



POLICY REVIEW COMMITTEE

MIKE McDONOUGH, ASSISTANT SUPERINTENDENT
FRIDAY, MAY 19, 2017, 9:30 AM, CENTRAL OFFICE

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

COMMITTEE MEMBERS

Heather Keck, President, Board of Education
Lisa Whiting, Member, Board of Education
Brian Wilson, Treasurer/CFO
Mike McDonough, Assistant Superintendent
Leslie McNaughton, Assistant Superintendent
Dawn Sayre, Director of Middle Level Curriculum
Stacie Raterman, Communications Director

Aaron Cookson, Principal Hilliard Davidson HS
Matthew Trombitas, Principal Hilliard Heritage MS
Cori Kindl, Principal Hilliard Tharp Sixth Grade School
Stephanie Borlaza, Principal Britton Elementary
Tara Grove, Principal Ridgewood Elementary
Shelli Miller, Student Support Services Coordinator

RECOMMENDATION

SECOND READING
JUNE 19, 2017

The Policy Review Committee meets quarterly each school year. All proposed new policies, revisions of current policies or repeal of a current policy are reviewed by the Policy Review Committee 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 Policy Review Committee recommends the policies listed below be revised, as noted on the following pages:

1. DECA – Administration of Federal Grant Funds (new)
2. DI – Fiscal Accounting and Reporting
3. DID – Capital Assets
4. DJF – Purchasing Procedures
5. EF/EFB – Food Services Management/Free and Reduced-Price Food Services
6. IGAE – Health Education
7. IGBB – Programs for Students Who are Gifted
8. IGBI – English Learners
9. IGBJ – Title I Programs
10. IGBL – Parent and Family Involvement
11. IGCH-R (Also LEC-R) – College Credit Plus
12. IKF – Graduation Requirements
13. JGD – Student Suspension
14. JN – Student Fees, Fines and Charges
15. LBB – Cooperative Educational Programs
16. LEC-R (Also IGCH-R) – College Credit Plus

Revision Notes:

- Language with a ~~line drawn through it~~ is language to be removed.
- Language in **bold-type** is language to be added.

The policies are being submitted for readings and adoption at the following Board of Education meetings:

- First reading – June 5, 2017
 - Second reading – June 19, 2017
 - Third reading and adoption – July 5, 2017
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ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the Ohio Department of Education (ODE) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of Federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements, and shall be based on best practices.

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

The financial management systems and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the financial management systems and internal controls will address the following areas:

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the

Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is:

- A. reasonable and necessary for the program;
- B. in compliance with applicable laws, regulations, and grant terms;
- C. allocable to the grant;
- D. adequately documented and
- E. consistent with District policies and procedures that apply to both federally-funded and non-federally funded activities.

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Controls will include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through-entity.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw-down of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of ODE or other applicable pass-through-entity.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration

is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

4. Conflict of Interest and Mandatory Disclosures

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Treasurer. The Treasurer discloses in writing any potential conflict of interest to ODE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Treasurer discloses in writing to ODE or other applicable pass-through-entity in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

5. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

6. Accountability and Certifications

All fiscal transactions must be approved by the Treasurer/designee who can attest that the expenditure is allowable and approved under the federal program. The Treasurer submits all required certifications.

7. Monitoring and Reporting Performance

The Treasurer will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District submits all reports as required by federal or state authorities.

[Adoption date:]

LEGAL REFS.: ORC 9.314
117.101; 117.43
3313.33; 3313.46
3319.04
5705.39; 5705.41; 5705.412
2 C.F.R. Part 200

CROSS REFS.: BBFA, Board Member Conflict of Interest
BCC, Qualifications and Duties of the Treasurer
DI, Fiscal Accounting and Reporting
DID, Inventories
DJ, Purchasing
DJC, Bidding Requirements
DJF, Purchasing Procedures
EF/EFB, Food Services Management/Free and Reduced Food Services
GBCA, Staff Conflict of Interest
IGBJ, Title I Programs

FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts, **federal funds also are accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements.** The Treasurer/CFO is responsible for receiving and properly accounting for all funds of the District.

The financial records must be adequate to:

1. guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses;
2. ensure that current data are immediately available and in such form that routine summaries can be readily made;
3. serve as a guide to budget estimates for future years and to hold expenditures to the amounts appropriated and
4. show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer/CFO which show receipts, disbursements, appropriations, encumbrances, balances, assets and liabilities. The Treasurer/CFO makes all other financial reports required by law or by **State or federal** agencies and submits them to the proper authorities.

