



POLICY REVIEW COMMITTEE

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

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

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

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

AGENDA

Agenda Notes

- White copies are OSBA sample policies
- Blue copies are current HCSD policies
- Yellow copies are proposed revisions
- Item Status: M (Move Forward), T (Tabled), R (Refs Only) & N (No Action)

Section I – Public Participation

- Sign-up forms for public participation will be available prior to the meeting.

Section II – Review of Policies/Regulations/Exhibits – OSBA MARCH 2023 PDQ

Status

UPDATE TO NOTICE OF MEETINGS

March 2023 PDQ
Pages 1-2

1. BDDB – Notification of Meetings

- Not a required policy – HCSD re-adopted May 11, 2015
- Ohio Revised Code (RC) 121.22(F) requires every public body — including boards of education — to establish by rule a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.
- In light of recent case law and guidance, OSBA is encouraging school boards to review and update their policies to make sure they specifically identify the methods the boards consistently follow to notify the public of the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.
- OSBA's revised model policy establishes the district's website as the "reasonable method" for the public to determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

IMPLEMENTING DYSLEXIA REQUIREMENTS

March 2023 PDQ
Pages 5-6

2. IGBEB – Dyslexia Intervention and Supports (*new policy*)

- Not a required policy
- Districts have been reviewing the new dyslexia requirements for several years. As districts look to implement these requirements in the 2023-24 school year, OSBA is

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releasing a new model policy outlining district obligations.

- HB 583 (2022) revised the requirements and delayed the required implementation timeline.
- Districts are required to comply with the RC provisions and any provisions of Ohio's [Dyslexia Guidebook](#) that are statutorily required.
- **Dyslexia Screening and Intervention** - Districts are required to establish a multidisciplinary team to administer screening and intervention measures and analyze results. The team must include trained and certified personnel and a stakeholder with expertise in dyslexia identification, intervention and remediation.
- **Educator professional development/training** - RC 3319.077 establishes professional development requirements for staff in identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia. The Ohio Dyslexia Committee has determined that teachers need to complete 18 hours of professional development to meet this requirement. The training must be completed in accordance with the specified timelines.
- While the new law does not require the adoption of a board policy, this policy assists in outlining district obligations for dyslexia supports.
- Adopt policy IGBEB

HB 554 CHANGES IMPACTING DISTRICT OPERATIONS

March 2023 PDQ
Pages 6-8

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

- Not a required regulation – HCSD re-adopted November 7, 2022
- HB 554 enacts new Ohio Revised Code Section (RC) 3365.036, impacting the enrollment of military students in College Credit Plus (CCP) courses.
- Under the new provisions, children of military families enrolled in CCP who must withdraw from the school because of a permanent change of station order out of the state to transition from one military installation to another must be permitted to either:
 - complete participation in the course through an online format, if possible, for the duration of the semester;
 - withdraw from the course without academic or financial penalty.
- IGCH-R (also LEC-R), College Credit Plus, has been updated to reflect the changes
- Add language in **bold-type**

SB 288 IMPACT HEALTH EDUCATION AND STUDENT RECORDS

IGAE – Health Education

March 2023 PDQ
Pages 8-10

4. JHG – Reporting Child Abuse and Mandatory Reporting

- IGAE is not a required policy – HCSD re-adopted November 8, 2021
- JHG is a required policy – HCSD re-adopted May 13, 2019
- Senate Bill (SB) 288, effective April 4, 2023, makes several changes to the health curriculum and in-service training requirements for Ohio school districts, educational service centers, community schools and STEM schools.
- Ohio Revised Code (RC) [3313.60\(A\)\(5\)](#) requires that districts provide health education in specified areas. The bill adds two new areas of instruction:
 - developmentally appropriate instruction in child sexual abuse prevention for grades K-six and

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- developmentally appropriate instruction in sexual violence prevention for grades seven-12
- The bill also creates notification requirements related to these new areas of instruction.
- HB 123 (2020) also impacts RC 3313.60 and health education requirements for schools. HB 123 went into effect March 24, 2021, and requires schools to provide at least one hour or one standard class period per school year of instruction in suicide awareness and prevention; safety training and violence prevention; and social inclusion.
- The provision had a delayed effective date of two years, so the requirements for instruction take effect on the first day of the 2023-24 school year.
- Parents of students receiving such instruction can excuse their student by written request.
- SB 288 also revised the staff in-service training requirements of RC 3319.073.
- The training must now be provided by law enforcement officers or prosecutors with experience handling cases involving child sexual abuse or child sexual violence.
- IGAE has been updated to reflect the new requirements for child sexual abuse prevention, child sexual violence prevention and suicide awareness and prevention; safety training and violence prevention; and social inclusion trainings.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~
- JHG has been updated to reflect the new staff in-service requirements
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

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

1. HB 45 IMPACTS SCHOOL RAFFLES AND SCHOOL BUILDING REQUIREMENTS

March 2023 PDQ
Page 2

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

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

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

March 2023 PDQ
Pages 2-3

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

- HB 123, also known as the Safety and Violence Education (SAVE) Students Act, addresses school security, school health curriculum and youth suicide awareness, education and training. The bill

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requires that each school district, no later than March 24 of this year, establish threat assessment teams for each district building serving student in grades six through 12.

- District buildings are also required to add a threat assessment plan and a protocol for the threat assessment team to their existing school emergency management plans.
- OSSC clarified that the “model policy” includes both the model plan and protocol and was not intended to refer to board policy. OSSC also confirmed that it has not released or approved any model board policies on threat assessments. OSBA continues to recommend that districts refrain from adopting a board policy to cover the specifics of its threat assessment plan and protocol and instead keep those details within their local emergency management plans. This is consistent with the requirements enacted in the SAVE Students Act. Districts should confirm that board policy EBC, Emergency Management and Safety Plans, has been updated consistent with the changes recommended in the November 2022 PDQ issue. Our current Sample Policy EBC, Emergency Management and Safety Plans, has been included for informational purposes with this issue of PDQ.
- For more detailed coverage of HB 123’s requirements, see our articles on the topic in the August 2022 and November 2022 PDQ issues.

March 2023 PDQ
Pages 3-5

3. STATE BOARD’S RESOLUTION OPPOSES FEDERAL TITLE IX CHANGES

On Dec. 13, 2022, the State Board of Education voted 10-7 to adopt a resolution opposing the proposed changes to the federal Title IX regulations regarding LGBTQ students.

In summary, the State Board’s resolution:

- States that the original language of Title IX acknowledges the physiological differences between males and females.
- States that USDOE’s proposed regulations deny biological reality and contradict the original plain language of Title IX.
- Acknowledges the constitutional right of parents to direct the education, upbringing and physical and mental health of their children.
- Acknowledges the declaration of the U.S. Supreme Court in *Wisconsin v. Yoder* that parents occupy the primary role in the upbringing of their children.
- Supports the lawsuit filed by Ohio Attorney General Dave Yost and 21 other state attorneys general against USDA.
- Urges the Ohio General Assembly to uphold the rights of parents and their primary role in the upbringing of their children.
- Urges the Ohio General Assembly to uphold the rights and opportunities of women and children in schools as intended by the original language of Title IX.
- Directs the acting superintendent of public instruction to issue a [letter](#) to every Ohio public school district and every elementary, secondary or preschool program licensed by the Ohio Department of Education receiving federal funds, stating that:
 - the State Board of Education opposes USDOE’s proposed regulations;
 - USDOE guidance documents have been enjoined by a U.S. district court and are currently unenforceable;
 - the State Board of Education disagrees with the USDA rule;
 - the Ohio attorney general and 21 other state attorneys general are seeking injunctive relief from the USDA rule, though the rule remains in effect;
 - the letter and resolution are intended to inform, not to compel school districts in Ohio to take specific actions.
- No policy updates are necessary at this time

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- Given how quickly Title IX issues evolve, OSBA recommends that districts ensure their Title IX coordinators have a plan in place for tracking developments related to Title IX and keeping the district updated on these matters. OSBA will continue to monitor updates related to Title IX and provide necessary updates through future PDQ issues.

