



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Thursday, December 7, 2023, 4:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

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

Jamie Lennox, Special Education Director
Hilary Sloat, Director of Diversity, Equity & Inclusion
Matt Middleton, Principal Hilliard Darby HS
Katherine Hueter, Principal Hilliard Weaver MS
Matt Trombitas, Asst Principal Hilliard Station Sixth Grade
Kevin Landon, Principal Avery Elementary
Monica Campana, Principal Washington Elementary
Angie Rader, 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 – as Requested by Board of Education/Administration

1. JHCCB - Tuberculosis Control Policy

- JHCCB is not a required policy – HCSD re-adopted August 14, 2023
- Review proposed revision submitted by Director of Wellnes based on recommendation from Columbus Public Health.
- Add language in **bold-type**

2. EEAC – School Bus Safety Program

- EEAC is a required policy – HCSD re-adopted February 8, 2016
- Review proposed revision as requested by Board of Education
- Add language in **bold-type**

3. JO – Student Records

- JO is a required policy – HCSD re-adopted February 6, 2017
- Review as requested by Board of Education

Section III – Review of Policies/Regulations/Exhibits – OSBA SEPTEMBER 2023 PDQ

Status

1. HOME EDUCATION CHANGES

IGCF – Home Schooling
IGCF-R – Home Schooling (*Rescind*)
IGD - Cocurricular and Extracurricular Activities
IGDJ - Interscholastic Athletics

September 2023 PDQ
Pages 6-8

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IGDK - Interscholastic Extracurricular Eligibility (Grades 7-12)

JEA - Compulsory Attendance Ages

JECBC - Admission of Students from State-Chartered, Non-Chartered or Home Schooling

JECE - Student Withdrawal from School (Loss of Driving Privileges)

JEG - Exclusions and Exemptions from School Attendance

- IGCF is not a required policy – HCSD re-adopted November 12, 2018
- IGCF-R is not a required regulation – HCSD re-adopted May 11, 2015
- IGD is a required policy – HCSD re-adopted May 13, 2019
- IGDJ is a required policy – HCSD re-adopted November 7, 2022
- IGDK is a required policy – HCSD re-adopted November 7, 2022
- JEA is not a required policy – HCSD re-adopted October 10, 2016
- JECBC is not a required policy – HCSD re-adopted February 6, 2017
- JECE is a required policy – HCSD re-adopted May 11, 2015
- JEG is not a required policy – HCSD re-adopted October 10, 2016

Requirements Effective October 3, 2023

- Ohio's home education provisions were significantly changed in House Bill 33.
- The new law, Ohio Revised Code (RC) 3321.042, refers to "home education" instead of home instruction.
- Home education is defined as the education of a child between the ages of 6 and 18 years directed by a child's parents.
- The new law provides that students receiving home education are exempt from the compulsory attendance provisions in RC 3321.04. To be exempt, children receiving a home education must receive instruction in the areas of English language arts, mathematics, science, history, government and social studies.
- The requirement for the parent to submit a letter requesting an excuse from compulsory attendance no longer applies. Parents are still required to submit a notice to the superintendent of the child's district of residence informing the district that they will be providing home education to the child.
- The notice must be provided within five calendar days after the family commences home education.
- Parents are no longer required to provide any assurances about the hours of instruction the student will receive, information about curriculum or textbooks, or annual academic assessments.
- There is no longer a requirement for the superintendent to review or approve the information provided by the student's parents. Instead, the law requires the superintendent to provide, within 14 days after the notice letter is received, a written acknowledgment of receipt.
- The laws that currently permit students who are excused for home instruction under RC 3321.04(A)(2) to participate in school extracurricular programs have been amended to apply to students who are exempt from compulsory attendance because they are receiving home education.
- Diploma requirements for students who have completed home education have also been amended. Under prior law, the diploma for a student who completed home instruction could be granted by the person's parent or guardian but had to be accompanied by the official letter of excuse for the student's final year of home education. It is no longer necessary that any letter from the district accompany a diploma issued to a student who has completed home education.

