



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Thursday, April 17, 2025, 3:00 PM Central Office

Hilliard City School District
Operations Department

Committee Members

Brian Perry, Board of Education
Kelley Arnold, Board of Education
Melissa Swearingen, 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 Woodson, Principal Washington Elementary
Angie Rader, 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 and policies discussed at the meeting on April 17, 2025.

Public Participation

Tim Anderson: Good afternoon, my name is Tim Anderson. I'm the father of four children in eighth, seventh, fifth and third grades here in the Hilliard City School District. I'm also a managing professional with a lifelong career in technology. I've seen firsthand the incredible potential of technology, but also its deep and growing risks, especially when it comes to kids and smartphones. I'm here today to share my opinion on the policy discussion around student cell phone use during the school day. I believe the proposed changes on the yellow sheet does not go far enough. In fact, when you read the current Heritage student handbook, its wording already closely aligns with what the new proposed policy would require. However, I can tell you from my own kids' experience, cell phones are not just being used for their so-called technological advantage. Reality is that phones are regularly used in classrooms and during lunch, not for learning, but for scrolling, gaming and messaging. When one teacher allows it, it makes it easy for others to follow. The result is the culture of cell phone use is normalized and rarely challenged, despite what's written in the student handbook. I don't want to have to go to the administration to demand compliance with what's already supposed to be a policy. That puts an unfair burden on parents. We need a clear enforceable district wide hard line. I'm not asking for something extreme. I strongly support the model policy provided by the Ohio Department of Education and Workforce, which clearly prohibits student cell phone use during school hours. That option gives schools consistency, teachers clarity and families peace of mind. Let's be clear, allowing phones during the school day invites distraction, increases anxiety, comparison and cyber bullying and chips away at our schools' stated beliefs and purpose. This goes beyond academics. Students should be using recess and break time to connect with one another and move their

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bodies, both of which are critical for brain development, focus and emotional well-being. Instead, kids with phones often get pulled into their screens and disengaged from the real world. Research backs this up and is cited in the ODEW model policy. Our district does a great job providing one-to-one iPads for students. That should be all they need to stay connected and technically proficient throughout the school day. Phones are not necessary for learning. In fact, they often get in the way of it. There are valid reasons for a child to carry a phone before and after school, but not during instruction time and not during recess and lunch, when kids should be moving, talking and learning to interact face to face. A strong, district-level policy gives parents the support we need. It helps us enforce (inaudible) at home, and it shows our kids that school is a place for presence, not distraction. Please don't pass this decision down. Don't leave it to interpretation. Select the ODEW model policy, set the tone, set a hard line and give our schools the support they need to reclaim the learning environment. Let's be the district that chooses focus over distraction and connection over scrolling. Thank you for your time and for putting out kids first.

Sarah Myers: Thank you for letting me speak. I have a fourth grader at Washington. I know RTRI is not on the agenda this time around, but I'd like to, given the law that Governor DeWine signed in January, I would like our policy to be updated. Right now, it lacks sufficient oversight and protections to ensure the safety, equity and educational integrity that we owe all students. I would like to include the following: Students may be released for RTRI programs during one hour, one day of the week, as decided by the building. This is everything, signing students in and out, coats, bathroom, everything. All proposed programs may use that one time slot. That hour cannot be during any core classes, which are any classes for which a grade is given. Hilliard has already been very proactive about that. This just codifies it. The programs may not send back candy or toys, nor sponsor any kind of incentives programs. I've heard from teachers at Washington that this has been disruptive and that should be stopped in the policy. No use of school resources to facilitate the program functioning, no staff accompanying students, no aides, no printing off paperwork, no nothing like that. It's between the parents and the program. District staff will not be expected to force the student to attend, even if a permission slip has been signed. District staff will not discipline a student for problems at the release time program. Release time programs must provide the district with criminal record checks for any and all of their instructors and volunteers equal to what teachers and staff undergo at no cost to the board of the district. These background checks must be updated if and when staffing changes. Entities must adhere to school bus safety standards and submit vehicle maintenance and inspection records. If they are not maintained or up to code, the program will be terminated until the problem is rectified. The sponsoring entity provides and assumes liability for the student from the moment they leave the building until the moment they return. They cannot ask a participating student's parent or guardian to release or waive liability against the sponsoring entity. The school district is to be held completely blameless and not financially responsible in the event of an incident for which a student is harmed. In the event that that happens, the program is immediately terminated. Finally, there must be a mechanism through which district teachers and staff can report any violations or disruptions without penalty. If the private provider fails to adhere to these policies or otherwise disrupts school operations and/or the education environment, their program will be terminated. Thank you.