March 2023 PDQ
Pages 6-8

4. HB 554 CHANGES IMPACTING DISTRICT OPERATIONS

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

- **Students with disabilities**
 - HB 554 changed the definition of a “child with a disability” under Ohio law, increasing the maximum age of students who are eligible for services under that category.
 - Under the new law, a child with a developmental delay can qualify as a child with a disability under that category until their 10th birthday.
 - ODE’s Offices of Early Learning and School Readiness and Exceptional Children recently released [guidance materials](#) to support school districts implementing this change.
 - No changes to OSBA sample policies are necessary to reflect these changes. Districts should review locally developed district-level procedures to ensure compliance with the revised statutes.
- **Graduation Requirements**
 - Existing law addresses competency requirements for students transferring into a district. If a student transfers into an Ohio public or chartered nonpublic high school from another state or enrolls in an Ohio public or chartered nonpublic high school after receiving home instruction or attending a nonchartered, non-tax-supported school in the previous year, they must meet the competency requirements of RC 33136.18(B), requiring the student to attain a competency score on the Algebra I and English Language Arts II end-of-course exams or meet one of the alternative criteria in order to qualify for a diploma under that provision. However, any student who transfers or enrolls after the start of their 12th-grade year who fails to attain the required score is not required to retake the exam prior to demonstrating competency through one of the alternative options provided.
 - HB 554 revises RC 3313.618 and requires that ODE prescribes standards allowing a student who took the ACT or SAT, an end-of-course exam or an approved alternative assessment prior to transferring to apply the score toward graduation requirements at their new public or chartered nonpublic school. This would allow a transfer student to avoid retaking an exam or assessment when they transfer schools.
 - OSBA sample language on assessment requirements is general enough that no changes are needed. Districts should review future guidance from ODE when working with students transferring into the district and review locally adopted policies and handbooks to see if any revisions are needed.
- **Temporary educator license**
 - The act revises RC 3319.222. Under the revised provisions, the State Board of Education must issue a nonrenewable, two-year temporary educator license to an individual with an expired professional teacher’s certificate or professional educator license if the following criteria are met:
 - the individual had no disciplinary sanctions on the certificate or license at the time of expiration of the license or certificate;
 - the license is valid for teaching in the same subject areas and grades for which the expired certificate or license was issued, including any endorsements;
 - the individual completes any training requirement by the employing district or

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school prior to providing instruction at the employing school district under this license.

- The State Board also must issue a professional educator license to the temporary license holders addressed above who, during the duration of the license, complete 18 continuing education units or six semester hours of coursework in the areas of licensure or an area related to the teaching field. The license issued and any endorsements are valid for teaching in the same subject areas and grades as the individual's expired certificate or license.
- No policy changes are necessary to reflect these new options.



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
March 23, 2023, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

OHIO SCHOOL BOARDS ASSOCIATION POLICY DEVELOPMENT QUARTERLY

MARCH 2023 ISSUE

UPDATE TO NOTICE OF MEETINGS

by Kenna S. Haycox, senior policy consultant and Sara C. Clark, chief legal counsel

Ohio Revised Code (RC) 121.22(F) requires every public body — including boards of education — to establish by rule a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.

The requirement to establish a “notice rule” identifying the method the board will use to provide notice of its meetings is different from the requirement of actually providing the notice. Districts use a variety of methods to consistently provide notice of their meetings, including posting notice on the district’s website and in newspapers and announcements at community centers, libraries or recreation centers. In light of recent case law and guidance, we are encouraging school boards to review and update their policies to make sure they specifically identify the methods the boards consistently follow to notify the public of the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.

In evaluating its method of providing notice, a school board should determine which method will *actually* reach the public and ensure it can consistently provide notice through that method. In 2002, an Ohio court found that publication of meeting information in a newspaper is one reasonable method of noticing the public of its meetings. However, this method may not satisfy the notice requirement if the newspaper has discretion not to publish the information or is not consistently printing the notices on the district’s behalf. If the district’s notices are not published consistently, the board should consider an alternative method.

OSBA’s revised model policy establishes the district’s website as the “reasonable method” for the public to determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings. Again, districts should evaluate whether the use of the district’s website will satisfy the notice requirement. If the district’s website does not consistently reach the public, it should consider an alternative method.

Once a board identifies the method that will reach the public, it should be established in board policy. For example, the board may adopt a policy that requires it to post notices on a door where the school board meets. Boards may also provide other notices as a courtesy, such as posting a notice in a newspaper or on the district’s website. The board must consistently provide meeting notices in compliance with the methods it establishes in policy, but expanding the list of places where the notices are posted helps ensure that “any person” may find information about upcoming meetings.

Policy implications

OSBA updated policy BDDA, Notification of Meetings, through a special PDQ release on Feb 17. Those policy updates are provided again with this issue. Language was added requiring the board to post advance notice of its meetings on the district’s website. This specific method — posting notice on the district’s website — is not required by law. A board may establish an alternative “reasonable method” in its policy, so long as, by that method, any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.

Districts should consider updating this policy as soon as possible to formalize the notice method used. If you are

not sure whether your policy needs updated, please reach out to your OSBA policy consultants to review your locally adopted policy. If your district already adopted updates based on the February special release, no further updates are necessary.

HB 45 IMPACTS SCHOOL RAFFLES AND SCHOOL BUILDING REQUIREMENTS

by Gamy Narvaez, policy consultant

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

The November 2022 PDQ issue covered HB 110 and its amendment to Ohio Revised Code (RC) [2915.092](#), which appeared to remove a school district's ability to conduct raffles.

RC 2915.092 formerly contained a list of entities authorized to conduct charitable raffles that included "public schools," but the amended provision only authorized entities that are exempt from federal income taxes under [26 United States Code \(USC\) 510\(a\)](#) to conduct raffles, which does not include public schools. HB 45 updated RC 2915.092 to specifically include school districts, community schools, STEM schools, college-preparatory boarding schools and chartered nonpublic schools as entities that may conduct a raffle. The RC provision still states that persons or entities that are exempt from federal income taxation under subsection 501(a) and described in subsection 501(c)(3), 501(c)(4), 501(c)(6), 501(c)(7), 501(c)(8), 501(c)(10) or 501(c)(19) of the Internal Revenue Code may conduct raffles as well.

HB 45 also updated RC [3781.1010](#), eliminating the requirement for schools to install storm shelters in school buildings operated by public or private schools undergoing or about to undergo construction, alteration, repair or maintenance. A moratorium on requiring storm shelters had previously been established in September 2018 and expired on Nov. 30, 2022. The HB 45 amendment permanently prohibits the Ohio Board of Building Standards from requiring public and private schools to install storm shelters.

Policy implications

A review of our model policies determined that no modifications are necessary. Districts should review local policies and procedures, particularly on fundraisers, to ensure compliance with state and federal law and guidance when conducting raffles. If districts have language prohibiting raffles after HB 110, consider reviewing such language in light of HB 45 reauthorizing school districts to conduct raffles.

