



## POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent  
Friday, September 16, 9:30 AM Central Office

Hilliard City School District  
Operations Department

### Committee Members

Beth Murdoch, Board of Education  
Brian Perry, 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, Assistant Special Education Director  
Hilary Sloat, Director of Diversity, Equity & Inclusion  
Matt Middleton, Principal Hilliard Darby HS  
Katherine Hueter, Principal Hilliard Weaver MS  
Erin Dooley, Principal Hilliard Station Sixth Grade  
Holly Meister, Principal Scioto Darby Elementary  
Stephanie Borlaza, Principal Britton Elementary

# 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 September 16th and the committee's recommendations.

### **Guest/Request to Address the Policy Review Committee**

1. Claire Rong-Mullins – Transportation
2. Jon Osmundson – Policy BF

### **Review of Policies/Regulations/Exhibits – OSBA May 2022 PDQ**

#### **SENATE BILL 135 REQUIRES CAREER ADVISING REVISIONS**

Senate Bill (SB) 135, effective July 21, 2022, makes several changes to the operations of institutions of higher education in Ohio, ranging from student tuition and financial aid to free speech and tax exemptions related to renewable energy facilities. SB 135 also directly impacts K-12 educational institutions through changes to career advising policies and the establishment of apprenticeship programs for high school students.

In addition to the existing requirements, the district now must also:

- Provide students with information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree or professional degree.
- Provide students with information about ways to offset the costs of a postsecondary education, including programs such as: the Reserve Officers' Training Corps, College Credit Plus program, Ohio

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Guaranteed Transfer Pathways initiative and joint academic programming or dual enrollment opportunities. The chancellor of higher education is required to develop informational materials that illustrate the cost estimates for each of these options and a list of individual college courses that are transferable under RC 3333.16.

### 1. IJA - Career Advising

This policy has been updated by OSBA to reflect the new requirements of RC 3313.6020.

Mr. McDonough explained that we are already doing these things so these updates do not impact us. He recommends adding the suggested language from OSBA to our policy. The PRC agrees with Mr. McDonough's recommendation.

Regarding apprenticeships, SB 135 also requires the superintendent of public instruction, in consultation with the chancellor of higher education and the director of the Ohio Department of Job and Family Services, to develop a proposal to create a statewide apprenticeship program for high school students.

- The proposal must be submitted to the governor and General Assembly for consideration no later than June 1, 2023.
- In developing the proposal, the superintendent, chancellor and director must consider at least the following:
  - eligibility requirements for the program, including a minimum GPA or its equivalent; a process by which a student may secure an apprenticeship; a process for approval of apprenticeships and a method for evaluating educational benefits of an apprenticeship that gives consideration to "qualifying apprenticeships," as defined by the bill; a limit on the number of hours per week a student may work for an apprenticeship;
  - a method for determining actual costs to a business participating in an apprenticeship, including workers' compensation and other insurance and training costs; a funding formula for public high school students, including a maximum amount, to pay businesses for costs associated with employing students under an apprenticeship; a funding formula for chartered nonpublic high school students, including a maximum amount, to pay businesses for costs associated with employing students under an apprenticeship; a method for making payments to participating businesses; a method for transferring college credit for a certificate or certificates earned in an apprenticeship to institutions of higher education.
- No policy changes are necessary at this time to reflect the apprenticeship programs; OSBA will continue to monitor the process to determine if policy updates are necessary at a later date.

## Review of Policies/Regulations/Exhibits – OSBA August 2022 PDQ

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### **FIRST AMENDMENT AND SCHOOL EMPLOYEES**

The First Amendment to the U.S. Constitution, in fewer than 50 words, contains some of the most important protections to citizens, including freedom of speech, free exercise of religion, freedom of the press and the rights to peaceably assemble and petition the government for redress of grievances. It also prohibits any governmental entity from making any "law respecting an establishment of religion."

- A case decided by the U.S. Supreme Court in June, *Kennedy v. Bremerton School Dist.*, touched on several of these protections as they apply to school district employees. It also provided guidance on the school district's responsibilities under the establishment clause.

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- Based on OSBA's review of their sample policies discussing school prayer and teaching about religion, no changes are necessary due to the *Kennedy* decision.
- Districts whose policies include language either limiting or permitting prayer beyond the language in the model policies IND/INDA and IGAC provided here should consult with their legal counsel to determine whether the language is consistent with the U.S. Constitution following the *Kennedy* decision.