The Treasurer/CFO provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent; the supporting documents may be destroyed only in compliance with the provisions of Ohio law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio Historical Society.

[Adoption date: August 14, 2001]

[Re-adoption date: February 10, 2014]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 117.101; 117.38; 117.43
149.01 through 149.43

3301.07
3313.29; 3313.32;
3315.04;
Chapter 1347
Chapter 5705
2 C.F.R. Part 200

CROSS REF.: **DECA, Administration of Federal Grant Funds**
EHA, Data and Records Retention

DRAFT

CAPITAL ASSETS

This District maintains a capital asset system sufficient to permit the following:

1. the preparation of year-end financial statements in accordance with generally accepted accounting principles;
2. provide property insurance information and
3. provide control and accountability.

The District develops and maintains a capital asset system and develops procedures to insure compliance with all capital asset policies. To insure control over entity property, an individual in each building and/or department shall be assigned capital asset responsibilities and be designated to work with the Treasurer and Director of Business.

Capital assets are classified as follows:

1. land
2. building and improvements
3. furniture, fixtures and equipment
4. vehicles (autos, trucks and buses)
5. construction-in-progress

Capital assets are defined as those assets that are deemed to be tangible with a useful life in excess of five years and an initial cost exceeding ~~\$500~~ **\$5,000**. ~~Exceptions for control and insurance purposes extend this definition to include audio/visual equipment, musical instruments and computers with an initial cost exceeding \$100.~~

For purposes of financial reporting, capital assets **only are considered.** ~~are defined as those deemed to be tangible with a useful life in excess of five years and an initial cost of \$5,000; \$5,000 per improvement on land improvements, and \$5,000 and 25% or more of the cost of the original component on building improvements.~~ A straight line method of depreciation shall be used in determining current values of assets.

Leased capital assets and capital assets, which are jointly owned are identified and recorded on the capital asset system.

Capital assets are recorded at historical cost, or, if that amount is not predictably determinable, at estimated cost. The method(s) to be used to estimate historical cost shall be established by the Director of Business **affairs**.

Donated capital assets shall be valued at their (estimated) fair value on the date received.

Control assets are those items with a value less than \$5,000 but are important to inventory for potential loss and insurance purposes. Musical instruments and technology with a value in excess of \$250, and furniture and fixtures with a value in excess of \$1,000, are considered control assets and will be inventoried.

The purchase of capital assets, the transfer of capital assets between buildings or departments and the disposal of capital assets shall be initiated by the building principals or department heads and approved of by the Director of Business. **Property and goods purchased with federal funds also are subject to the disposal requirements outlined in the Uniform Guidance issued by the U.S. Office of Budget and Management.**

The District assigns to each new asset meeting the criteria above and as deemed necessary a District inventory tag.

The District conducts through an independent contractor a complete capital asset inventory every five years by physical count, of all District-owned capital assets. Staff members shall participate in the continuous updating of the capital asset inventories and values as may be deemed necessary. The Fiscal Officer is authorized to contract for the annual and/or five year capital asset inventory and establishment of values for all real estate and equipment.

A computer generated listing of all furniture, fixtures and equipment will be supplied to each building and department. This listing will be updated annually by the close of school, or not later than the second Friday in June of each year.

[Adoption date: August 14, 2001]

[Re-adoption date: February 10, 2014]

[Re-adoption date: May 11, 2015]

[Re-adoption date: April 25, 2016]

LEGAL REF.: ORC 117.38
3313.20; 3313.41
2 C.F.R. Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

PURCHASING/PAYMENT PROCEDURES

All purchases shall be authorized by the administrator or supervisor in charge, approved by the Director of Business and certified by the Treasurer.

1. Expenditures shall be made against appropriations adopted by the Board.
2. No expenditures of money shall be made without a proper approved purchase order drawn against an appropriate fund.
3. There shall be no contracts or any orders given involving the expenditure of money unless there is attached thereto, a Certificate of the Treasurer, that the amount required to meet the obligation has been lawfully appropriated for such purpose and is in the treasury or in process of collection to the credit of an appropriate fund, free from any previous encumbrances.

Payment is authorized against invoices and supporting documents verifying receipt, supported by approved purchase orders or in accordance with salaries and salary schedules approved by the Board.