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

by Gamy Narvaez, policy consultant

Two recent legislative enactments impose new obligations on school districts that affect student safety. House Bill (HB) 99 changed the requirements for schools that choose to arm staff. HB 123 (2020) required school districts to conduct threat assessments, assemble and train threat assessment teams and add elements to their local emergency management plans. The Ohio School Safety Center (OSSC) has been tasked with helping districts understand and implement legislation that affects school safety, such as HB 99 and HB 123. Created in 2019, OSSC assists local schools and law enforcement with preventing, preparing for and responding to threats and acts of violence through a solutions-based approach to improving school safety.

OSBA's legal and policy staff recently met with OSSC officials who offered to help address questions surrounding these bills. Regarding HB 99 and arming school staff, OSSC suggested districts visit its webpage dedicated to the [OSSC Armed School Staff Essential Training \(ASSET\) program](#). The ASSET program is the model curriculum used

to provide the training, as required in Ohio law, for school personnel who are authorized by the board of education to carry firearms in a school safety zone. The ASSET program is comprised of two core training programs: the initial 24-hour certification and an annual eight-hour requalification program. The webpage also addresses the process schools can follow to get OSSC approval for an alternate firearms training program for its armed staff, an [FAQ page](#) related to HB 99 and a page dedicated to summarizing key components of HB 99. For more information and background on the bill, review our article covering HB 99 in the August 2022 PDQ issue.

HB 123, also known as the Safety and Violence Education (SAVE) Students Act, addresses school security, school health curriculum and youth suicide awareness, education and training. The bill requires that each school district, no later than March 24 of this year, establish threat assessment teams for each district building serving student in grades six through 12. District buildings are also required to add a threat assessment plan and a protocol for the threat assessment team to their existing school emergency management plans. In addition, the SAVE Students Act tasked OSSC with creating a [model threat assessment plan](#) and protocol for district use. Schools have been asking many clarifying questions about these provisions, and most of OSBA's discussion with OSSC focused on HB 123.

Following the release of the [OSSC model policy](#) to guide districts in updating their local emergency management plans, a question we often received was whether districts should adopt a board policy covering threat assessment teams, trainings and plans. OSSC clarified that the "model policy" includes both the model plan and protocol and was not intended to refer to board policy. OSSC also confirmed that it has not released or approved any model board policies on threat assessments. OSBA continues to recommend that districts refrain from adopting a board policy to cover the specifics of its threat assessment plan and protocol and instead keep those details within their local emergency management plans. This is consistent with the requirements enacted in the SAVE Students Act. Districts should confirm that board policy EBC, Emergency Management and Safety Plans, has been updated consistent with the changes recommended in the November 2022 PDQ issue. Our current Sample Policy EBC, Emergency Management and Safety Plans, has been included for informational purposes with this issue of PDQ.

OSSC officials also distinguished the OSSC model policy from its sample emergency operations plan (EOP), which is item 1 on the [OSSC PK-12 School Emergency Management Plans webpage](#). The OSSC model policy is longer and more in-depth regarding the HB 123 requirements and how threat assessments will function at the district level, including tips for district building administrators creating their model plan and protocol. The sample EOP is a more practical document to guide each district's building administrators as they create a compliant emergency management plan based on the individual needs and requirements in each of the district's buildings.

OSBA staff appreciates OSSC officials' willingness to work through these district questions and for their continued service in helping districts to improve their school safety. For more detailed coverage of HB 123's requirements, see our articles on the topic in the August 2022 and November 2022 PDQ issues.

STATE BOARD'S RESOLUTION OPPOSES FEDERAL TITLE IX CHANGES

by Gamy Narvaez, policy consultant

Background on the State Board's resolution

On Dec. 13, 2022, the State Board of Education voted 10-7 to adopt a resolution opposing the proposed changes to the federal Title IX regulations regarding LGBTQ students. The State Board's resolution, which also affirmed parental rights and local control of K-12 education in Ohio, opposes the changes to Title IX proposed by the U.S. Department of Education (USDOE) in June 2022. The regulations proposed by USDOE would expand the definition of "sex-based harassment" to include discrimination based on sexual orientation and gender identity,

among many other changes to current Title IX procedures. The [resolution](#) represents the State Board's official position regarding the proposed rules and changes affecting Title IX, but it is important to note that the actual effect of the resolution is not binding on districts and does not compel them to take any particular action.

Another important piece of context surrounding the State Board's resolution is the May 2022 announcement by the U.S. Department of Agriculture (USDA) that it would interpret its prohibition on discrimination on the basis of sex to include gender identity and sexual orientation. [USDA's guidance](#) would require any local agency or program receiving funds from its Food and Nutrition Service, including school funding for free and reduced-price lunch programs, to update its nondiscrimination policies and signage to include prohibitions against discrimination based on gender identity and sexual orientation. Shortly after USDA's announcement, Ohio Attorney General **Dave Yost** joined 21 other state attorneys general in a lawsuit opposing the rule. As of the time of this issue, no ruling has been issued in this suit, and the USDA guidance remains in effect. Districts are advised to consult with legal counsel when reviewing policies to ensure that they comply with this and all federal guidance related to nondiscrimination. For a summary of some of the Title IX updates discussed above and a more detailed review of the timeline leading up to this resolution, refer to our Title IX update in the August 2022 PDQ issue.

The language and effect of the State Board's resolution

In summary, the State Board's resolution:

- States that the original language of Title IX acknowledges the physiological differences between males and females.
- States that USDOE's proposed regulations deny biological reality and contradict the original plain language of Title IX.
- Acknowledges the constitutional right of parents to direct the education, upbringing and physical and mental health of their children.
- Acknowledges the declaration of the U.S. Supreme Court in *Wisconsin v. Yoder* that parents occupy the primary role in the upbringing of their children.
- Supports the lawsuit filed by Ohio Attorney General Dave Yost and 21 other state attorneys general against USDA.
- Urges the Ohio General Assembly to uphold the rights of parents and their primary role in the upbringing of their children.
- Urges the Ohio General Assembly to uphold the rights and opportunities of women and children in schools as intended by the original language of Title IX.
- Directs the acting superintendent of public instruction to issue a [letter](#) to every Ohio public school district and every elementary, secondary or preschool program licensed by the Ohio Department of Education receiving federal funds, stating that:
 - the State Board of Education opposes USDOE's proposed regulations;
 - USDOE guidance documents have been enjoined by a U.S. district court and are currently unenforceable;
 - the State Board of Education disagrees with the USDA rule;
 - the Ohio attorney general and 21 other state attorneys general are seeking injunctive relief from the USDA rule, though the rule remains in effect;
 - the letter and attached resolution are intended to inform, not to compel school districts in Ohio to take specific actions.

Policy implications

As stated, the resolution is meant to inform schools and others in Ohio of the State Board's official position on recent Title IX changes, not to compel any action by school boards. For that reason, no updates to OSBA's sample policies are necessary at this time. Given how quickly Title IX issues evolve, we recommend that districts

ensure their Title IX coordinators have a plan in place for tracking developments related to Title IX and keeping the district updated on these matters. OSBA will continue to monitor updates related to Title IX and provide necessary updates through future PDQ issues.

IMPLEMENTING DYSPLEXIA REQUIREMENTS

by Kenna S. Haycox, senior policy consultant

Districts have been reviewing the new dyslexia requirements for several years. As you look to implement these requirements in the 2023-24 school year, we are releasing a new model policy outlining district obligations. Let's review these obligations regarding dyslexia screening and intervention.