### 1. IND/INDA – School Ceremonies and Observances/Patriotic Exercises

Mr. McDonough explained that our policy does not have the section around school prayer that is found on page two of OSBA's policy.

Mr. Perry added that we do not have the section about Moment of Silence either.

Mr. McDonough confirmed that we do not have the language about Moment of Silence.

Mr. McDonough shared that Mrs. Murdoch had reached out to him about something somewhat related and we did a little research. Certainly, we can add the language to our policy. We don't prevent students from doing that currently so it wouldn't be a change in practice for us. Some people may question "This certification is submitted annually by October 1 to the Ohio Department of Education." They may ask what certification is this? He explained that it is part of the CCIP process. In order to receive federal funding, there is a whole host of things that you have to make sure you are in compliance with. This is actually number one on the list. It is something that we already do. This would not change anything in practice for us. The question on the table is "Do we want to add it to our policy or leave our policy as is?" He opened the floor for discussion.

Mrs. Murdoch said, "I think it was OSBA's recommendation through another communication that based on Supreme Court ruling that we all review and..."

Mr. McDonough answered, "Yes, they wanted to make sure we are doing everything in compliance with the law, which we did."

Mrs. Murdoch said, "I just wanted to make sure what their recommendation was."

Mr. Perry said, "My initial thoughts on this are obviously we have Supreme Court (inaudible) compliance with federal law and federal rulings. I would personally strike the certification because that is an internal thing. We do that anyway. That's by law. We have to do that as you said and I don't know why we have to reiterate that. I would strike the Moment of Silence entirely just because the Board can already provide that. I don't why we need to state something saying the Board can do a thing it already can do. It's redundant to me. I don't know if it's clutter or clarity. I am not sure which it does but I lean towards clutter because you can already provide a moment of silence whenever you feel like doing that."

Mr. McDonough said "I think that is part of the reason why it says permissive language there. For me, the question on the table is do we want to add that statement around school prayer? We have situations that go on within our school that we currently allow that." Mr. McDonough directed the committee to the pages in the PDQ that relate to this. He wanted to point out some examples of this that would not be allowable; prayer that is broadcast over a public address system to students who are

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a captive audience, prayer in which students are required or expected to participate, such as prayer publicly recited at an official school graduation ceremony or something like that. Certainly, if you are off to the side doing your thing, that is allowable. We can't encourage students to do that.

Mrs. Borlaza said, "I don't know that it really adds much to what we have."

Mr. McDonough said "I don't think that it impacts our practice."

Mr. Wilson stated, "If we impact our practice, we would be violating the law so we might as well leave it alone."

Mrs. Borlaza asked, "Leave it alone and put it in or leave it alone and don't put it in?"

Mr. McDonough and Mr. Wilson said they would not make any changes.

Mr. Perry said "So you are recommending no changes, don't add the school prayer or the moment of silence?"

Mr. McDonough answered "That would be my recommendation."

Mr. Perry added "and assume we are going to be compliant with the law because we have to be?"

Mr. McDonough answered "Yes."

Mr. Perry said, "I am okay with that. Does anyone else have a differing of opinion?"

Mrs. Murdoch said, "I don't think it hurts to put the school prayer in there because of the law. The moment of silence, I agree, I think it feels (in audible) a little cluttery. I defer about the line of certification if we leave that out. I don't feel one way or the other about that one – that piece of it."

Mr. Perry said, "Well, I guess in this case I don't think that we necessarily as a committee reached consensus so just note the opinions that some folks have said that they would like to not include the school prayer or moment of silence and Mrs. Murdoch said she would like to include the school prayer with potentially striking the certification sentence. Note that and we will let our Board president decide what she wants to do with the information."

### **OHSAA BYLAWS AND OSBA SAMPLE POLICIES**

The Ohio High School Athletic Association (OHSAA) annually reviews and considers amendments to its bylaws. When bylaw revisions are made, districts are informed of these changes and applicable OHSAA documents are updated. Districts then use the most current OHSAA documents and requirements when communicating various requirements, particularly eligibility, to students, parents and coaches.

