems. We have prioritized all of our systems into five levels. The first level of critical systems will be up and running within one hour. We can have the second level systems back up within

- 1) Critical (1 hour)
- 2) Critical (3 hours)
- 3) High (1 day)
- 4) Medium (3 days)
- 5) Low (1 week)

three hours, and so on for each of the five levels. We have a list of all our systems, the staff person responsible for bringing each system back online, and how. We do not have enough equipment at our DR site to run all 90 systems. We can get the first three days of systems up, and then we would need to order additional equipment to get the remaining systems up.

Laptop Upgrades and Monitors

Last spring, we rolled out laptops to all of our high school teachers. The process we developed to get the laptops to the teachers went very smoothly. We did a lot of professional development for the teachers because they moved from a “windows world” to a “mac world.” We used the same process a few weeks ago to get laptops to all of our elementary teachers. We also moved forward with television monitors and Apple TV’s in all of our high schools, so you will no longer see projectors hanging from the ceiling. We also removed a lot of desktop computers from classrooms since all students have iPads.

HelpDesk August – September

Once we knew we would be starting the school year in eLearning, we developed a curbside pick-up plan for students to get their iPads. We knew this would be a challenge, and we did our best to create instructions everyone could follow to do their iPad setup. No setup is perfect, and sometimes you experience unexpected things. This fall, we had a big jump of HelpDesk tickets. We are so grateful for our incredible team!

Staff Tickets

- Total # of tickets: 1,850
- # of tickets closed: 1,400
- # of tickets open: 450

Student Tickets

- Total # of tickets: 5,400
- # of tickets closed: 5,350
- # of tickets open: 50

App Updates

Just a general reminder, everyone should “restart” their device at least once a week to get all of the updates.

Projects and Support

Our team also works with many departments throughout the district on special projects. The following is a list of current projects:

Talking Points
Kindergarten Photos
Aesop sync with eFinance
Healthcare Open Enrollment
Athletic eTickets
OA Course Development
OA School Setup
CATS Data System sync
Outdoor WiFi
WiFi Upgrades
JAMF Mobile Device Management

eLearning and Canvas Support
Zoom Accounts
iPad Recycling
Parent/Teacher Conferences
Assessment Monitoring
Data Privacy Plan revision
AIM Data Collection System
Fiber Upgrades in schools
Digitizing HR and Spec Ed Records
Firewall Upgrade
Hybrid Scheduling and Attendance

6. The Board of Education approved the following resolution:

**HILLIARD CITY SCHOOLS
BOARD OF EDUCATION RESOLUTION
September 28, 2020**

WHEREAS, the Hilliard City School District Board of Education adopted resolutions setting forth the considerations and processes for the District’s movement and transition among the various student learning models for the 2020-2021 school year on the following dates: July 27, 2020, August 10, 2020, August 24, 2020, and September 1, 2020;

WHEREAS, the Board desires to consolidate those prior resolutions in a way that is clear, concise, and convenient for the Hilliard City Schools community and to further clarify the Board’s plans for movement and transition among the District’s student learning models moving forward;

NOW, THEREFORE, BE IT RESOLVED that movement and transition among the District’s instructional learning modes (All-In, Hybrid, and eLearning 2.0) will occur as follows:

1. Instructional learning modes will continue to be aligned with the Ohio Public Health Advisory Alert System, a color-coded system that evaluates data points every Thursday in order to determine the appropriate COVID-19 risk level for each Ohio county and will be further designated in accordance with the District’s Responsible Restart Plan as updated from time to time. The process for transitioning among learning modes will further utilize District-specific data provided through the District’s participation in The Ohio State University COVID-19 Analytics and Targeted Surveillance (CATS) program. More specifically, the CATS team proposed three triggers using Hilliard school district data that are relevant in determining the appropriate instructional mode based upon current COVID-19 circumstances within the District whenever the Ohio Public Health Advisory Alert System for Franklin County is in Red, Orange, or Yellow.
2. For the remainder of the 2020-2021 school year, District instructional learning modes will therefore be designated as follows:

Level 4 (Purple): eLearning 2.0

Level 3 (Red): Hybrid, unless all three of the following data triggers exist under Hilliard-specific CATS data (“CATS triggers”):

- i. Percent of students absent is greater than 15%;
- ii. Percent of staff absent for illness is greater than 5%;
- iii. Rate of nurse visits for CLI/ILI per 1,000 students is higher than 5.