For the purposes of the statutory requirements, dyslexia is defined by Ohio Revised Code (RC) 3323.25 as "a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language" for districts related to dyslexia.

HB 583 (2022) revised the requirements and delayed the required implementation timeline. Districts are required to comply with the RC provisions and any provisions of Ohio's [Dyslexia Guidebook](#) that are statutorily required. Districts should review both RC provisions and the dyslexia guidebook for implementation as well as the Ohio Department of Education (ODE) [resources](#). The guidebook contains additional best practice recommendations that are not statutorily required. Districts may use any of these recommended best practices and recommendations contained in the guidebook but are not required to comply with anything that is not statutorily required.

Dyslexia screening and intervention

Districts are required to establish a multidisciplinary team to administer screening and intervention measures and analyze results. The team must include trained and certified personnel and a stakeholder with expertise in dyslexia identification, intervention and remediation.

A key component of the law is the administration of screenings. Districts should review the dyslexia guidebook for more information on selecting and administering screenings.

RC 3323.251 requires schools to adhere to the following guidelines:

- 2023-24 school year: The district must administer a tier one dyslexia screening to:
 - students in K-three after Jan. 1, 2024, but prior to Jan. 1, 2025;
 - students in grades four-six whose parents request the screening or for whom a teacher requests the screening and the parents grant permission.
- 2024-25 school year and beyond: The district must administer a tier one dyslexia screening to:
 - students in kindergarten after Jan. 1 of the school year in which the student is enrolled in kindergarten and prior to Jan. 1 of the following school year;
 - students in grades one-six whose parents request the screening or for whom a teacher requests the screening and the parents grant permission.

Beginning with the 2023-24 school year, districts must administer a tier one dyslexia screening measure to each kindergarten student who transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed. Districts also must administer a tier one dyslexia screening measure to each student in grades one through six who transfers into the district or school midyear within 30 days after the student's enrollment.

In the case of a transfer student who is identified as “at risk of dyslexia,” a tier two dyslexia screening must be administered in a timely manner.

Districts must identify students at risk of dyslexia based on a student’s results on the tier one screening assessment and notify the parent of such identification.

Unless the student has already been administered a tier two screening, the district must monitor the progress of each at-risk student toward attaining grade-level reading and writing skills for up to six weeks in accordance with the following requirements:

- student progress checks at least at the second, fourth and sixth weeks after a student has been identified as at risk;
- if no progress is observed during this period, the district must notify the parent and administer a tier two dyslexia screening.

Results of the tier two screening must be reported to the parent within 30 days after administration. If a student is identified as having dyslexia tendencies, the district must provide the parent with information about reading development, risk factors for dyslexia and descriptions for evidence-based interventions.

If a student demonstrates markers for dyslexia, the school must provide parents with a written explanation of the district or school’s structured literacy program.

Educator professional development/training

RC 3319.077 establishes professional development requirements for staff in identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia. The Ohio Dyslexia Committee has determined that teachers need to complete 18 hours of professional development to meet this requirement. The training must be completed in accordance with the following timelines:

- by the beginning of the 2023-24 school year: kindergarten and first grade;
- by the beginning of the 2024-25 school year: second and third grade;
- by the beginning of the 2025-26 school year: fourth through 12th grade (intervention specialists).

Teachers who provide instruction in fine arts, music or physical education are exempt from completing the professional development requirements. Districts may locally decide to train employees not subject to the mandatory training requirements. More information on the professional development requirements is available on the ODE [Professional Development](#) webpage.

Districts are required to establish a Structured Literacy Certification process for teachers providing instruction in kindergarten through third grade and must locally determine which educators will become certified through this process. More information is available on the [Structured Literacy Certification Process](#) webpage.

Policy implications

A new policy, IGBEB, Dyslexia Intervention and Supports, is included with this PDQ issue. While the new law does not require the adoption of a board policy, this policy assists in outlining district obligations for dyslexia supports.

HB 554 CHANGES IMPACTING DISTRICT OPERATIONS

by Kenna S. Haycox, senior policy consultant

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

Students with disabilities

HB 554 changed the definition of a “child with a disability” under Ohio law, increasing the maximum age of students who are eligible for services under that category.

One category of students who are entitled to special education is students with developmental delays. The law formerly included any “child who is at least three years of age and less than six years of age” who was experiencing developmental delays as measured by appropriate diagnostic instruments and procedures. These delays can occur in a child’s physical, cognitive, communication, adaptive or social or emotional development. Children with developmental delays may qualify for special education and related services.

Under the new law, a child with a developmental delay can qualify as a child with a disability under that category until their 10th birthday. The Ohio Department of Education (ODE) has recently explained that this change means that children in preschool who are identified as having a developmental delay and receive special education services can continue to receive those services without being reevaluated in advance of turning age 6 or moving to kindergarten. Any child who is not yet 10 years old may be evaluated as eligible for special education or related services under the developmental delay disability category. As before, students aging out of the “developmental delay” category may still meet the definition of one of the other eligibility categories and continue to be eligible for special education.

A child who already has been identified as having a developmental delay, is in preschool and is receiving special education and related services under that identification during this academic year, and who has or will turn 6 years old on or before June 30, is permitted to remain in preschool and will continue to receive services. The child can also enter kindergarten with a developmental delay identification and continue to receive special education and related services without being reevaluated simply because the child has turned or will turn 6 years old. Students who need to be reevaluated for other reasons, such as the expiration of their evaluation team report, can be reevaluated at any time.

ODE’s Offices of Early Learning and School Readiness and Exceptional Children recently released [guidance materials](#) to support school districts implementing this change.

Policy implications

No changes to OSBA sample policies are necessary to reflect these changes. Districts should review locally developed district-level procedures to ensure compliance with the revised statutes.

College Credit Plus

HB 554 enacts new Ohio Revised Code Section (RC) 3365.036, impacting the enrollment of military students in College Credit Plus (CCP) courses. Under the new provisions, children of military families enrolled in CCP who must withdraw from the school because of a permanent change of station order out of the state to transition from one military installation to another must be permitted to either:

- complete participation in the course through an online format, if possible, for the duration of the semester;
- withdraw from the course without academic or financial penalty.

Policy implications

IGCH-R (also LEC-R), College Credit Plus, has been updated to reflect the changes and is available with this PDQ issue.

Graduation requirements

Existing law addresses competency requirements for students transferring into a district. If a student transfers

into an Ohio public or chartered nonpublic high school from another state or enrolls in an Ohio public or chartered nonpublic high school after receiving home instruction or attending a nonchartered, non-tax-supported school in the previous year, they must meet the competency requirements of RC 33136.18(B), requiring the student to attain a competency score on the Algebra I and English Language Arts II end-of-course exams or meet one of the alternative criteria in order to qualify for a diploma under that provision. However, any student who transfers or enrolls after the start of their 12th-grade year who fails to attain the required score is not required to retake the exam prior to demonstrating competency through one of the alternative options provided.

HB 554 revises RC 3313.618 and requires that ODE prescribes standards allowing a student who took the ACT or SAT, an end-of-course exam or an approved alternative assessment prior to transferring to apply the score toward graduation requirements at their new public or chartered nonpublic school. This would allow a transfer student to avoid retaking an exam or assessment when they transfer schools.

Policy implications

OSBA sample language on assessment requirements is general enough that no changes are needed. Districts should review future guidance from ODE when working with students transferring into the district and review locally adopted policies and handbooks to see if any revisions are needed.