- To avoid any potential inconsistencies between board policies and OHSAA bylaws and documents, OSBA is removing specific OHSAA eligibility criteria from their sample policies and instead generally referring to the OHSAA regulations for participation in such activities.
- Districts should pay close attention to local customization, including but not limited to, required GPAs and whether to allow nonresident student participation options indicated as permissive.

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2. IGCH-R (also LEC-R) College Credit Plus
3. IGDJ – Interscholastic Athletics
4. IGDK – Interscholastic Extracurricular Eligibility

For policy IGCH-R, Mr. McDonough explained that OSBA is trying to accomplish here is to capture language that will keep us in compliance regardless of the changes that OHSAA makes around eligibility. It's not going to change any practice that we do. In the past, it used to be very explicit about the number of courses students had to pass or the number of courses students were permitted to fail in order to be eligible. Because of College Credit Plus, that has thrown all of those things out of balance. If you are familiar with our College Jumpstart program, students will be at the ILC or HUB two periods a day. This semester they would be taking English and Psychology. Those each count as two classes towards eligibility. Then they will go back to their home school and take as many as five more classes. In the past, a student may only take six classes but in that scenario, a student could have nine classes. Obviously, passing five should be pretty easy out of nine. We have made some changes over the years. As things continue to change with eligibility in relation to courses, as well as eligibility related to transfers, we have had to continually update these policies. What OSBA is trying to do is write language that is very general that would capture any change. His recommendation would be to do the things they have said and we would capture those changes explicitly in our handbooks from year to year. That is what we have done with graduation requirements and those types of things.

Policy IGDJ is in relation to the transfer rule. Years ago, the transfer rule was if you transferred from one school to another you had to sit out the first half of the season. Last year, they made a change that now you have to sit out the second half of the season which would impact post-season play as well. As these things continue to change, OSBA is just trying to create some general language so we are not having to always change policy. As we have seen, policy does take time to change to go through the appropriate governance process. Mr. McDonough recommends we make the changes to this policy.

Mrs. Sloat asked about removing the language about foreign exchange students. Mr. McDonough confirmed that foreign exchange students are eligible. That is outlined in OHSAA. He cross-referenced everything to make sure it is captured in OHSAA's bylaws.

Mr. McDonough explained that policy IGDK is where we get to put our stamp on things. The OSBA policy has some broad language then districts are to customize some things. If you compare their version against ours, where we have put our stamp on things is the eligibility requirements from a GPA that we require. He does not recommend we change these because they are above and beyond what other districts and OHSAA requires. He does recommend that we match the language after that to the OSBA sample policy saying we are going to be compliant with the OHSAA pieces so we are not constantly going back to the numbered items making changes.

The committee agrees with Mr. McDonough's recommendations.

### **RELATIONS WITH SUPPORT ORGANIZATIONS**

Booster groups, parent-teacher organizations and other support organizations are an important part of public schools. Many districts rely heavily on these outside organizations to promote, support or enhance students' educational, athletic, cocurricular and extracurricular experiences. To ensure a successful working relationship between the school district and its support organization, board members, staff members and support organizations must have a shared understanding of each party's expectations.

- OSBA merged language in Policy KMA, Relations with Parent Organizations, with language in Policy KMB, Relations with Booster Organizations, to create Policy KMA, Relations with Support Organizations.

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- This new policy requires support organizations to follow applicable board policies and regulations and receive approval from the board prior to using the school's or district's name, logo or mascot.
- The policy also includes language allowing the board to provide insurance coverage to support organizations under the district's liability program.
- OSBA also created Regulation KMA-R, Relations with Support Organizations.
- This new regulation outlines the rules that govern the relationship between the board, district staff and any district support organization.
- The regulation binds the support organization to the observation of good accounting and management practices; requires support organizations to send certain financial and governance documents to the superintendent/designee on an annual basis; and encourages collaboration between the support organizations and district staff on potential fundraising activities.

### 5. KMA – Parent/Citizen Organizations

Mr. McDonough and Mr. Wilson have reviewed the information from OSBA and feel that what we have in place now is what is best for our district.

Mr. Wilson explained that our policy used to be very generic. We made changes to it in 2006 when we made the first changes to it to more of its current structure providing a lot more details and requiring a lot more information from the booster groups. That was after we had some issues with a couple of booster groups. We have made revisions over the years when the attorney general started requiring the annual information from all of the 501C3's. When it comes down to it, he feels that we should stay with what we have.