Review of Policies/Regulations/Exhibits – Tabled at a Previous Policy Review Meeting

JFCK – Use of Electronic Communications Equipment by Students

Mike McDonough: JFCK, Use of Electronic Communications Equipment by Students. We have this policy in place already. As noted, we are required to adopt something formally by July 1. We met with our administrative teams back in January and got their feedback, brought that feedback to a group of teachers, Angie being one of those folks, and we took what OSBA had provided us, and kind of took pieces and parts of the two different options

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that we had within OSBA, as well as the sample policy from Ohio Department of Education and Workforce and our current handbooks. What you see on the yellow copy is what we brought forward to this committee. I will note, though, that whatever we decide with this policy today in terms of taking it to the board for first reading, there probably will need to be an asterisk next to it, because there is pending legislation that would alter this altogether and we would not have any say locally, in terms of what that policy would look like. Keep that in mind as we have our discussion. I'll stop talking and let the folks in the room talk.

Mr. Perry: I think we're all kind of saying the same thing, which is focusing on education, focusing on school during the class day. Something I would note to make it kind of clear, we do allow an exception, essentially, for students with health issues and whatnot. I would even maybe go farther to have an exemption form of some sort for students with parents who have health concerns, if they need to get a hold of them for some health reason. My only suggestion, I would actually say limit during the school day as much as possible. I would borderline say prohibited during the instructional day, just during classroom time. We don't want people using cell phones unless they have an exception to that, but then the rest of the time I really, personally, don't care if you use a cell phone during your lunch or recess or something to that effect. They are kids, they have cell phones. It seems silly to suggest that we're going to limit their cell phone use during that time. It doesn't make sense to do. That's my thought. I don't really have any comments on that.

Mike McDonough: Do you have a suggested modification to that first sentence?

Mr. Perry: I would say scratch limit, put prohibit, and then use of cell phones during the school day scratch school, put instructional. It would say prohibit student use of cell phones during the instructional day then scratch as much as possible.

Mike McDonough: Instructional day?

Matt Middleton: Instructional part of the day.

Mr. Perry: Yes, part of the day, during class time is actually what I am saying.

Ms. Arnold: I would have to disagree with that. I think the language as it stands is sufficient. This is, it leaves the classroom discretion to our educational staff. You know, if you're talking the instructional day, are you talking then, say a study hall where a phone might be prohibited or be allowed by a teacher based on what the student might be doing or it could be just be a free time day. I would defer, this came from our educators and input. I would say the language as it stands is sufficient.

Mr. Perry: That's why we have discussion. I am truly fine with either. I think we have educators in the room so anyone want to jump in and say one way or the other on that?

Jake Grantier: Mike, what was the conversation with the committee that you had around the difference between the two policies, and why one way or the other, when it came, specifically, I guess that part as opposed to ODEW one, if you are able to share?

Mike McDonough: We talked a lot about just, there are some instances where cell phones, or, I guess in our case, the iPads are a part of the day-to-day instruction. One of the conversations that we spent a lot of time around is who would that authorized person be to take things away from them? One of the things that we really kind of struggled with is this exemption piece and Angie jump in if you want to say anything, but when we have students that maybe have a cell phone, if cell phones were completely banned, and we had students that maybe

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have a cell phone for medical reasons, not every teacher or staff member is going to be aware of those medical reasons and we didn't want to create a situation where now we're confrontational with students in that scenario. We had a lot of conversation about the sensitivity of that as well. We felt like having the different times in the day in which cell phones would be permitted might mitigate some of those confrontations and some of those issues.

Jake Grantier: Do you see, because it says such procedures must be included in all student handbooks? Would that be a level specific kind of interpretation of the policy depending on elementary, middle or high school?

Mike McDonough: What we really talked about, at the elementary level, what we talked about was there's no watches, no cell phones during the day, maybe the last 10 minutes of the day students may go to their bag and take those things out to look at those. That way, if Mom's not going to pick you up or that type of thing, you have that information. At the middle and high school level, really, 6 through 12 secondary level, we talked at not having those out in classrooms, but being able to utilize those in hallways and cafeterias, so, designating red areas and green areas throughout the throughout the building. Certainly, if there was a lesson in which a cell phone would be necessary, then that teacher could make that decision in the moment but, for all intents and purposes, classroom use of cell phones would be prohibited.