Temporary educator licenses

The act revises RC 3319.222. Under the revised provisions, the State Board of Education must issue a nonrenewable, two-year temporary educator license to an individual with an expired professional teacher's certificate or professional educator license if the following criteria are met:

- the individual had no disciplinary sanctions on the certificate or license at the time of expiration of the license or certificate;
- the license is valid for teaching in the same subject areas and grades for which the expired certificate or license was issued, including any endorsements;
- the individual completes any training requirement by the employing district or school prior to providing instruction at the employing school district under this license.

The State Board also must issue a professional educator license to the temporary license holders addressed above who, during the duration of the license, complete 18 continuing education units or six semester hours of coursework in the areas of licensure or an area related to the teaching field. The license issued and any endorsements are valid for teaching in the same subject areas and grades as the individual's expired certificate or license.

No policy changes are necessary to reflect these new options.

SB 288 IMPACTS HEALTH EDUCATION AND STUDENT RECORDS

by Gamy Narvaez, policy consultant

Senate Bill (SB) 288, effective April 4, 2023, makes several changes to the health curriculum and in-service training requirements for Ohio school districts, educational service centers, community schools and STEM schools. Ohio Revised Code (RC) [3313.60\(A\)\(5\)](#) requires that districts provide health education in specified areas. The bill adds two new areas of instruction: developmentally appropriate instruction in child sexual abuse prevention for grades K-six and developmentally appropriate instruction in sexual violence prevention for grades seven-12.

Importantly, the instruction provided must not be connected in any way to any individual, entity or organization that provides, promotes, counsels or makes referrals for abortion or abortion-related services. Current law also requires schools to provide instruction in dating violence prevention for grades seven-12 and that the Ohio Department of Education (ODE) provide links on its website to free curricula addressing dating violence prevention and sexual violence prevention education. These resources cannot be connected in any way to any individual, entity or organization that provides, promotes, counsels or makes referrals for abortion or abortion-related services.

The bill also creates notification requirements related to these new areas of instruction. Districts must notify parents of students receiving instruction in child sexual abuse prevention or sexual violence prevention that the instruction is required curricula; they have the right to examine the related instructional materials upon written request; and parents can opt their student out of such instruction, again, upon written request. If a parent submits a written request to a building principal to examine the dating violence prevention and sexual violence prevention instructional materials used at that school, the principal must allow the parent to examine those materials at the school building within 48 hours after the request is made.

HB 123 (2020) also impacts RC 3313.60 and health education requirements for schools. HB 123 went into effect March 24, 2021, and requires schools to provide at least one hour or one standard class period per school year of instruction in suicide awareness and prevention; safety training and violence prevention; and social inclusion. The provision had a delayed effective date of two years, so the requirements for instruction take effect on the first day of the 2023-24 school year. Parents of students receiving such instruction can excuse their student by written request. ODE must provide a list of approved training programs for instruction in social inclusion on its website, including at least one option that is free or of no cost to schools. The social inclusion training programs must cover the following:

- what social isolation is and how to identify it in others;
- the importance of establishing connections with peers;
- when and how to seek help for peers who may be socially isolated;
- how to use strategies for more social inclusion in classrooms and the school community.

These instructional requirements apply to buildings serving students in grades six-12. Schools may use student assemblies, digital learning and homework to satisfy the requirements. Visit the ODE [SAVE Students site](#) for more information.

SB 288 also revised the staff in-service training requirements of RC 3319.073. Each school district, educational service center, community school and STEM school must now incorporate training on child sexual abuse into the training already required for teachers, nurses, counselors, psychologists and administrators. The most significant change is that the training must now be provided by law enforcement officers or prosecutors with experience handling cases involving child sexual abuse or child sexual violence.

SB 288 also relocates a provision relating to the maintenance of records of individuals who have been permanently excluded from a school under RC [3301.121](#) and RC [3313.662](#). The provision, previously located in RC [2953.32](#) and now relocated to RC [2953.34](#), allows boards of education that maintain such records to also maintain records regarding a conviction that was used as the basis for the individual's permanent exclusion, regardless of a court order to seal or expunge the record.

Policy implications

Policy IGAE, Health Education, has been updated to reflect the new requirements for child sexual abuse prevention, child sexual violence prevention and suicide awareness and prevention; safety training and violence

prevention; and social inclusion trainings. Policy JHG, Reporting Child Abuse and Mandatory Trainings, has been updated to reflect the new staff in-service requirements.

Cross References

IGBEB - **OSBA Sample** Dyslexia Intervention and Supports

EBC - **OSBA Sample** Emergency Management and Safety Plans

BDDA - **OSBA Sample** Notification of Meetings

IGAE - **OSBA Sample** Health Education

IGCH-R (Also LEC-R) - **OSBA Sample** College Credit Plus

JHG - **OSBA Sample** Reporting Child Abuse and Mandatory Training

LEC-R (Also IGCH-R) - **OSBA Sample** College Credit Plus

March 2023 - Update Review Form

Updating Quick Reference - Copy of Checklist



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (Revised)
Title	**OSBA Sample** Notification of Meetings
Code	BDDA
Status	From OSBA

****This is the OSBA sample policy.****

Notification of Meetings

~~Due notice of all meetings of the Board and Board-appointed committees is given to the press and the public who have requested notification and to all Board members.~~ Notification of all meetings of the Board and Board-appointed committees is provided as set forth herein.

Organizational Meetings: Notice of organizational meetings, including any special or regular meeting following the organizational meeting, is given in the same manner as notice for regular and special meetings of the Board (see below).

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice. The Board will post advance notice of the time and place of all regularly scheduled meetings on the District's website.

Special Meetings: A special meeting may be called by the President, the Treasurer or any two members of the Board by serving written notice of the time and place of the meeting upon each Board member at least two days before the date of the meeting. The notice must be signed by the officer or members calling the meeting. Notice by mail is authorized. The Board will post advance notice of the time, place and purpose of all special meetings on the District's website. Notice of the time, place and purpose ~~must is~~ also ~~be~~ given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Emergency Meetings: In the event of any emergency, the media is notified immediately of the time, place and purpose of the meeting.

Personal Notice of Meetings: Any person ~~who wishes to may~~ receive advance personal notice of ~~regular or special meetings of the Board may receive the advance notice by requesting that the Treasurer include his/her name on a mailing list and by providing the Treasurer with a supply of stamped, self-addressed envelopes.~~ all meetings at which a specific type of public business is to be discussed by the Board. Such requests shall be directed to the Treasurer. Requests for notification by email shall include the requestor's email address. Requests for notification by mail shall include a supply of stamped, self-addressed envelopes provided by the requestor. Individuals requesting advance personal notice are responsible for providing the Treasurer with any updates to contact information.

Cancellation: Occasionally, regular or special meetings of the Board must be canceled. Meetings can be canceled for any reason. When a meeting is to be canceled, the Treasurer notifies Board members and all media and individuals who have requested notification of such meetings. Notice of cancellation is also prominently posted at the meeting site. This notice includes the new date of a rescheduled meeting, if possible.

Legal References

ORC 121.22 ~~(B)~~
 ORC 3313.14
 ORC 3313.15
 ORC 3313.16

Cross References

BCA, Board Organizational Meeting
BCE, Board Committees
BD, School Board Meetings

NOTE: Ohio Revised Code (RC) 121.22(F) requires every public body, including boards of education, to establish by rule a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings. OSBA's model policy requires boards of education to post advance notice of their meetings on the district's website. This specific method is not required by law and a district may establish an alternate "reasonable method" whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings.