Mrs. Murdoch asked what the revision was when the policy was last revised in May 2021. Was it a revision we wanted to make or a revision from OSBA? We had a couple ISPTO people at the meeting who answered that it was a revision to 4A regarding money handling.

Mr. Perry asked if there was any meaningful reason for the different policy titles. OSBA is Relations with Support Organizations and our policy is titled Parent/Citizen Organizations. The committee did not think this was an issue.

Mr. Perry asked if our position was to leave our policy as is and all agreed.

### **REVISED RULE FOR EMERGENCY MANAGEMENT PLAN AND TEST**

House Bill (HB) 123, effective March 24, 2021, recodified Ohio Revised Code (RC) 3313.536, which addresses emergency management plans, to RC 5502.262 and transferred from the State Board of Education to the director of public safety the authority to administer the emergency management plan law and adopt rules pertaining to comprehensive emergency management plans for schools. The Ohio Department of Public Safety (ODPS) completed the rule adoption process, and the new rule, Ohio Administrative Code (OAC) 4501:5-1-01, was effective Aug. 5, 2022. Some of the significant changes include:

- New and updated definitions
- Comprehensive emergency plan requirements
- 'Stakeholder' community engagement
- Annual review of emergency management plan
- Emergency management test
- Threat assessment teams and training, and threat assessment plans

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### 6. EBC – Emergency Management Safety Plans

Mr. McDonough shared that all of the language they are adding to the policy is all things that we already do. He does not think that we need to strike out the language at the end of the second paragraph. He recommends the other revisions and assures the committee that we are already doing all of this. If anyone wants specifics around any of them, he is happy to answer those.

The committee agrees with Mr. McDonough's recommendation.

## **Review of Policies/Regulations/Exhibits as Requested by Board of Education/District Administration**

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### 1. EEAA – Eligibility Zones for Pupil Transportation

Reviewed proposed revisions as requested by Board of Education member.

Mr. Hetzel explained the proposed request is to change what we do currently, which is required by ODE, transport students who live two miles or further for grades K-8 and adjust that to students K-3 and one mile. Mr. Hetzel reviewed the chart (included with this summary) that was prepared to identify what the increase in services would be district-wide. This would be 479 additional K-3 riders and would require 8.5 additional routes. The chart shows what the associated costs would be.

Mr. McDonough explained that the information in the chart is a snapshot based on today's enrollment and neighborhood residence. This could change with enrollment and community growth.

Mrs. Borlaza stated that leaving out grades 4-5 is a little bit strange for families that have a 2<sup>nd</sup> grader and a 4<sup>th</sup> grader.

Mrs. Murdoch said that might make it a little wonky for parents.

Mrs. Borlaza asked how would we delineate when the stop is happening? Would the bus naturally pick up both students?

Mr. Perry asked if it would be one driver per route?

Mr. Hetzel answered that is how we would apply this. We have a factor when we submit all of our financials to the state it breaks down labor, supporting the bus, all the maintenance costs, insurance, every factor that goes into running a route but yes, we would pretty closely relate this to 8.5 drivers that we would need. Mr. Hetzel shared that this is in the midst of a driver shortage. For example, right now we are 5 drivers short so it becomes difficult. Some of the principals here may be aware of the communications that come out every day about how we need to make some adjustments to make sure we get everyone home on time. On top of that, this is a mild consideration, but these parking lots are pretty full so we may be putting more buses on these parking lots that are packed. A lot of our parking lots were designed years ago when people did walk to school. Now they have cars and buses on them. All of these are things that we would need to consider if we did want to move forward. We certainly understand Claire's perspective of wanting to do this. The idea of exchanging savings for new services is

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what she proposed and that is certainly a perspective you could take. It's roughly the same. We are evaluating the optimization. It could be up to twelve routes that we save. I hope that's the case. We are working with our software company now in an effort to do that. This is like any other effort that we deal with in our operations. It's a continuous improvement effort. We do this when we review insurance, we do this on capital projects, we do this on our copiers. You name it. With the emphasis really of being more resources for the classroom and extending taxpayer levies. That is always our philosophy. We always do this and we can save more next year or add more depending upon what we do. This is just kind of our snapshot today of what I think the impact is and I think it would be a challenge.