Staff members needing to purchase items under \$100.00 may be reimbursed through the District Petty Cash Fund, provided purchases meet the qualifications and requirements established by that fund. These purchases must have prior approval of the Treasurer's office. All receipts must be submitted prior to reimbursement.

All other purchases shall be in accordance with Chapter 5705 of the Ohio Revised Code as related to school districts. The Board will receive a list of all vendors with the amount paid the previous month.

All purchases for property and services made using federal funds are conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

[Adoption date: August 14, 2001]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC ~~3313.18~~ **3313.46**
~~3315.062~~
~~3315.08~~

3327.08
5705.41; 5705.412; 5705.44; ~~5705.45~~
2 C.F.R. Part 200

CROSS REF.: **DECA, Administration of Federal Grant Funds**
DJ, Purchasing
DJB, Petty Cash Accounts
DJC, Bidding Requirements

DRAFT

FOOD SERVICES MANAGEMENT/
FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a “Type A” lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;
2. students who qualify receive free or reduced-price meals;
3. all meals must meet USDA nutritional standards;
4. all snacks must meet USDA Smart Snacks in schools standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a state-mandated summer remedial program.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except when permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, school-wide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: August 14, 2001]

[Re-adoption date: September 23, 2002]

[Re-adoption date: August 14, 2006]

[Re-adoption date: June 28, 2010]

[Re-adoption date: May 11, 2015]

[Re-adoption date: August 8, 2016]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et
seq.
Rehabilitation Act of 1973; 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813; 3313.815
3314.18
OAC 3301-91-01 through 3301-91-09

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EFF, Food Sale Standards
EFG, Wellness
EFH, Food Allergies
JHCD, Administering Medicines to Students
JN, Student Fees, Fines and Charges

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes professional learning opportunities in procedures to be used in all phases of student wellness: instruction in nutrition; mental health; drugs, alcohol and tobacco; sexually transmitted diseases; personal safety and assault prevention (grades K-6); **and dating violence prevention (grades 7-12) and anatomical gifts (organ and tissue donation).**

The Board believes that effective health education is created in partnership with schools and families.

The health education program emphasizes a well-rounded approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: August 14, 2001]

[Re-adoption date: April 3, 2006]

[Re-adoption date: April 26, 2010]

[Re-adoption date: June 28, 2010]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
EFG, Student Wellness Program
IGAH/IGAI, Family Life Education/Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse

PROGRAMS FOR GIFTED AND TALENTED STUDENTS WHO ARE GIFTED

In accordance with the belief that all children students are entitled to education commensurate with their particular needs, children students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these children students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code State law.

1. The District identifies children students of the District, in grades kindergarten through 12 as gifted children students who are gifted who perform at remarkably high levels of accomplishment when compared to other children students of the same age, experience and environment, as identified under the Ohio Revised Code and the Ohio Administrative Code State law. Accordingly, a child student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of children who are gifted.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Gifted Students Who are Gifted

The District Board adopts and submits to the Ohio Department of Education ODE a plan for the screening, assessment and identification of identifying children students who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education ODE for approval. **A copy of this policy is provided at time of submission.** The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. **a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;**
3. **procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of the second grade, and once for all students between grades three and six;**
- 4.2- the sources of assessment data the District uses to select children students for further testing and an explanation to parents/guardians of the assessment instruments required to identify children students who are gifted;
- 5.3- an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment **by for all District children students, culturally and linguistically diverse children, children from low socio-economic backgrounds, children including minority and disadvantaged students, students with disabilities and children for whom English is a second language learner students;**
- 6.4- the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children students who are gifted, **including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;**
- 7.5- an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children students for assessment or the placement of a student in any program or for receipt of services;
- 8.6- procedures for the assessment of children students who transfer into the District **no later than 90 days after the transfer at request of the parent;**

- 9.7.** at least two opportunities a year for assessment in the case of **children students** requesting assessment or recommended for assessment by teachers, parents or other **children students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered** and
- 10.8.** an explanation that the District accepts scores on assessment instruments approved for use by ~~the Ohio Department of Education~~ **ODE** that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. The District will assist with placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

1. The District ensures equal opportunity for all **children students** identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of **children students** from District gifted programs or services **and** for reassessment of **children students and assessment of students transferring into the District.**
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with ~~the Ohio Revised Code and the Ohio Administrative Code~~ **State law.**
5. The District informs parents of the contents of this policy as required by ~~the Ohio Revised Code and the Ohio Administrative Code~~ **State law.**