If all the CATS triggers are met, then the learning mode is eLearning 2.0.

Level 2 (Orange): All-In when Hilliard Schools COVID-19 transmission rate per 100,000 is less than 50 and all CATS triggers are not met.

Hybrid when Hilliard Schools COVID-19 transmission rate per 100,000 is less than 50 and all CATS triggers are met.

Hybrid when Hilliard Schools COVID-19 transmission rate per 100,000 is 50 or greater and all CATS triggers are not met.

eLearning 2.0 when Hilliard Schools COVID-19 transmission rate per 100,000 is 50 or greater and all CATS triggers are met.

Level 1 (Yellow): All-In except where Hilliard Schools COVID-19 transmission rate per 100,000 is 25 or greater and all CATS triggers are met, in which case the learning mode is Hybrid.

3. If a change in the Ohio Public Health Advisory Alert System level for Franklin County on a Thursday would result in a shift in a current student instructional mode, the District will implement a “watch week” whereby it will remain in the current instruction mode and evaluate data over the course of the following week. If data during the “watch week” continues to result in a shift in the current instructional mode, the District will move to that instructional mode the following Monday after the “watch week.” [Alternatively, if circumstances exist that are not currently contemplated in this resolution that might result in a reasonable and responsible learning mode different than those prescribed above, the board may meet during the “watch week” to consider the impact of those circumstances on the following week’s learning mode.]
4. Any movement to a less restrictive learning modality is contingent upon collaboration with Franklin County Public Health (FCPH) and the administration advising FCPH of the District’s intentions and plans to allow for guidance and input from FCPH.

BE IT FURTHER RESOLVED that the Board authorizes and instructs the Superintendent as follows:

1. The Superintendent may change movement between instructional modes at the District-level or by individual class, grade-level, or building-level as well as procedures related to safety consistent with orders and recommendations issued by The Ohio State University Department of Public Health, Franklin County Public Health (FCPH), Columbus Public Health, and the Ohio Department of Health (ODH) in response to COVID-19 with notification to the Board and community as additional guidance becomes available. The Board gives this authority to the Superintendent so that he may respond quickly to increase levels of safety precautions within the District when circumstances so require. Any changes that deviate from FCPH or ODH recommendations must be approved by the Board prior to implementation.
2. The Superintendent shall notify the Board and community of any changes in the instructional mode at least three (3) calendar days prior to changing the school calendar unless a shorter time period is necessary to comply with orders and guidance issued by FCPH and/or ODH in response to COVID-19.
3. The Superintendent shall continue to provide updates to the Board at each Business Meeting and Work Session on the data being used, student and staff attendance, and measurements of progress.

BE IT FURTHER RESOLVED, that the Board continues to authorize student participation in extracurricular and athletic activities to the extent such activities are not prohibited by federal, state, or local laws or public health orders as follows:

1. All athletic and extracurricular activities must follow safety precautions set forth by the Ohio Department of Health (ODH), OHSAA, and any FCPH orders that may be issued.
2. Student participation in OHSAA athletics, cheerleading, and marching band for the 2020-2021 school year is strictly voluntary and conditioned upon a Liability Waiver and Acknowledgment of Risk form being signed through Final Forms and full and continuous compliance in relation to all student participation.

HCS Learning Modes Based on Franklin County and District Data

Ohio Public Health Advisory System	Level 3: Red				Level 2: Orange				Level 1: Yellow			
HCS COVID-19 Rate/100,000	100+		<100		50+		<50		25+		<25	
HCS Thresholds Reached	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Recommended HCS Learning Mode	eLearning	HYBRID	eLearning	HYBRID	eLearning	HYBRID	HYBRID	ALL-IN	HYBRID	ALL-IN	ALL-IN	ALL-IN

HCS Thresholds

Percentage of students absent for illness is greater than 15%	Percentage of staff/teacher absent for illness is greater than 5%	Rate of nurse visits for COVID/FLU per 1,000 is higher than 5
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When we started this conversation on July 7, the Ohio Public Health Advisory System was all we had to help determine our instructional mode. As we have moved through this crisis, we have adjusted and adapted based on the data we have learned along the way. We now have district-specific data to add to our decision-making process for the district and individual buildings.