Mr. Wilson said let's talk about the optimization. If it actually goes through and saves us ten routes, essentially, we are going to be back at pre-covid driver numbers. So, the optimization hopefully will allow us to actually function as we have in the past with being able to do all of our routes.

Mr. McDonough said we also have within our transportation department; we have approved ten route specialists that we have never been able to fill. Basically, a route specialist is like having a full-time sub on board. Anytime we hire someone in that position, within a few days they are on a route because we are always short on the number of drivers we have for routes. To Brian's point, even if we did the route optimizations, I don't think we would be at pre-covid staffing numbers.

Mr. Perry asked how long does it take to do the route optimization before we actually start seeing the savings?

Mr. Hetzel answered we are in the midst of that interaction with our software company. There are two approaches that we have been faced with. One is they have identified a potential of four hundred hours to load this into their existing software system. So, we've got ledgers and ledgers of all of the data of all the locations that are going to be adjusted then we have to adjust it with our rules and practices. Or, we upgrade to a web-enabled platform. Right now, we host the software on our servers. They want us to go to the cloud and use their system. We are in the midst of trying to determine how to best implement this solution into our routing software which is the management tool that allows us to create the route sheets, track Zonar, and all of the requirements it takes to run the department. That has been kind of a heavy lift for us. We are evaluating it right now trying to accomplish that. We are challenged with the cloud solution because we hear that it is very slow. Is that what we really want to do or do we want to try to load it into what we have right now? We are not excited about that either but it is something we are focusing on trying to do in the midst of operating with the driver shortage.

Mr. Perry said so we are not saying it's instantaneous is what it sounds like. It sounds like maybe next year and beyond even.

Mr. Hetzel said his goal would be for next year. That is what he is trying to target. We are trying to get the resources in place to do that.

Mr. McDonough shared that one thing we have tried to do as an alternative to this proposal is we have a meeting with the city next week on extending some walk paths from that area. That's going to require us to engage with a number of different municipalities. We are going to begin that process next week. We had that meeting set up last week but it got canceled.

Mr. Perry said Claire had mentioned that because of the way her house is located, there is a (inaudible) walk path and a direct "as the crow flies" path. You have to walk around farther than you would



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normally have to go because there is no sidewalk next to the road. We talked to the city, Mike has followed up, he thinks Beth has followed up. He proposed this to the city manager and Norwich Township trustee. Dave has followed up. We are working on it. We are trying to get you that path extension so you have the shortest direct route to walk. That is something we can probably, hopefully try to do that would be super-efficient comparatively, and fix a large part of the problem.

Mr. Hetzel said we are trying to find these little easements in between a couple of properties. We have it a Ridgewood. There's a couple of schools that have historically been able to find a way to do this. They can create this little pathway in a space that all of a sudden cuts half a mile of a walk off. We are seeing if we can identify that.

Mrs. Murdoch said so you have a safe route for a kindergartner to walk as opposed to the same two-mile routes.

Mr. Hetzel said if we can find a direct path in working with the city. They seem interested in investigating that.

Mrs. Murdoch said she thinks we should exhaust the other possibilities before we commit to unknown numbers for the future.

Mr. Perry recommends we table this proposal and see what the city has to say.

### 2. JFCG-R/JFCH-R/JFCI-R – Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse (Offenses and Disciplinary Action)

Reviewed proposed revision to include language regarding City of Hilliard Diversion Program.

Mr. McDonough explained that he wanted to bring this to the committee because of a recent development with the City of Hilliard and their new youth diversion program. We have worked with the city and as of August 10, 2022 the city has a youth diversion program that can basically refer any non-violent occurrence to. They have a diversion officer that will work with the student and their family. Certainly, the primary goal around this was around the vaping epidemic we are currently faced with. You will see the proposed language changes after consulting with our legal counsel. Mr. McDonough explained that he is cautious to go through our policy and change all of the different disciplines not knowing the sustainability of this program. He is hopeful it is around forever but it could go away at any point in time. There are certain instances that, at the administration's discretion, may require some discipline to accompany some of the offenses. He used vaping as an example and explained that in the past, we used to suspend kids out of school. If they went to a smoking cessation session with one of our counselors or social workers, we would reduce their suspension by one day. What we are doing now on a first offense with vaping, is we are working through the SRO to refer the student to the youth diversion program. There is no out of school suspension given to that student. We are trying to take an educational approach rather than a punitive approach with this. That youth diversion program is much more robust than the one-hour smoking cessation programs we were having students go through. The diversion program takes anywhere from three to six months to complete. There is a financial component to that diversion program. It is a \$100 cost for the families. We have been assured by the City of Hilliard that should a family not be able to afford it they will make the appropriate accommodations for that

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student to be able to participate.