The services that may be provided to a student based on the nature of their identification are:

- **Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week;**
- **An Advanced Placement course;**
- **Dual enrollment opportunities including but not limited to College Credit Plus;**
- **Services through a trained Arts instructor;**

- **Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under section 3324.10 of the Revised Code;**
- **A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted;**
- **A single subject self-contained course where the gifted intervention specialist is the teacher of record and all students are identified as gifted;**
- **A resource room/pull-out with a gifted intervention specialist. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week;**
- **An Honors course;**
- **In internships and mentorships; and/or**
- **Educational options including credit flexibility, advanced online courses and programs and other options as defined in rules 3301-35-01 and 3301-35-06 of the Administrative Code.**

Services for students shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) **developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.** The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, **and includes:**

- 1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;**
- 2. methods for evaluating progress toward achieving the goals specified**
- 3. and methods and schedule for reporting progress to students and parents;**
- 4. The WEP also specifies staff members responsible for ensuring that specified services are delivered;**
- 5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and**
- 6. a date by which the WEP will be reviewed for possible revision.**

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a “no service” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not received gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code **(OAC)**. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. **Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.**

Annual Report and Accountability

The District submits, as required, a gifted education annual report to **the Ohio Department of Education ODE**.

The District submits, as required, a gifted education data audit to **the Ohio Department of Education ODE**.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the **Ohio Administrative Code OAC** rules regarding gifted education.

[Adoption date: August 14, 2001]

[Re-adoption date: January 23, 2006]

[Re-adoption date: October 13, 2008]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REF.: **IKEB, Acceleration**
JB, Equal Educational Opportunities

LIMITED ENGLISH PROFICIENCY ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to support the acquisition of the English language in order to provide the student equal access to its programs.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately assess and identify **limited English proficient English learner** students;
2. provide the appropriate instruction to **limited English proficient English learner** students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress

Limited English proficient English learner students who have been enrolled in U.S. schools for less than one full year **are may be** exempt from administration of the reading/language arts statewide assessment (OAA & OGT) administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.) Students are encouraged to make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets. The Board encourages parents to stay in communication with the school for current requirements.

The District provides parents with notice of and information regarding the instructional program as required by law. **Parental Parent and family** involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: August 14, 2001]
[Re-adoption date: November 11, 2003]
[Re-adoption date: July 26, 2004]
[Re-adoption date: October 25, 2004]
[Re-adoption date: January 22, 2007]
[Re-adoption date: January 14, 2013]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, **Parental Parent and Family** Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

DRAFT

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs no later than August 15. This assessment includes identification of educationally disadvantaged children in the public and private schools in this District. Title I services are provided to all eligible, educationally disadvantaged students.

The Board believes **parental parent and family** involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a **parental parent and family** involvement policy and guidelines. The written **parental parent and family** involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parental Parent and family involvement includes, but is not limited to, **parental parent and family** contribution to the design and implementation of programs under this title, **development of support and improvement plans**, participation by parents **and family members** in school activities and programs, and training and materials which build parents' **and family members'** capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents **and family members** of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents **and family members** to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the parents **and family members** of participating students;
4. develops partnerships by consulting with parents **and family members** regularly;
5. provides opportunities for parents **and family members** to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents **and family members** who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide educational services in schools receiving Title I assistance and funds are used to provide comparable services in all schools receiving Title I assistance.

[Adoption date: August 14, 2001]
[Re-adoption date: September 23, 2002]
[Re-adoption date: July 26, 2004]
[Re-adoption date: October 13, 2008]
[Re-adoption date: January 14, 2013]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, ~~Limited English Proficiency~~ **English Learners**
IGBL, ~~Parental~~ **Parent and Family** Involvement in Education
JB, Equal Educational Opportunities

PARENTAL PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board believes that ~~parental~~ **parent and family** involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents **and families** in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents/guardians, **family members and foster caregivers** are encouraged to take an active role in the education of their children **or foster children**.