Districts use a variety of methods to consistently provide notice of their meetings, including posting notice on the district's website and in newspapers and announcements at community centers, libraries or recreation centers.

In evaluating its method of providing notice, a school board should determine which method will actually reach the public and ensure it can consistently provide notice through that method. If the district's website does not consistently reach the public, it should consider an alternative method.

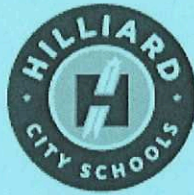
Legal

[ORC 121.22](#)

[ORC 3313.14](#)

[ORC 3313.15](#)

[ORC 3313.16](#)



Book	Policy Manual
Section	Section B: School Board Governance And Operations
Title	Notification of Meetings
Code	BDDA
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Notification of Meetings

Due notice of all meetings of the Board and Board-appointed committees is given to the press and the public who have requested notification and to all Board members.

Organizational Meetings: Notice of organizational meetings, including any special or regular meeting following the organizational meeting, is given in the same manner as notice for regular and special meetings of the Board (see below).

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice.

Special Meetings: A special meeting may be called by the President, the Treasurer or any two members of the Board by serving written notice of the time and place of the meeting upon each Board member at least two days before the date of the meeting. The notice must be signed by the officer or members calling the meeting. Notice by mail is authorized. Notice of the time, place and purpose must also be given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Emergency Meetings: In the event of any emergency, the media is notified immediately of the time, place and purpose of the meeting.

Personal Notice of Meetings: Any person who wishes to receive advance personal notice of regular or special meetings of the Board may receive the advance notice by requesting that the Treasurer include his/her name on a distribution list.

Cancellation: Occasionally, regular or special meetings of the Board must be canceled. Meetings can be canceled for any reason. When a meeting is to be canceled, the Treasurer notifies Board members and all media and individuals who have requested notification of such meetings. Notice of cancellation is also prominently posted at the meeting site. This notice includes the new date of a rescheduled meeting, if possible.

Legal [ORC 121.22\(B\)](#)
 [ORC 3313.15](#)
 [ORC 3313.16](#)



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (New)
Title	**OSBA Sample** Dyslexia Intervention and Supports
Code	IGBEB
Status	From OSBA

****This is the OSBA sample policy.****

Dyslexia Intervention and Supports

The Board believes in the importance of the development of English language skills and acknowledges the need to identify and support students impacted by learning disorders such as dyslexia, which complicate the language learning process. Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.

To assist the District in identifying students at risk of dyslexia and providing resources to assist those students in attaining grade-level reading and writing skills the Board directs the Superintendent/designee to implement dyslexia screening, intervention and professional development in accordance with State law and the provisions of the Dyslexia Guidebook that are statutorily required.

Dyslexia Screening and Intervention

The District:

1. Establishes a multidisciplinary team including trained and certified personnel and a stakeholder with expertise in dyslexia identification, intervention and remediation to administer dyslexia screenings and intervention measures and analyze results.
2. Administers tier one and tier two dyslexia screenings meeting the requirements of State law to each student in kindergarten through sixth grade including transfer students meeting the criteria for such screenings under State law, in accordance with all statutory timelines. Parents receive a report of a student's results on a tier two screening within 30 days after administration.
3. Identifies a student as at risk of dyslexia based on the student's results on a tier one screening assessment and notifies the parent of such identification.
4. Continues to monitor the progress of each at risk student who has not been administered a tier two screening toward attaining grade-level reading and writing skills for up to six weeks in accordance with State law. If no progress is observed, the District notifies the parents and administers a tier two screening.
5. Provides parents of students identified by the tier two screening as having dyslexia tendencies with information about reading development, risk factors for dyslexia and descriptions for evidence-based interventions.
6. Provides a written explanation of the structured literacy program to parents of students demonstrating markers for dyslexia.
7. Provides reports of screening measures results to the Ohio Department of Education.

Professional Development

The District complies with all professional development requirements for teachers in identifying characteristics of dyslexia and understanding the pedagogy for instruction of students with or at risk of dyslexia. Unless otherwise required by the Superintendent/designee, teachers who provide instruction in fine arts, music or physical education are exempt from these professional development requirements and trainings.

The Superintendent/designee establishes a Structured Literacy Certification process for designated teachers providing instruction to students in kindergarten through grade three.

Legal References

ORC 3319.077
ORC 3319.078
ORC 3323.25
ORC 3323.251

Cross references

JB, Equal Educational Opportunities
IGBA, Programs for Students With Disabilities
IL, Testing Programs

NOTE: House Bill (HB) 436 (2021) established new requirements in Ohio Revised Code (RC) 3323.25, 3323.251, 3319.077 and 3319.078 for districts related to dyslexia. HB 583 (2022) revised the requirements and delayed the required implementation timeline with the majority of requirements taking effect beginning in the 2023-24 school year. Districts should review both the Ohio Revised Code provisions and the Dyslexia Guidebook for implementation as well as Ohio Department of Education (ODE) resources. Districts are required to comply with the revised code provisions and with any provisions of the Dyslexia Guidebook that are statutorily required as they pertain to the guidebook, districts may utilize any best practices and recommendations contained in the guidebook.

Legal

[ORC 3319.077](#)

[ORC 3319.078](#)

[ORC 3323.25](#)

[ORC 3323.251](#)



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (Revised)
Title	**OSBA Sample** College Credit Plus
Code	IGCH-R (Also LEC-R)
Status	From OSBA

****This is the OSBA sample policy.****

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 February 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 of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

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;
12. information about eligible courses;
13. information on CCP probation, dismissal and appeal procedures;
14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and
15. the permission slip jointly developed by the Ohio Department of Education (ODE) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

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 and relevant academic program's established standards for admission, enrollment 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 and his/her parent also must sign and include in their application to the college, the permission slip developed by ODE and ODHE regarding the potential for mature subject matter in a course taken through CCP.

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

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission, the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses, the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible 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 awarded for eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) 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 ODE. ODE'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.

Students of military families participating in CCP who must withdraw from the school because of a permanent change of station order out of state to transition from one military installation to another may:

1. **complete the course for the semester in which the student is enrolled in an online format if possible, or**
2. **withdraw from the course without academic or financial penalty.**

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 up to 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 semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. For purposes of these requirements, a "relevant high school course" is defined as a high school course that provides the appropriate academic foundation or career-technical education skills for the college course in which the student intends to enroll, as determined by the applicable institution of higher education. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;
2. have a cumulative unweighted high school grade point average (GPA) of at least 3.0;
3. have a cumulative unweighted high school GPA of at least 2.75 but less than 3.0 and received an "A" or "B" grade in a relevant high school course;
4. for participating seventh or eighth grade students without a cumulative unweighted high school GPA available, have received an A or B grade in a relevant high school course or
5. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and
 - A. have a cumulative high school GPA of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or
 - B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or
2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records, the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status, the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;
2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;
3. allow the student to participate in CCP on CCP probation or
4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

Summer Term Eligibility

A student who is scheduled 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 high school/college credit (Option B), the District is responsible for all costs associated with the eligible 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 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 scheduled 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 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 for eligibility to participate in athletics. Courses used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- Cost, including:
 - notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;
 - clear references to the potential cost of participation at a nonpublic institution of higher education and
 - the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.
- Criteria for student participation, including but not limited to:
 - the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).
 - a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."
- Student participation options:
 - a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.
 - a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.

- *list of courses offered at the secondary school through an agreement with an institution of higher education.*
- *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the State to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Department of Higher Education (ODHE) and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the District or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the District cannot be denied the opportunity to participate in extracurricular activities in the District solely because of their participation in CCP. Students still must meet the District eligibility requirements.

