



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Thursday, March 23, 2023, 4:00 PM Central Office

Hilliard City School District
Operations Department

Committee Members

Nadia Long, Board of Education
Kara Crowley, Board of Education
Brian Wilson, Treasurer/CFO
Mike McDonough, Deputy Superintendent
Jill Abraham, Assistant Superintendent
Stacie Raterman, Communications Director
Herb Higginbotham, Director of Elementary Education
Jacob Grantier, Director of Secondary Education

Jamie Lennox, Special Education Director
Hilary Sloat, Director of Diversity, Equity & Inclusion
Matt Middleton, Principal Hilliard Darby HS
Katherine Hueter, Principal Hilliard Weaver MS
Matt Trombitas, Principal Hilliard Station Sixth Grade
Kevin Landon, Principal Avery Elementary
Monica Campana, Principal Washington Elementary
Kathy Parker-Jones, HEA Representative

SUMMARY

This committee meets quarterly each school year. One of the objectives of this committee is to study each issue thoroughly making sure we have appropriate policies that reflect the mission and vision of the Hilliard City School District.

The Policy Review Committee considers all proposed new policies, revisions of current policies and/or rescinding of a current policy before being presented to the Superintendent for submission to the Board of Education. Two readings at two separate meetings shall normally be required before a new or revised policy may be adopted. Action to adopt will take place at a subsequent third meeting. However, the Board does have the option of voting for adoption at the second meeting.

The following is a summary of the issues discussed at the meeting on March 23rd and the committee’s recommendations.

Public Participation

None

Review of Policies/Regulations/Exhibits – OSBA March 2023 PDQ

1. BDDA – Notification of Meetings

Mr. McDonough explained that there have been some recommended changes to our policy in terms of the process in which we notify the public of our meetings. Procedurally, we do not need to change anything but one of the things OSBA is suggesting as it relates to Ohio Revised Code is that we specifically state within our policy how we are going to announce meetings. We use our district website to do that. We also use email to notify local media. He recommended adding the recommended language to our policy with the exception of the language regarding the requestor providing a supply of stamped, self-addressed envelopes to receive notification by mail.

The committee agreed with Mr. McDonough’s recommendation. This policy revision will be recommended for a first reading at the April 17, 2023 Board meeting.

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2. IGBEB – Dyslexia Intervention and Supports

Mr. McDonough stated that there are some new requirements for implementing the new standards around dyslexia. He explained that OSBA has created a new policy that essentially states what we are already doing. It is not a required policy. He said that given how frequent legislation has been changing, it is hard to keep policy following along that frequency. We are going to follow the law, no matter when or how the law changes and we are already doing all of the things this references. His recommendation is not to add the policy. He asked Mrs. Lennox if she had anything to add.

Mrs. Lennox shared that this keeps changing. Governor DeWine is now taking interest in reading instruction that is happening. The law is the law but it seems like this is still a fluid situation. We are doing all of these things and we are very prepared for it.

Mr. McDonough's recommendation would be no action on this policy.

Mrs. Long asked if this information is available to the community in another format that we could refer them to if they asked about it?

Mrs. Abraham answered that the Dyslexia Guidebook is what we are following as a tool.

Mrs. Long asked how often we review that?

Mrs. Abraham explained that it comes from ODE.

The committee agreed with the recommendation to not adopt the policy.

3. IGCH-R (also LEC-R) – College Credit Plus

Mr. McDonough explained that there has been some language added to this policy. House Bill 554 has some impact on how we operate within College Credit Plus. In checking with Mr. Woodford, this is something that certainly we will add and comply with this but it is not something we tend to experience. The new language states that if a family has a student enrolled in a College Credit Plus program within our district and that family is a military family and they are transferred to another part of the state, country, or whatever it would be, we would do everything we could to accommodate them to continue in that course. Working with the college to make it an online course or doing some other accommodation so they could continue in the course and get credit for it.

The committee agreed with adding the recommended language. This policy revision will be recommended for a first reading at the April 17, 2023 Board meeting.

4. IGAE – Health Education

JHG – Reporting Child Abuse and Mandatory Reporting

Mr. McDonough said this will require us to do some work internally. As you know, we just adopted our new health curriculum and will already need to make some additions to it. House Bill 288 did a couple things. In terms of health education, it has added some additional required education for our students. It has also added some additional training for staff which we will look at in a moment. In grades K-6, we will annually need to have some lessons around child sexual abuse prevention. In grades 6-12 we will need to have some additional sexual violence prevention lessons for them. That will be something we

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will need to work with our curriculum team and with all of our buildings to make sure we embed those lessons within those grade bands. Obviously, policy trumps pretty much everything we do and this is directly related to legislation. This will be something that we will put as an addendum to that course of study. The good thing is we haven't implemented that course of study yet so we can certainly add this in without any major obstacles in terms of how we sequence things. There are some options for parents to review and opt out. This one was very specific that if a parent requests to review materials we have to allow them to review it within 48 hours. That is something principals need to be aware of if a parent were to request to see the content that was going to be delivered in either of these topics, we need to comply within 48 hours.