Mr. Perry: That's pretty much at teacher discretion (inaudible) is prohibited.

Mike McDonough: If you look around the district, Matt can probably speak to this probably better than anyone, because he took his lumps two years ago, or three years ago, whenever it was. Really being upfront and forthcoming with parents on the front end. It's always been there in our in our handbooks. It's just a matter of reminding folks and keeping that at the forefront, and all of his back-to-school communication indicated that, and I think it's been, overall, fairly successful.

Mr. Perry: If that's the understanding, then I'm fine with leaving the current language. That's kind of the understanding that we have, that we are trying to prohibit these things, but giving the teacher discretion ability to make that decision. If that's the intent then I am fine with that. If for some reason it doesn't work in policy, we can look at it later.

Ms. Arnold: This gives us the looseness that you need in order to deal with each grade level as it occurs and how each classroom is different.

Mr. Perry: Any further discussion about the policy as written?

Jill Abraham: I was just going to add, I appreciate the fact that kids can still have access in between classes and at lunch, because a lot of our kids use it as a communication device, use Google translate, and so we rely on that in between periods where kids will be able to socialize in some instances or even find their way around at the beginning of the year.

Ms. Arnold: I will say a specific example, when my daughter was in high school, she had some wrist problems. The one day, you know, been feeling fine then one day she forgot her wrist brace. In between classes, she texts me, hey, can you bring this over? I bring it over in between her classes, because I paid attention to the schedule as a parent who's supposed to pay attention and just said it's in the office, pick it up when you can swing by, thus minimizing distraction, interruption to the day and being able to communicate with my kid when needed.

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Mr. Perry: I agree. I think ultimately at the end of the day, it's really about trusting our teachers to make the decisions, to say when is an appropriate use and when is not. This gives them the permission to do that while still hammering home we really try to limit it as much as possible. That's fine, and I totally agree. We're not going to be able, there's a reason they use cell phones and we shouldn't, prohibit all throughout the entirety of the day. They are kids, they are in high school, or whatever they are, they have cell phones, they are going to use them at lunch and recess, not recess, but lunch and whatnot. We couldn't go out there and collect them all from the cafeteria anyway, nor should we. If I hear no other discussion, I am hearing consensus on currently written, I will move forward for discussion for first reading.

Review of Policies/Regulations/Exhibits – OSBA MARCH 2025 PDQ

HB 8 REVISES RELEASED TIME FOR RELIGIOUS INSTRUCTIONS PROGRAMS

JEFB – Released Time for Religious Instruction

JEFB-R – Released Time for Religious Instruction

Mike McDonough: As you know, House Bill 8 was recently passed, and that now mandates everybody having that policy, which we already have in place. There are some things though, that OSBA does recommend that we add to it. I'm happy to report, we've got one provider that we have partnered with, I know the speaker earlier talked about some of her concerns with background checks. The provider that we work with already does all of the things that are being proposed to add into this current policy. I feel really good about where we are with the regulations that have been proposed to add in terms of our being able to follow through on those. I'll give you a moment just to familiarize yourself with the white copy compared to our blue copy. I don't foresee any reason not to add any of the things that are listed there, because I just think it strengthens the current policy to ultimately protect kids, which is what we all want, to make sure that we have good quality people working with them and those types of things.

Mr. Perry: Anyone have anything on the OSBA suggested language?

Ms. Arnold: Yes, I would like to make sure that we add the permissive language requiring the background checks, even though this particular provider currently does that, I would like to make sure that we are covered going forward.

Mike McDonough: Perfect.

Mr. Perry: Any further discussion on the proposal or proposed inclusions?

Mike McDonough: Being proactive last, the other blue copy that you see in there is our current regulation which actually incorporates some of the things that were in this latest legislation that we put in place last summer, just to again, protect our kids and really create a process for which these sponsoring organizations can begin. We didn't want to start something in the middle of a semester. We felt like the semester times were good starting points, which is why we established those timelines last summer.