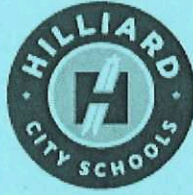
House Bill (HB) 49 (2017) amended RC 3365.03(E) to state that the college to which a student applies will pay for one assessment used to determine that student's eligibility. Any additional assessment used for this purpose will be the financial responsibility of the student.

Ohio Administrative Code (OAC) 3333-1.65.12 defines courses eligible for payment under CCP.

Each secondary school must adopt an academic progress policy in accordance with OAC 3333-1.65.13. Districts should review information provided by ODHE when developing this school specific policy.

Districts must include information on eligible courses and CCP probation in the required informational session. Districts may incorporate the required counseling session into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual information session.

HB 110 (2021) adds new requirements for notice of the potential for mature subject matter in CCP courses. Mature subject matter is defined as any course subject matter or material of a graphic, explicit, violent or sexual nature. HB 110 also revised the academic eligibility requirements for student participation.



Book	Policy Manual
Section	Section I: Instruction
Title	College Credit Plus
Code	IGCH-R (Also LEC-R)
Status	Active
Adopted	August 14, 2001
Last Revised	November 7, 2022
Prior Revised Dates	01/10/2011, 04/13/2011, 11/25/2013, 05/11/2015, 07/08/2015, 08/08/2016, 07/05/2015, 12/18/2017, 10/08/2018, 11/08/2021, 08/08/2022

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 February 1 of each school year. The noticed 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 of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

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;
12. information about eligible courses;
13. information on CCP probation, dismissal and appeal procedures;
14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and
15. the permission slip jointly developed by the Ohio Department of Education (ODE) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

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 and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent/guardian also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program. The student and his/her parent/guardian also must sign and include in their application to the college, the permission slip developed by ODE and ODHE regarding the potential for mature subject matter in a course taken through CCP.

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.

Students may enroll only in eligible courses as defined in rules adopted by the ODHE. Upon receipt of the notice of pre-term admission of the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible 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 eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) 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 Ohio Department of Education (ODE). ODE'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.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. For purposes of these requirements, a "relevant high school course" is defined as a high school course that provides the appropriate academic foundation or career-technical education skills for the college course in which the student intends to enroll, as determined by the applicable institution of higher education. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;
2. have a cumulative unweighted high school grade point average (GPA) of at least 3.0;
3. have a cumulative unweighted high school GPA of at least 2.75 but less than 3.0 and received an "A" or "B" grade in a relevant high school course;
4. for participating seventh or eighth grade students without a cumulative unweighted high school GPA available, have received an A or B grade in a relevant high school course or
5. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and
 - A. have a cumulative high school GPA of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or
 - B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or
2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit.

Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative course GPA to 2.0 or higher, the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of the dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;
2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;
3. allow the student to participate in CCP on CCP probation or
4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

Summer Term Eligibility

A student who is scheduled 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 eligible 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 scheduled 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. Credits used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (Revised)
Title	**OSBA Sample** Health Education
Code	IGAE
Status	From OSBA

****This is the OSBA sample policy.****

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 instruction in nutrition; drugs, alcohol and tobacco, including electronic smoking devices; venereal disease; **annual developmentally appropriate child sexual abuse prevention (grades K-6)**; personal safety and assault prevention (grades K-6); **developmentally appropriate** dating violence prevention **and sexual violence prevention** (grades 7-12); prescription opioid abuse prevention and anatomical gifts (organ and tissue donation).

The District provides at least one hour or one standard class period per year for each of the following to students in grades 6-12: evidence-based suicide awareness and prevention; safety training and violence prevention and evidence based social inclusion instruction. The District may utilize student assemblies, digital learning and homework to satisfy these requirements.

The District complies with all statutory requirements for curriculum and materials used for instruction, parental notice, right to review materials and any applicable parental opt-out provisions provided under State law.

The Board believes that an opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

~~The health education program emphasizes a contemporary 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.

Legal References

ORC 3313.60
ORC 3313.666
ORC 3319.073
OAC 3301-35-04
OAC 3301-35-06

Cross References

EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAF, Physical Education

IGAG, Drugs, Alcohol and Tobacco Education
IGAH, Family Life Education
IGAI, Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training

NOTE: Ohio Revised Code 3313.60(A)(5) requires the District to provide health education including instruction in specific areas as outlined in this policy. The provisions also define:

1. when the District has a requirement to provide advance notice of a type of instruction provided;
2. requirements for what training programs and curriculum can be used for specific areas of instruction;
3. when a parent has the right to request specific instructional materials for review (in addition to other State and Federal law provisions providing the right to request instructional materials) and timelines for provision of such materials and
4. when a parent may opt their student out of instruction in a particular area.

Legal

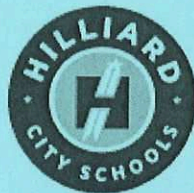
[ORC 3313.60](#)

[ORC 3313.666](#)

[ORC 3319.073](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Health Education
Code	IGAE
Status	Active
Adopted	August 14, 2001
Last Revised	November 8, 2021
Prior Revised Dates	04/03/2006, 04/26/2010, 06/28/2010, 05/11/2015, 07/05/2017

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, including electronic smoking devices; sexually transmitted diseases; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12) and anatomical gifts (organ and tissue donation).

The Board and the staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco, including electronic smoking devices. Instructional units include sessions about the harmful effects of and legal restrictions against the use of drugs of abuse, alcohol and tobacco, including electronic smoking devices.

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.

Legal	<u>ORC 3313.60</u>
	<u>ORC 3313.666</u>
	<u>ORC 3319.073</u>
	<u>OAC 3301-35-04</u>
	<u>OAC 3301-35-06</u>

Cross References

[EB - Safety Programs](#)

[EBC - Emergency Management and Safety Plans](#)

[EFG - Wellness](#)

[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 and Mandatory Training](#)



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (Revised)
Title	**OSBA Sample** Reporting Child Abuse and Mandatory Training
Code	JHG
Status	From OSBA

****This is the OSBA sample policy.****

Reporting Child Abuse and Mandatory Training

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

Conversely, public children services agencies must notify the Superintendent of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to develop a program of in-service training in child abuse prevention; **child sexual abuse**; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development and youth suicide awareness and prevention. Training is also provided on the Board's harassment, intimidation, or bullying policy.

Where required, **this the in-service training** program is developed in consultation with public or private agencies or persons involved in child abuse prevention, school safety, violence prevention or intervention programs or youth suicide awareness and prevention. **The child sexual abuse training is provided by law enforcement officers or prosecutors with experience in handling cases involving child sexual abuse or child sexual violence.**

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of the established in-service training within two years of commencing employment with the District, and every five years thereafter.

Middle and high school employees who work as teachers, counselors, nurses, school psychologists and administrators must receive training in dating violence prevention. The curriculum for training in dating violence prevention is developed by the Superintendent/designee and training must occur within two years of commencing employment and every five years thereafter.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist, administrator or any other personnel the Board deems appropriate shall complete training in youth suicide awareness and prevention once every two years.