Mr. McDonough's recommendation would be to add the statement on page three of the proposed (yellow) copy of the regulation.

Mr. Perry said he liked that it had "at the discretion of the administrator" in the language. He also asked that we update the references with the city ordinance as well.

Mrs. Dooley noticed on page three it refers to the time-out room which is no longer used and asked if we could update that to Alternative Learning Center.

The committee agrees with Mr. McDonough's recommendation.

### 3. JFI – Student Demonstrations and Strikes

Reviewed proposed revisions supported by Board of Education members.

Mr. McDonough explained that we talked about this policy quite a bit in the Spring. It went to the Board for a first reading and a second reading. It was pulled from the agenda and has been proposed to be put back on. The proposed revision is a combination of proposals from Mrs. Murdoch and Mr. Perry.

Mr. Perry explained "Mrs. Murdoch originally had some language she wanted to bring back after it was pulled off after the second reading. She thought there were some things we did agree on and could bring back so we did. I then added my own take. The first paragraph I think we both have the same language. I just put it in a different order. I thought it lined up better talking about rights. It is more Neola language. We had that on our second reading but I think it was a little bit confusing. This is more Neola language that came out of that. The second paragraph, I added "substantially" interferes. I talked with Julie about that. That is the legal standard for the Tinker case, is substantial interference because some things will interfere but if it's you know irritation that's like you know whatever. If it substantially interferes and you start actually having disruption in the school that's what the real standard is. You can't have that. It just more closely aligns with the language in the Tinker case and the Tinker standards. The third paragraph, I talked with Julie about that sentence there, "The Board takes the position that student walkouts, protests, strikes, demonstrations, or any other disturbances during the school day or on school grounds are inherently disruptive to the learning environment of all students." I talked with Julie about that one. She does not support the language because labeling things as "inherently" disruptive kind of take a wave, a nuance of you know what does that particular disruption do? Because you may have a protest that is not particularly disruptive. That was what the Tinker standard was. They had the armbands, the Vietnam War. It was a protest. It was ruled not to be substantially disruptive so you can't label everything to say it is substantially disruptive. It's kind of a case-by-case situation. That is why she recommended scratching that. Next, "shall be authorized to discipline" that is just put back in instead of saying "shall discipline" because there may be times you are allowed to discipline but may not need to. The last two were from the old first reading and second reading language that just adds more principals, rather than having the building principal it's all the building principals so anybody can go in there and help. You don't have to run to the principal. An assistant principal can jump in there say "Hey, there's a disruption and we are going to try to do something." That last line there "The superintendent or designee...is based off of Neola language. We had original Neola language that we proposed but it had something along the academic plan that we don't do so Mike kind of reformatted that to closer

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align with what our procedures are here in Hilliard. Actually, I think I forgot to check this but in the second to last paragraph, “the building principal...I said every “reasonable” effort because I think that’s a little bit of legalese there but there’s a reasonable and a standard in the law that I think we should try to comply with so I would add it. But that’s just me. I think that is all I had.”

Mrs. Murdoch shared, “I think the main conversation, if I recall, around sending it back was that we discussed the Neola language. It apparently didn’t get added to the version that was sent to the first reading then we put it back in and it became confusing.”

Mr. Perry asked if anyone had any comments from what we discussed. He said he is fine with the language as it is now.