OSBA RELEASES POLICIES REQUIRED BY HB 8

IGBLA – Promoting Parental Involvement

GBH (Also JM) – Staff-Student Relations

IGAH/IGAI – Family Life Education/Sex Education

IJ – Guidance Program

JHC – Student Health Services and Requirements

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JHCA – Physical Examinations of Students

JHF – Student Safety

Mike McDonough: IGBLA is a new policy that is required by the recent passage of House Bill 8, Promoting Parental Involvement. We don't have anything to compare it to. I will give you folks an opportunity, if you haven't already, to take a look at it. I will remind us that it is a required policy and I believe we've done, as a district, we've done a really good job of educating our staff around this impact, because it's actually already in law.

GBH, Staff-Student Relations, as a result of that policy, there's some, as a result of House Bill 8, there are some things that the timeliness in which we notify parents, we're just making sure that we align to the current legislation. If you look in in GBH, also, there's some nomenclature things that they're still probably catching since there's so many policies that talk to State Board, or Ohio Department of Education, just cleaning up some of those things. If you look at number 11 there, striking out the last portion of that statement, that's what we are doing in GBH. I believe we see that again later in this section as well.

The next policy there, and just stop me if you want to have any discussion, but the next policy there is IGAE, Family Life Education/Sex Education, making sure that we add that statement there, which we already do, the district complies with all statutory requirements for curriculum and materials used for instruction, parental notice, right to review materials and applicable parent opt out. We've already been doing this in terms of that education, and so we will continue to do so.

IJ, again, as I mentioned a few moments ago, as a result of House Bill 8, adding that statement towards the end, when talking about counseling services, the district promptly notifies a student's parent of any substantial change in the student's services, including counseling services or monitoring related to their mental, emotional or physical health or well-being, just adding that statement to our current policy to be in alignment with new legislation.

JHC, another required policy. This is around student health services and requirements. Again, I'm not going to read all of that to you, but it is the parent authorization for student health care services, adding that information to comply with the recent legislation.

Next, we have JHCA, Physical Examinations. Not much of a change here, just adding and Workforce in one portion and striking out additional, notify parents on the administration of health and physical screenings, so all screenings will be subject to that notification process.

Stop me if you need any commentary. JHF, Student Safety just like we did in GBH, striking that last portion.

Included just as reference, but no changes are needed, are EBBA and IGBL, so there's nothing that needs to change with those. They're just included as reference as well as IGAE.

HB 265 MODIFIES PUBLIC RECORDS REQUESTS

KBA – Public's Right to Know

Mike McDonough: Public records requests. There are some changes that have been added to this, primarily around the complaint procedure for the timeliness in response, but also, if you read page five of the PDQ, there is some more authority that our entity gets as well in terms of folks that just overly request things and for no reason. Adding that statement in KBA about the complaint procedure and what they would do with that if they

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are not satisfied with the timeliness of their receipt. My suggestion, since our policy looks a little bit different than OSBA's, my suggestion was to add it, we have the public record request section on page two, I would add it after number three, so make a new paragraph down there towards the bottom on our blue copy, and add it after number three.

HB 432 AMENDS STUDENT DEVICE MONITORING PROVISIONS

EDE – Computer/Online Services

Mike McDonough: If you are familiar, earlier this school year, there was some, Senate Bill 29, it might have been maybe towards the end of last school year, that requires a significant amount of notifications in terms of technology providers. That proved to be a little overreaching, and so the legislature kind of relaxed some of those notification procedures. It's littered throughout here. It's not going to impact what we do as a practice, but I do think it does provide us with some safeguards, especially around when you are searching devices in a threat type of a situation. There were some timelines in place that might jeopardize that investigation previously, but I think the change in some of the timelines in the reporting procedures help us from a technology standpoint. Again, I don't think it's anything that changes current practice per se, just the timelines associated with it.

HB 257 MODIFIES BOARD MEETING VIRTUAL PARTICIPATION

BCE – Board Committees

BD – School Board Meetings

Mike McDonough: Seems like we've seen this policy or talked about this next policy quite a bit over the last several years, for reasons that I won't mention, but virtual board meetings. There is some language around board committees that has been proposed in terms of if we were to permit board committees to have those meetings virtually. I don't see a reason not to add the language. I don't think it impacts because we don't, we're not necessarily a voting body in here, so I don't think it impacts us. If there was a situation where one of our board members couldn't be a part of this process, I would certainly want them to join us, but it does clearly state that if there is a quorum present at a board meeting, and you want to, without the person that is in attendance, and you want to have them come in virtually, they can only watch. In the past, they were permitted to be a part of the discussion. They weren't permitted to vote, but they were permitted to speak. This new legislation prohibits them from speaking during that board meeting if they were to webcam in to the meeting. It's up to you guys, because it impacts you more than it impacts me.