Legal References

ORC 2151.011
 ORC 2151.421
 ORC 3313.662
 ORC 3313.666
 ORC 3319.073

Cross References

EB, Safety Program
EBC, Emergency Management and Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety

THIS IS A REQUIRED POLICY

Legal

[ORC 2151.011](#)

[ORC 2151.421](#)

[ORC 3313.662](#)

[ORC 3313.666](#)

[ORC 3319.073](#)



Book	Policy Manual
Section	Section J: Student
Title	Reporting Child Abuse and Mandatory Training
Code	JHG
Status	Active
Adopted	August 14, 2001
Last Revised	May 13, 2019
Prior Revised Dates	10/25/2004, 01/28/2008, 12/14/2009, 04/26/2010, 05/11/2015

Reporting Child Abuse and Mandatory Training

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to design professional development for child abuse prevention; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development and youth suicide awareness and promotion. Training is also provided on the Board's harassment, intimidation, or bullying policy. Where required this program is developed in consultation with public or private agencies or persons involved in child abuse prevention, school safety, violence prevention or intervention programs or youth suicide awareness and prevention.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of the established professional development within two years of commencing employment with the District, and every five years thereafter.

Middle and high school employees who work as teachers, counselors, nurses, school psychologists and administrators must receive training in dating violence prevention. The curriculum for training in dating violence prevention is developed by the Superintendent/designee and training must occur within two years of commencing employment and every five years thereafter.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist, administrator or any other personnel the Board deems appropriate shall completed training in youth suicide awareness and prevention once every two years.

Conversely, public children services agencies must notify the Superintendent/designee of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

Legal

[ORC 2151.011](#)[ORC 2151.421](#)[ORC 3313.662](#)[ORC 3313.666](#)[ORC 3319.073](#)

Cross References

[EB - Safety Programs](#)[EBC - Emergency Management and Safety Plans](#)[IGAE - Health Education](#)[JFCF - Hazing and Bullying \(Harassment, Intimidation and Dating Violence\)](#)[JHF - Student Safety](#)



Book	Policy Manual
Section	Issue 1 of 2023 March PDQ (Other)
Title	**OSBA Sample** Emergency Management and Safety Plans
Code	EBC
Status	From OSBA

****This is the OSBA sample policy.****

Emergency Management and Safety Plans

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as a serious, unexpected, and often dangerous situation requiring immediate action that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies or hazards include, but are not limited to, an active shooter, hostage situations, bomb threats, act of terrorism, infectious diseases or pandemic, severe weather, bullying, threats of violence or threats to life, and other natural, technological or human-caused events that the administrator knew or should have reasonably known about that compromise the health or safety of students, employees, administrators or property.

Comprehensive Emergency Management Plan and Test

The Superintendent/designee develops a comprehensive emergency management plan meeting State law requirements for each building with the involvement of applicable stakeholders. The plan establishes protocols for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel, mental health professionals, public health officials and other outside experts who could assist in responding to and recovering from an emergency, and informing parents of affected students. The plan includes the emergency operations plan established under State law, a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, an emergency contact sheet, a threat assessment plan, a protocol for school threat assessment teams established under State law including completion of required trainings, and stakeholder signatures. The plan is kept in a secure location and is not considered a public record.

A copy of each school building's current comprehensive emergency management plan is filed with the Director of Public Safety and the law enforcement agency that has jurisdiction over the school building. Upon request the plan also is provided to the regional mobile training officer and the fire department and emergency medical service organization that serves the political subdivision in which the school building is located. The floor plan is used solely by first responders responding to an emergency in the building and is not a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. The administration certifies the accuracy of the plan, emergency contact information sheet, floor plan and site plan to the Director of Public Safety between January 1 and July 1 annually. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all applicable stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated at least every three years from the previous date of compliance and whenever a major modification to an individual school building requires changes in that building's procedures or whenever information on the emergency contact information sheet changes. The three-year review process reflects on lessons learned based on areas of improvement identified in the required emergency management test and actual emergencies at the school building, and best practices to continually improve the plan.

An emergency management test is conducted annually in accordance with State law. Student participation in such tests is not mandatory. Parental consent should be obtained when students are to be included in emergency management tests. When evaluating student inclusion in emergency management tests, the administration considers what benefit such inclusion may have on the student population in preparation for an emergency and to enhance the safety of students in the building. Administrators consider age-appropriate participation, guidance, trauma-informed best practice and training in preparing for student participation in any tests.

Emergency Drills

The Board directs the Superintendent/designee to conduct all drills required by State law. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur. Plans are posted in each classroom and other areas accessible to staff and students where required by law.

Legal References:

ORC 109.78
 ORC 149.43
 ORC 149.433
 ORC 2305.235
 ORC 2923.11
 ORC 3301.56
 ORC 3313.20; 3313.669; 3313.717; 3313.719; 3313.951
 ORC 3314.03; 3314.16
 ORC 3701.85
 ORC 3737.73; 3737.99
 ORC 5502.262
 ORC 5502.70
 ORC 5502.703
 OAC 4501:5-1-01

Cross References:

EBAA, Reporting of Hazards
 EBBA, First Aid
 EBBC, Bloodborne Pathogens
 ECA, Buildings and Grounds Security
 ECG, Integrated Pest Management
 EEAC, School Bus Safety Program
 EF, Food Services Management
 EFB, Free and Reduced-Price Food Services
 EFH, Food Allergies
 GBE, Staff Health and Safety
 JHCD, Administering Medicines to Students
 JHF, Student Safety
 KBCA, News Releases
 KK, Visitors to the Schools
 Emergency Management and Safety Plans Handbook

NOTE: State law outlines specific requirements for development and implementation of emergency management plans and tests. When considering options for school safety and security, House Bill (HB) 99 (2022) authorizes the use of armed staff in accordance with statutory requirements. Districts choosing to arm staff should follow all required protocols and work with legal counsel. HB 99 also established the Crisis Center and Mobile Training Team, designed to provide school safety and security services to all public and nonpublic schools, not just those that decide to arm staff. The bill requires the appointment of 16 regional mobile training officers to assist districts in various aspects of school safety and security.

THIS IS A REQUIRED POLICY

Legal

[ORC 109.78](#)[ORC 149.43](#)[ORC 149.433](#)[ORC 2305.235](#)[ORC 2923.11](#)[ORC 3301.56](#)[ORC 3313.20](#)[ORC 3313.669](#)[ORC 3313.717](#)[ORC 3313.719](#)[ORC 3313.951](#)[ORC 3314.03](#)[ORC 3314.16](#)[ORC 3701.85](#)[ORC 3737.73](#)[ORC 3737.99](#)[ORC 5502.262](#)[ORC 5502.70](#)[ORC 5502.703](#)[OAC 3301-5-01](#)[OAC 4501:5-1-01](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Emergency Management and Safety Plans
Code	EBC
Status	Active
Adopted	August 14, 2001
Last Revised	November 7, 2022
Prior Revised Dates	10/09/2006, 01/10/2011, 11/24/2014, 05/11/2015, 05/14/2018, 05/17/2021

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CROSS REFS.: Emergency/Safety Plans Handbook

Legal	<u>ORC 109.78</u>
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	<u>ORC 5502.703</u>
	<u>OAC 4501:5-1-01</u>

Cross References

[EBAA - Reporting of Hazards](#)[EBBA - First Aid](#)[EBBC - Bloodborne Pathogens](#)[ECA - Buildings and Grounds Security](#)[ECG - Integrated Pest Management](#)[EEAC - School Bus Safety Program](#)[EF / EFB - Food Services Management/Free and Reduced-Price Food Services](#)[EFH - Food Allergies](#)[GBE - Staff Health and Safety](#)[JHCD - Administering Medicines to Students](#)[JHF - Student Safety](#)[KBCA - News Releases](#)[KK - Visitors to the Schools](#)