Mr. Perry stated this plan allows specificity for changing our instructional mode based on all of the aforementioned data. This plan also accounts for building “safety breaks” if and when necessary. We will continue to adjust and adapt to get kids back to school as soon as it is safe.

Ms. Whiting acknowledged the parents who feel like we have changed our process so many times. We have only made two changes based on the county color system. We have been transparent in saying that we will continue to look at specific data to make the best decision for each student, building, and the entire district. We are trying to minimize the movement between instructional modes and keep our students and staff safe.

Dr. Marschhausen encourages parents to get information from the school district rather than the local media or social media sites.

Mr. Lambert added that while he supports moving as aggressively as we can in moving towards all-in, I think this is a reasonable approach. We can't make decisions based on anecdotal information and opinions. He agrees with relying on information from the public health officials as well as the CATS data.

7. Policies submitted for a first reading:

- a. AC – Nondiscrimination
- b. ACA - Nondiscrimination on the Basis of Sex (***New Policy***)
- c. ACAA – Sexual Harassment (***New Policy***)
- d. ACAA-R – Sexual Harassment Grievance Process (***New Regulation***)
- e. DFA - Investments
- f. GCPD – Suspension and Termination of Professional Staff Members
- g. GDPD – Suspension, Demotion and Termination of Support Staff Members
- h. JED – Student Absences and Excuses
- i. JEGA – Permanent Exclusion
- j. JFCF – Hazing and Bullying
- k. JFCF-R – Hazing and Bullying
- l. JG – Student Discipline
- m. JGD – Student Suspension
- n. JGDA – Emergency Removal of a Student
- o. JGE – Student Expulsion
- p. KLD – Public Complaints about District Personnel

8. Discussion Topics:

- a. CATS Data Update and Quarantine Concerns

While in hybrid, if everyone is six feet apart, and a student tests positive for COVID-19, the only student in that class sent home to quarantine is the positive student. If we move to all-in, our students will be less than six feet apart, so the positive student and as many as eight other students would be required to quarantine. The concern we have with all-in is the higher risk of spreading COVID-19 to others. We are working with the health department. Quarantining is state law. Franklin County Public Health has the authority to quarantine residents who have an infectious disease. It's getting difficult for us regarding parents who seem to want to fight the quarantine order. The school district does not issue the quarantine order, but we must follow the order.

Our teacher absentee rate is low. Our teachers are phenomenal. Some of our teachers are apprehensive and have anxiety, but they show up every day and help our kids through this difficult time.

We had a couple of days where our student absenteeism was up to 7% range. This is the time of year when kids start getting colds and seasonal allergies.

Our student nursing visits are starting to pick up, but we don't have a high number of students with influenza or COVID-like symptoms. This is why testing is so important. If a student gets sick but tests negative for COVID, they can return to school as soon as they feel better.

All of the CATS data is available on the district website and is updated every Friday.

b. Navigating Politics and Social Issues

As Mrs. Chatman shared earlier, we have work to do. We continue to have conversations about the political situation around race. I'm proud of our teachers and administrators. We want every student to feel welcome, feel supported, and to have a voice. We want to focus on our kids and what we do in Hilliard. We don't want to bring in the politics of other school districts. Part of our commitment to equity and diversity is respecting and championing all student's and staff's diversity and life experiences to support the school district's mission, vision, values, and goals. If your "why" is not focused on our kids, you should not talk about it in school.

c. Recognition of District Accomplishments

We have a lot of great things happening in the district. We have teachers and students winning awards, so beginning at the next meeting, we will start recognizing the incredible things our teachers and students are doing at board meetings.

d. Parent University – Saturday, October 24th

e. Hilliard University – Tuesday, November 3rd

The parent university and the Hilliard (staff) university events will be virtual this year.