Ms. Arnold: We don't typically Zoom in on a committee meeting anyway.

Mike McDonough: I would suggest that we add the language in BCE and then BD, just removing what permissive language was in there.

Jake Grantier: Mike, I'm sorry, number four, the public is provided access to the virtual meeting commensurate with the method in which the meeting or hearing is being conducted. Does that mean, if we add that language then we have to provide a virtual option, or we can provide a virtual option?

Mike McDonough: The way I would interpret that is, if this entire meeting was going to be virtual then we would provide that link to the public, but if we were going to have an in-person meeting...

Jake Grantier: Okay

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HB 206 UPDATES DISTRICT EXPULSION POLICIES

JGE – Student Expulsion

Mike McDonough: This next one, Student Expulsion. There has been, as you can see, a lot of language added here around student expulsion and being able to put some more criteria in place for the successful return of students. When I talk about this, we're talking about serious, dangerous type threats, so threats of violence, bringing something that could harm folks in the building. All of those things that that are listed here are outlined on page two of the OSBA sample. Typically, with an expulsion hearing, for those of you that aren't familiar, there are certain circumstances where we can expel a student for up to a year, obviously, if they were to bring a firearm to school, but in most cases, there is a time limit of the expulsion. Nobody wants to kick kids out of school, but sometimes for the health and safety of themselves and everyone around them, we need to do those things. Currently that maximum is 90 days. This now permits that to be 180 days, and requires some things before that student were to come back. An evaluation from a psychologist or a psychiatrist, and talking with Dave, one of the options that's listed there, that he and I feel like we should remove, is school psychologists. This is not, you don't have to put, this is not required. We do like the intent of this, but having that an evaluation, and we've required that before for students to come back to school, but we feel like having an outside person doing that is more beneficial, and so we would like wherever it says school psychologists in that language, we would like to strike that if we choose to move forward with this. If you're not, just to kind of give you an overview, if you're not satisfied with that evaluation, you can extend the expulsion by 90 days, and you can extend that expulsion up to 90 days as many times as you see fit. Obviously, there is still the opportunity for students and their families to appeal. There are criteria that you must follow. It's not like you can just continue to kick the can down the road, but in my 10 years in sitting in this role and being the one that's heard most of the expulsion hearings over those 10 years, I can probably think of one or two situations where this would have been beneficial to us in terms of how we would have handled certain situations. Very rarely do we get situations that I feel like would rise to this level, but having this at your disposal, I think would be beneficial for us. That's my two cents. I'll open it up to the floor.

Ms. Arnold: I just have a question.

Mike McDonough: Sure.

Ms. Arnold: With respect to expulsions, if we have a kid who is in that situation, where do they go?

Mike McDonough: So 99%, we've been very fortunate, even prior to the pandemic, we were very well equipped at the high school level to continue to educate students through our own online courses. Obviously, as a result of the pandemic, we have a lot of courses available. I would say 99.9% of the students that go through an expulsion hearing and don't return to the setting that they're leaving are able to continue their education through, the last thing I want to do is remove them, we might need to remove them from the situation. I understand that, but not educating them during that time frame is only doing them even more of a disservice, and when we get them back, provides a greater challenge for us to catch them up. I always try to make sure that we provide that education for them. It doesn't look the same, obviously, but certainly it is something that we try to do. There are the rare occasions that we just out and out expel those students. In those situations, their primary option is to go to some type of a charter school or an online charter school, but typically, most public schools will honor the expulsions from other public schools if it's on their student cum file.

Ms. Arnold: Thank you.

Jake Grantier: These are only for expulsions, in those cases...

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Mike McDonough: Correct and even though it's there that doesn't mean we have to use it. There are, you know, I can, not to get into too many details, but there are some kids that maybe are camping with mom and dad over the weekend and forget that they have, maybe a hunting knife in their pocket. Honest mistake, they end up sitting across from us. They have no harm, no foul with it, but we have a zero-tolerance policy, so we do impress upon them the seriousness of that. We would not be going down that road with somebody like that.