Mrs. Raterman asked if it was only parents and guardians? If a community member walked in and wanted to review it, would we have to accommodate within 48 hours?

Mr. McDonough answered that it talked about parental notice.

Mrs. Long asked how do they ask?

Mr. McDonough said they can ask a teacher or principal through an email.

Mrs. Parker-Jones asked about the second to last paragraph that was struck out. She asked if it was being removed?

Mr. McDonough explained that it is still in there. It was combined with language up above.

Mrs. Long asked, with this being new curriculum and we get requests; how do you start the clock for 48 hours because right now we are adopting it?

Mr. McDonough explained that this would not go into effect until next school year. We haven't created the lessons yet. One of the things that is frustrating when this legislation comes out, and you will see in the next policy as well, ODE is supposed to provide some sample lessons regarding this and they have yet to do that. Very similar to what we experienced with the Dyslexia Handbook. We will continue to monitor ODE's website. Very specific too, that the lessons that you provide cannot be provided from an entity that promotes abortion or anything along those lines. There are some strict guidelines. We are going to monitor ODE's website closely. Once that bank of resources is provided through ODE, we will work with our curriculum team to make sure those get implemented into the course of study.

Mrs. Long asked if we would take these lessons and put them straight in?

Mr. McDonough answered that we would use their resources for this particular topic, yes.

Mrs. Long then asked if parents could find the information on ODE's website too?

Mr. McDonough said there would be resources there. That doesn't necessarily mean that resource is going to be the exact lesson. Once we create our lessons, we would have that option for parents to review it.

Mr. McDonough said that also as a result of House Bill 288, JHG is a required policy about child abuse

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and mandatory training. We have always had training around child abuse. Now there needs to be training around child sexual abuse and furthermore, this training must be provided by police or prosecutors that have experience in handling child sexual abuse cases. We do not have any of those lessons yet. We have asked OSBA as well as the Ohio School Safety Center to keep us in the loop as to when those are done because this is an annual training. We have a mechanism in place that we do a lot of our annual trainings through. As we get some of those lessons that comply with this requirement, we very much see PublicSchoolWorks would be the avenue that we would deploy these types of trainings.

The committee agrees with the recommended revisions to both of these policies. Revisions to both policies will be recommended for a first reading at the April 17, 2023 Board meeting.

Additional Information to Review – OSBA March 2023 PDQ (Board Action Not Required)

OHIO SCHOOL SAFETY CENTER RESOURCES AVAILABLE AND CLARIFICATION ON THREAT ASSESSMENT REQUIREMENTS

HB 123 (2020) required school districts to conduct threat assessments, assemble and train threat assessment teams and add elements to their local emergency management plans.

- HB 123, also known as the Safety and Violence Education (SAVE) Students Act, addresses school security, school health curriculum and youth suicide awareness, education and training. The bill requires that each school district, no later than March 24 of this year, establish threat assessment teams for each district building serving student in grades six through 12.
- District buildings are also required to add a threat assessment plan and a protocol for the threat assessment team to their existing school emergency management plans.
- OSSC clarified that the “model policy” includes both the model plan and protocol and was not intended to refer to board policy. OSSC also confirmed that it has not released or approved any model board policies on threat assessments. OSBA continues to recommend that districts refrain from adopting a board policy to cover the specifics of its threat assessment plan and protocol and instead keep those details within their local emergency management plans. This is consistent with the requirements enacted in the SAVE Students Act. Districts should confirm that board policy EBC, Emergency Management and Safety Plans, has been updated consistent with the changes recommended in the November 2022 PDQ issue. OSBA’s current Sample Policy EBC, Emergency Management and Safety Plans, has been included for informational purposes with this issue of PDQ.

Mr. McDonough stated that, as many of you know, by Friday of this week we had to have our threat assessment teams in place. There has been a lot of confusion because the Ohio School Safety Center put out what they call their model policy so people have been confusing that with Board policy. It is more of a resource for us. We have updated every building’s school safety plan to include all the information around threat assessment groups, their team, and all the verified training certificates that came along with that. We are working with legal counsel to finalize all the documents that we will use. That will be the focus of our safety training in August. We had to have the teams in place by this Friday and certainly need to be full implementation of that process by next school year. We will make sure that is the focus of our safety training in August. We will expose the entire staff at every building to the threat assessment process even though the entire staff is not technically on the threat assessment team, so that all staff members have an awareness of when a student may need to go through that process and refer them to the team within their building. We felt that would be a valuable training for staff to go through in the fall.

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HB 45 IMPACTS SCHOOL RAFFLES AND SCHOOL BUILDING REQUIREMENTS

House Bill (HB) 45, effective April 7, 2023, revised various Ohio Revised Code (RC) provisions. The two most relevant to schools are an update on school raffles and changes to school storm shelter requirements.