The Board directs the administration to develop along with parents/guardians, **family members and foster caregivers** the necessary regulations to ensure that this policy is followed and that ~~parental~~ **parent and family** involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between parents/guardians **and family members or foster caregivers** and school officials;
3. offer parents/guardians **and family members or foster caregivers** ways to assist and encourage their children **or foster children** to do their best and
4. offer ways parents/guardians **and family members or foster caregivers** can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a ~~parental~~ **parent and family** involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

[Adoption date: August 14, 2001]

[Re-adoption date: October 13, 2008]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, ~~Limited English Proficiency~~ **English Learners**
IGBJ, Title I Programs
Student Handbooks

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The district promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks, and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her chosen option at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit award for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for course/courses completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years
 - D. 12th grade may receive credit for the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three, or more, semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is schedule or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination of high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent/designee must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice

must state the date the expulsion is schedule to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent/designee must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. **The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP.** The District adheres to the Ohio High School Athletic Association and its own eligibility policy to participate in athletics. In order to be eligible, the student must have passed five credits that count toward graduation during the prior grading period. The five credits may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: August 14, 2001)
(Re-approval date: January 10, 2011)
(Re-approval date: April 13, 2011)
(Re-approval date: November 25, 2013)
(Re-approval date: May 11, 2015)
(Re-approval date: July 8, 2015)
(Re-approval date: August 8, 2016)

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (**ODE**) as well as State law and, further, that our high schools compare favorably with other high schools in the State that are recognized for excellence.

The requirements for graduation from high school are as follows.

Statutory Graduation Requirements

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units
Science, including one unit each in Physical Science and Biology	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education	½ unit
Electives *	<u>5 units</u>
Total	20 units

The statutory graduation requirements also include:

1. student electives* of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
2. **students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course **approved by ODE** as an alternative to Algebra II.
3. units earned in social studies shall be integrated with economics and financial literacy and
4. passing all State required examinations.

Hilliard City Schools Graduation Requirements Classes of 2016– 2017	
English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	½ unit
Civics or Economics	½ unit
Science – Including one credit each in Biology & Physical Science	3 units
Math – Must include Algebra II or Honors Algebra II**	4 units
Health	½ unit
Physical Education – Students may waive the physical education requirement with participation in athletics, marching band, and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject area to meet the minimum credit requirement for graduation.	½ unit
Information & Communication Technology 21	½ unit
Financial Literacy Elective – The financial literacy elective requirement can be fulfilled by taking one of the following courses: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship or CBI 3 Related.	1 ½ unit
Senior Capstone – The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives – One credit must be earned in fine arts unless two semesters of fine arts coursework were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the Fine Arts graduation requirement. Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5

Hilliard City Schools Graduation Requirements Class of 2018 and beyond***	
English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	½ 1 unit
Civics or Economics	½ unit
Science - Including one credit each in Biology & Physical Science	3 units
Math - Must include Algebra II or Honors Algebra II**	4 units
Health	½ unit
Physical Education - Students may waive the physical education requirement with participation in athletics, marching band, and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject-area to meet the minimum credit requirement for graduation.	½ unit
Information & Communication Technology 21 Digital Connections	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Sophomore , Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship, Life Skills 1 or CBI 3 Related. Note: Taking one of these prior to the Junior Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10th graders who are interested in Tolles Career & Technical Center.	½ unit
Senior Capstone - The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts coursework were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the Fine Arts graduation requirement. Elective credits must include one or any combination of foreign world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5

In addition to the statutory requirements, Hilliard City Schools graduates for the class of 2018 and beyond must meet one of following criteria:

1. Earn a cumulative score of 18 on the seven end-of-course exams (Algebra 1, Geometry, Physical Science, English 1, English 2, American History and American Government);
 - Students can earn from 1-5 points for each exam, based on their performance.
 - Of these overall points, a student must earn at least four points between the math exams, four points between the English exams and six points between the science and social studies exams.
 - Students who earned high school credit in any of the above courses before July 1, 2014 automatically will receive a score of three points per course exam toward the total points needed for graduation.
2. Earn a “remediation-free” score on a nationally recognized college admission exam such as the ACT or SAT; or
3. Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

Summer School

Summer school credits are accepted toward graduation provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus and Post Secondary Enrollment Options

Credit is awarded for a course successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus, or where applicable the former Postsecondary Enrollment Options Program, counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools, which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Coursework Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study (see IKF-R for detailed information).