CHANGES TO STUDENT MEDICATION ADMINISTRATION

JHCD – Administering Medicines to Students

JHCD-R – Administering Medicines to Students

Mike McDonough: The next policy on our agenda refers to student medication. Our policy matched OSBA's policy prior. OSBA now wants to clearly delineate between prescription meds and over-the-counter meds. You can see the changes that they propose there for the prescription portion of those. I think the discussion that as a committee that we need to discuss is how we want to move forward with over-the-counter medicines. We currently have, I believe, at the 7 through 12 level that students are permitted to self-administer over-the-counter medicines. I'm not advocating one way or the other. If we look at page two of what OSBA has provided to us, we have the option of an over-the-counter drug is a drug that may be legally sold without a prescription and is administered without instruction of a prescriber. We choose one of the following: authorized employees may in the course of their employment, administer over-the-counter drugs to students, blah, blah, blah, or employees may not administer over-the-counter drugs to students in the course of their employment. What I like about the first option is part of that requirement would be to notify parents that they are giving a student Tylenol or Pepto Bismol, or whatever it might be. If I had to pick, I would go with that first one so that we can continue to allow that practice to go on in our buildings, but have some accountability behind it. Is everybody okay with that?

Ms. Arnold: I do have one thing I want to bring up in terms of as we look at item number two, the current existing only employees of the board, who are licensed professionals, who are appointed by the board, et cetera, et cetera. I think our trip forms just need to be updated with some sort of check box or whatever that we are adhering to that, that we have somebody in place to do that when we have a trip.

Mike McDonough: Good call.

Ms. Arnold: I just happened to be looking at a trip form that I have questions as to whether somebody is available for that trip.

Mike McDonough: I believe our DC trips, they do a phenomenal job, and I know that Mike's done a lot of work with nurses and with staff to adhere to that, but it is probably a good reminder for us, for some of our board approved overnight trips, so I will make note of that and make the change accordingly.

There is a regulation that's associated with this. Again, it's just going through and adding the prescription portion, since it was before more general in terms of all medications.

MODIFICATIONS AFFECTING COLLEGE CREDIT PLUS

IGCH-R (Also LEC-R) – College Credit Plus

Mike McDonough: The next piece there is around college credit plus. No major changes, except for adding an additional, basically sign-up date. If you're familiar with college credit plus at all, there is an annual intent by April 1 that students and families need to declare that their intent to participate in college credit plus the

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following year. They're adding an additional date of November 1, and that would allow students that would like to participate in the second semester to do so. They now have an April 1 that would get you in the first or the fall semester of college courses, and then November 1 would permit them to start mid-year, if they so choose.

Ms. Arnold: Do we have any concerns around this in terms of staffing? Do we see a lot of kids wanting to do this?

Mike McDonough: No. Where I would see this benefiting is perhaps maybe a kid that wants to maybe try and graduate early, or is, maybe starts college jump start in the fall. Maybe they have a course that really sparks an interest, and rather than sticking with the prescribed courses in the fall, this may permit them to do something else, perhaps, or maybe we get a move-in in September, from out of state, and they want to participate second semester. That's where I see the benefit coming.

RECAP OF SB 208 PROVISIONS

JECBB – Interdistrict Open Enrollment (Do Not Participate)

JHG – Reporting Child Abuse and Mandatory Training

Mike McDonough: The next one, I don't see this being a major impact on us, but certainly one that we would support and welcome I would think. We are not an open enrollment district. There are already guidelines in place for military families. This is more formalizing those guidelines, and adding it to policy. Basically, stating that if a military family were stationed here, that we would permit their student in there and even if they were relocated at some point during the school year, we would allow them to complete that school year with us before they move out for the next school year. Again, just clearly delineating us welcoming students in that situation.

Mr. Perry: Do we want to include National Guard with this?

Mike McDonough: I believe it was on there.

Mr. Perry: Army, Navy, Air Force, Space Force, Marine Corps, or Coast Guard.

Mike McDonough: All right, we can add National Guard.

Also, part of Senate Bill 208, there was a slight change in the reporting of the educational training around the reporting of child abuse. When this mandate first came out, it stated that the training would be provided by law enforcement. When we reached out to our law enforcement, they had no idea that that was required by law enforcement. Every district in the state found that out, and we were scrambling. We were able to navigate that through Public School Works. They had law enforcement as part of that training. I think they came to their senses and just said may be provided by law enforcement. I would imagine that we will continue to deploy the training the way we've been doing it, but that's just the reason behind the change there.