- HB 45 updated RC 2915.092 to specifically include school districts, community schools, STEM schools, college-preparatory boarding schools and chartered nonpublic schools as entities that may conduct a raffle.
- HB 45 also updated RC [3781.1010](#), eliminating the requirement for schools to install storm shelters in school buildings operated by public or private schools undergoing or about to undergo construction, alteration, repair or maintenance. A moratorium on requiring storm shelters had previously been established in September 2018 and expired on Nov. 30, 2022. The HB 45 amendment permanently prohibits the Ohio Board of Building Standards from requiring public and private schools to install storm shelters.

Mr. McDonough explained that raffles were not allowed by schools in the past. They changed some language in the Ohio Revised Code that schools could technically do a raffle. All of our buildings have tended to do those through PTO's and booster groups and that's probably the safest way to do those types of things. The less we can handle cash, the better.

HB 554 CHANGES IMPACTING DISTRICT OPERATIONS

House Bill (HB) 554, effective April 6, 2023, impacts the following school district operations.

- **Students with disabilities**
 - HB 554 changed the definition of a "child with a disability" under Ohio law, increasing the maximum age of students who are eligible for services under that category.
 - Under the new law, a child with a developmental delay can qualify as a child with a disability under that category until their 10th birthday.
 - ODE's Offices of Early Learning and School Readiness and Exceptional Children recently released [guidance materials](#) to support school districts implementing this change.
 - No changes to OSBA sample policies are necessary to reflect these changes. Districts should review locally developed district-level procedures to ensure compliance with the revised statutes.

Mrs. Lennox explained that this refers to developmental delay that is a category that typically has been reserved for our preschoolers and now they are going to change the law so that way students up to age 10 can keep the developmental delay eligibility category. This actually is great. They did something that is helpful because we will have students that will move in from out of state or incoming kindergarteners that we didn't know about and come with a developmental delay. We had to scramble before to try to update their eligibility not knowing the student at all. Now we can get to know a student and really determine what is most appropriate for that kiddo. This gives us just a little more flexibility. It also helps a little bit for all the transition evaluations that typically happen in preschool to kind of have some of that to...if teams don't feel really comfortable, to allow some flexibility with that.

- **Graduation requirements**
 - Existing law addresses competency requirements for students transferring into a district. If a student transfers into an Ohio public or chartered nonpublic high school from another state or enrolls in an Ohio public or chartered nonpublic high school after receiving home instruction or attending a nonchartered, non-tax-supported school in the previous year, they must meet the competency requirements of RC 33136.18(B), requiring the student to attain a competency score on the Algebra I and English Language Arts II end-of-course exams or meet one of the alternative criteria in order to

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qualify for a diploma under that provision. However, any student who transfers or enrolls after the start of their 12th-grade year who fails to attain the required score is not required to retake the exam prior to demonstrating competency through one of the alternative options provided.

- HB 554 revises RC 3313.618 and requires that ODE prescribes standards allowing a student who took the ACT or SAT, an end-of-course exam or an approved alternative assessment prior to transferring to apply the score toward graduation requirements at their new public or chartered nonpublic school. This would allow a transfer student to avoid retaking an exam or assessment when they transfer schools.
- OSBA sample language on assessment requirements is general enough that no changes are needed. Districts should review future guidance from ODE when working with students transferring into the district and review locally adopted policies and handbooks to see if any revisions are needed.

Mr. McDonough explained that there needs to be a competency score on Algebra I and English Language Arts II. This poses a challenge when people move in from out of state or from schools that don't administer those exams. House Bill 554 has required ODE to prescribe what an equivalent ACT and SAT score would be in those that could exempt students from having to sit through those exams.

- **Temporary educator license**

- The act revises RC 3319.222. Under the revised provisions, the State Board of Education must issue a nonrenewable, two-year temporary educator license to an individual with an expired professional teacher's certificate or professional educator license if the following criteria are met:
 - the individual had no disciplinary sanctions on the certificate or license at the time of expiration of the license or certificate;
 - the license is valid for teaching in the same subject areas and grades for which the expired certificate or license was issued, including any endorsements;
 - the individual completes any training requirement by the employing district or school prior to providing instruction at the employing school district under this license.
- The State Board also must issue a professional educator license to the temporary license holders addressed above who, during the duration of the license, complete 18 continuing education units or six semester hours of coursework in the areas of licensure or an area related to the teaching field. The license issued and any endorsements are valid for teaching in the same subject areas and grades as the individual's expired certificate or license.
- No policy changes are necessary to reflect these new options.

Mr. McDonough explained that if your license were to expire, you are eligible for a nonrenewable, two-year temporary license so long as you follow the requirements that you normally had to follow.

Summary of Policies Reviewed and Status

POLICY	STATUS
BDDA – Notification of Meetings	Revisions for first reading on April 17, 2023
IGBEB – Dyslexia Intervention and Supports	No action
IGCH-R (also LEC-R) – College Credit Plus	Revisions for first reading on April 17, 2023
IGAE – Health Education	Revisions for first reading on April 17, 2023
JHG – Reporting Child Abuse and Mandatory Reporting	Revisions for first reading on April 17, 2023