Junior Reserve Office Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Graduation Requirements Opt Out

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2016, the ability to opt out of the graduation requirements curriculum in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

[Adoption date: August 14, 2001]
[Re-adoption date: March 9, 2004]
[Re-adoption date: April 9, 2007]
[Re-adoption date: May 12, 2008]
[Re-adoption date: January 12, 2009]
[Re-adoption date: December 14, 2009]
[Re-adoption date: January 10, 2011]
[Re-adoption date: February 13, 2012]
[Re-adoption date: April 25, 2012]
[Re-adoption date: April 22, 2013]
[Re-adoption date: April 28, 2014]
[Re-adoption date: November 24, 2014]
[Re-adoption date: May 11, 2015]
[Re-adoption date: October 26, 2015]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, Postsecondary Enrollment Options (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

STUDENT SUSPENSION

The Superintendent/designee, principals, assistant principals and other administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year the Superintendent/designee cannot apply any or all of the period of suspension to the following year.

The Superintendent/designee may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year.

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.
3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within one school day, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
 - A. Superintendent;
 - B. Treasurer
 - C. student's school record (not for inclusion in the permanent record) and
 - D. and other staff involved.

6. Permanent Exclusion. If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the suspension, he/she must do so within three school days of receipt of the notice of suspension. ~~The procedure for such is provided in regulations approved by the Board.~~ **The Board of Education appoints the superintendent/designee to hear all suspension appeals.** All witnesses are sworn and a verbatim record is kept of the hearing which may be held in executive session at the request of the student or his/her parent(s). The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, appeal of the Board's or its designee's decision may be made to the court of common pleas.

[Adoption date: August 14, 2001]

[Re-adoption date: November 11, 2003]

[Re-adoption date: April 12, 2005]

[Re-adoption date: May 11, 2015]

[Re-adoption date: April 25, 2016]

[Re-adoption date: April 17, 2017]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct
JFCEA, Gangs
JFCJ, Weapons in the Schools
JGE, Student Expulsion

STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks, both print and digital, without cost. However, a fee for consumable materials and supplies used in the instructional program may be established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials, **participation fees, or technology protection plan which are necessary needed** to participate fully in a course of instruction for cocurricular and extracurricular activities. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act, will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. Those students on reduced-price lunch will receive half the benefit afforded those students eligible for the free-lunch program. This provision does not apply to student enrichment programs that are not courses of instruction.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the General Fund of the Board.

Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. A payment schedule may be arranged at the building level with full payment to be received by the end of each school year.

[Adoption date: August 14, 2001]

[Re-adoption date: September 23, 2002]

[Re-adoption date: October 9, 2006]

[Re-adoption date: December 14, 2009]

[Re-adoption date: February 13, 2012]

[Re-adoption date: January 14, 2013]

[Re-adoption date: November 25, 2013]

[Re-adoption date: May 11, 2015]

[Re-adoption date: April 17, 2017]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3329.06

CROSS REFS.: **EF/EFB, Food Services Management/Free and Reduced-Price Food**
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)

COOPERATIVE EDUCATIONAL PROGRAMS

Career Technical Centers

State law permits the establishment of joint vocational districts to provide vocational programs for students from participating districts. This District participates in programs conducted under the auspices of the Tolles Career & Technical Center (CTC).

The career technical center is governed by a board of education composed of representatives from each of the city and county boards of education of the participating districts. The term of office for each member of the board of the joint vocational district is for three years. Board members are limited to two consecutive terms. Terms are considered consecutive unless separated by three or more years. Members are appointed to the board by the participating districts in accordance with the plan. A member will not be appointed to the joint vocational school district board unless they meet the qualifications of State law.

The Board also participates in various programs of the Franklin County Educational Service Center.

Metropolitan Educational Council

The council assists member districts in providing improved and expanded services to students through cooperative efforts in the areas of purchasing, collective bargaining, regional planning, special education and through the exchange of ideas. The Board shall annually consider renewal of its membership in the council.

[Adoption date: August 14, 2001]

[Adoption date: November 25, 2013]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: Ohio Const. Art. VI, § 2
ORC 3311.19; 3311.191
3313.841; **3313.843**
3315.09; ~~3315.091~~
3323.09

CROSS REFS.: BCA, Board Organizational Meeting

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The district promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks, and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her chosen option at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit award for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for course/courses completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years
 - D. 12th grade may receive credit for the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three, or more, semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is schedule or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination of high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent/designee must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice

must state the date the expulsion is schedule to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent/designee must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. **The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP.** The District adheres to the Ohio High School Athletic Association and its own eligibility policy to participate in athletics. In order to be eligible, the student must have passed five credits that count toward graduation during the prior grading period. The five credits may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

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