ODEW RELEASES UPDATED SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

IGBA – Programs for Students with Disabilities

Mike McDonough: The next policy is IGBA, Programs for Students with Disabilities. Recently, the state released model policies for special education. There are several things on our end that we have to do from a reporting standpoint to ensure that we're following those guidelines and adhere to that. Jamie has already taken care of that. If you read the PDQ and Jamie, you stop me whenever I make a mistake, because I'm sure to make one

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here in just a moment. If you read the PDQ, there is some confusion or allusion to, that there are some problematic statements in some of the model policies. They had advised districts to work with legal counsel and either adopt the model policies, which we have, or create your own policies that would address all of the main components. Since that time that the PDQ came out, my understanding through Jamie is that they've modified those concerning statements, and they're not concerning anymore. Our legal counsel is comfortable with the model policies, which is why we move forward with them. I think the only question that is on the table, certainly, there's a couple of nomenclature things, again, that we need to change if they haven't already been done, but there is a statement at the end of the policy and I do think that this may be a good CYA, so to speak. There is a board resolution that they provided, and it's in your packet as well, that they provided that just basically states that as a Board of Education, we assure that we are following the model policies. I guess the question on the table is, we've already done it, but more so to Kelley and Brian, is that a statement that you would like to put in there and move forward with a board resolution, or Jamie's word that we are doing that and have already reported that to the state, is that sufficient? Either way is good with us.

Ms. Arnold: If the resolution is just redundant for what we already do, I don't see why we would need it.

Jamie Lennox: The resolution talks about the four problematic pieces that are no longer a problem so I think that is helpful. The only recommendation I might make is that, and this is little to me, but at the end it just has Ohio Department of Education and Workforce model special education policies and procedures and ODEW kind of switches the words around, so it's the special education model policies and procedures. We could just do a flip flop of words so that the wording aligns, just so there's no confusion. That's a very minimal piece.

Mike McDonough: Are you talking about that last statement? If we don't need to do the resolution, I don't think we need to put that.

Jamie Lennox: I was talking about the current blue.

Mike McDonough: Oh, sorry.

Jamie Lennox: Sorry, I know we just took this to the Board in December.

Mike McDonough: Nope, you're good. That's fine.

Jamie Lennox: It would be ODEW special education model policies and procedures.

Mike McDonough: I'm fine with that. We will just make that slight change there, and then if there's a question, we can just reassure everybody that we are following those policies.

Ms. Arnold: If we're already following policies, the language is clean and we're happy with it, I don't see that it's necessary to do a resolution on top of it.

Mike McDonough: Perfect.

CHANGES TO THE UNIFORM GRANT GUIDANCE POLICIES

DECA – Administration of Federal Grant Funds

DID – Capital Assets

DJF – Purchasing/Payment Procedures

DJF-R – Purchasing/Payment Procedures

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Mike McDonough: The last item on the agenda, this is all around federal grants and I will, having read through these, really the only federal grants that we typically, that I typically work with are the food service, when we're purchasing equipment for food service. I know that we have several folks in the room that take advantage of federal grants. I didn't see, Melissa I don't know if you had a chance to look through some of these. I didn't see anything in here that would impact us from a practice standpoint. In fact, if anything, it actually helps us. They're raising that inventory threshold in, I can't remember which one, DID maybe, from \$5,000 to \$10,000. It's hard to get something as a capital resource for less than \$5,000 anymore so that's beneficial. They've changed the names of some things, which I don't know why they continue to do this. But again, Melissa, unless there's something that jumped out at you that...

Melissa Swearingen: A lot of it was just changing wording. I didn't see anything that was concerning.

Stacie Raterman: There's just one part under number four that says the district informs all employees in writing of whistleblower rights and protections. I don't, is that something we, I don't know that we currently do that.

Melissa Swearingen: I thought that was part of the Public School Works training.

Stacie Raterman: Oh, okay thank you. Sorry.

Melissa Swearingen: The fact that you have to, in the testing say that you (inaudible).

Mike McDonough: Well, if there's no comments on that, then we'll move those forward.

Discussion as Requested by Board of Education Member

Discussion around club formation.

Mr. Perry: Per conversations I had with our legal team I will table discussions about school organizations (inaudible).

Mike McDonough: All right.