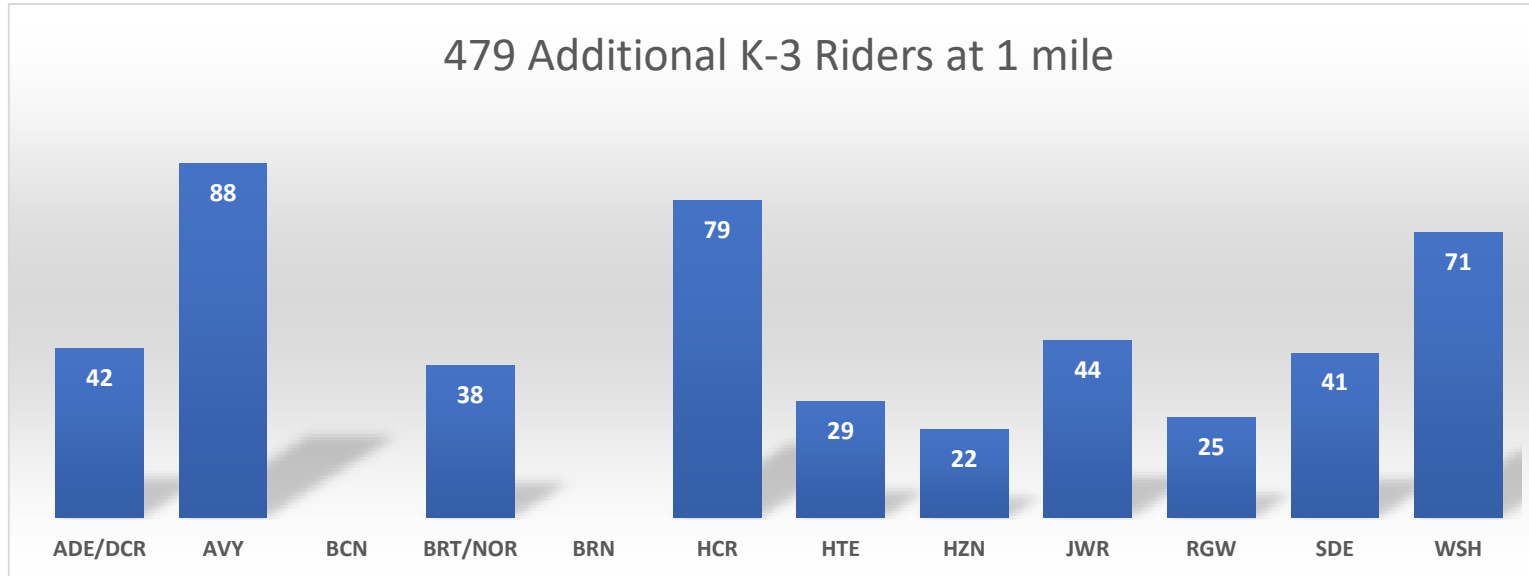
Mrs. Murdoch said she thinks it achieves what we wanted to achieve to take it back to the Board.

Mr. Perry said he would put it up for Nadia’s review.

### Summary of Policies Reviewed and Status

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<b>POLICY</b>	<b>STATUS</b>
EBC - Emergency Management Safety Plans	Revisions for First Reading
EEAA - Eligibility Zones for Pupil Transportation	Tabled
IGCH-R (also LEC-R) - College Credit Plus	Revisions for First Reading
IGDJ - Interscholastic Athletics	Revisions for First Reading
IGDK - Interscholastic Extracurricular Eligibility	Revisions for First Reading
IJA - Career Advising	Revisions for First Reading
IND/INDA - School Ceremonies and Observances/Patriotic Exercises	Board President/Superintendent to Review
JFCG-R/JFCH-R/JFCI-R - Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse (Offenses and Disciplinary Action)	Revisions for First Reading
JFI - Student Demonstrations and Strikes	Board President/Superintendent to Review (Included Draft in Recommendation)
KMA - Parent/Citizen Organizations	No Revisions



ADDITIONS		YR 1	YR 2	YR 3	YR 4	YR 5	5 YR TOTAL
<b>BUS COST PER ROUTE</b>	\$ 110,000	\$ 935,000					\$ 935,000
<b>OPERATING COST PER ROUTE</b>	\$ 51,000	\$ 433,500	\$ 446,505	\$ 459,900	\$ 473,697	\$ 487,908	\$ 2,301,510
<b>*ROUTES NEEDED</b>	8.5	\$ 1,368,500	\$ 446,505	\$ 459,900	\$ 473,697	\$ 487,908	\$ 3,236,510

\* This is a snapshot based on today's enrollment and neighborhood residence.

- *New service request*
- *ODE requires K-8 beyond 2 miles*
- *Driver Shortage*
- *Estimates can change with enrollment and community growth*