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- IGCF has been updated to reflect the new requirements for home education. OSBA is removing IGCF-R as it is based primarily on rules to be rescinded. The other policies listed above have been updated to reflect changes related to home education, as opposed to home instruction or home-schooling.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

2. **HB 33 NECESSITATES SIGNIFICANT CHANGES TO BOARD POLICIES IN THE AREA OF READING INSTRUCTION**

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Pages 4-6

IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

IGBEA-R - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

IKE - Promotion and Retention of Students

IIA – Instructional Materials

- IGBEA is a required policy – HCSD re-adopted November 8, 2021
- IGBEA-R is a required regulation – HCSD re-adopted November 8, 2021
- IKE is a required policy – HCSD re-adopted May 11, 2015
- IIA is a required policy – HCSD re-adopted May 11, 2015

Third Grade Reading Guarantee

- HB 33 contains a major change to the mandatory retention requirement in the Third Grade Reading Guarantee, allowing students who would otherwise be retained in third grade to be promoted at their parents' request.
- Students promoted to the fourth grade under the new parent-request provision are entitled to receive the intensive reading services and supports that are provided to students who are retained pursuant to the guarantee.
- The bill adds a new requirement that students who require these intensive reading services will also receive "high-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor ... or a locally approved opportunity that aligns with high-dosage tutoring best practices."
- These opportunities "shall include additional instruction time of at least three days per week, or at least fifty hours over thirty-six weeks."

Science of Reading

- HB 33 also adds new requirements for reading instruction materials used for all students.
- These changes are centered around the concept of "the science of reading," which is defined under the new law as an interdisciplinary, evidence-based approach to reading instruction.
- Department of Education and Workforce (DEW) must establish a list of approved materials aligned to the science of reading.
- Beginning with the 2024-25 school year, districts will be required to only use those reading instructional materials included in this list.
- IGBEA, IGBEA-R and IKE have been amended to include the new requirements for promotion and retention connected to the Third Grade Reading Guarantee, as required by the changes in HB 33. Language on the high-dosage tutoring requirements has also been included. IGBEA and IGBEA-R have also been amended to make clear that provided interventions will align with the principles of the science of reading.
- Language has been added to IIA regarding compliance with state law requirements when selecting instructional materials.
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3. BUDGET BILL REQUIRES NEW SEIZURE ACTION PLANS

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Pages 8-9

JHCD - Administering Medicines to Students

- JHCD is a required policy – HCSD re-adopted April 25, 2016
- One of the more significant changes that came with House Bill 33 is the new requirement that public school districts and chartered nonpublic schools create individualized seizure action plans for students with seizure disorders.
- Newly enacted Ohio Revised Code (RC) 3313.7117 requires that the school nurse, or another employee if the school does not employ a nurse, create an individualized seizure action plan for each student who has an active seizure disorder diagnosis, in collaboration with the student's parent(s) or guardian(s).
- A seizure action plan is effective only for the school year in which the written request was made; every plan must be renewed at the beginning of each school year and maintained in the office of school nurse or of another school administrator if there is no full-time nurse
- The nurse or administrator must also provide written notification of the details of a student's individualized seizure action plan to any school employee, contractor and volunteer that does any of the following:
 - regularly interacts with the student;
 - has a legitimate educational interest in the student or is responsible for directly supervising them;
 - is responsible for transporting the student to and from school.
- The new provision also includes training requirements for school staff on implementing seizure action plans and general seizure disorder care.
 - School districts must designate at least one employee in each school building aside from a school nurse to be trained every two years on implementing seizure action plans.
 - Districts must provide or arrange for this training, which cannot exceed one hour, and must address recognizing signs and symptoms of a seizure, appropriate emergency treatment and administering seizure drugs.
 - The school nurse (or administrator if no nurse) must identify each individual who has received training in administering seizure drugs.
 - The nurse or other school employee must also coordinate seizure care at school and ensure that all staff members who receive the written notification described above are trained in caring for students with seizure disorders.
 - Each school board must require that every administrator, guidance counselor, teacher and bus driver complete a training on seizures within 24 months of Oct. 3, 2023. Anyone employed after October 3, 2023, must complete the training within 90 days of employment.
- Policy JHCD has been updated to reflect the requirement that districts designate at least one employee in each school building to receive training in implementing individualized seizure action plans, including in administering seizure drugs to students with an active seizure diagnosis.
- Add language in **bold-type**

4. CASH OPTIONS REQUIRED AT SCHOOL EVENTS

DM - Deposit of Public Funds (Cash Collection Points)

DH - Bonded Employees and Officers

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DJB – Petty Cash Accounts

- DM is not a required policy – HCSD re-adopted February 8, 2021
- DH is not a required policy – HCSD re-adopted August 9, 2021
- DJB is a required policy – HCSD re-adopted July 8, 2015
- House Bill (HB) 33 enacts Ohio Revised Code (RC) [3313.5319](#), effective Oct. 3, 2023, requiring districts to accept cash payments at specified school-affiliated events.
- A “school-affiliated event” is defined as: an athletic event, play, musical or other school-related event or activity that a district conducts, sponsors or participates in and for which the district charges admission to attend.
- Schools must allow individuals to pay cash for tickets to such events. If the district does not accept cash payment from an individual who wishes to purchase a ticket using cash, the district must provide a free ticket if there are still tickets available and the individual demonstrates that they have the cash to pay for the full cost of the ticket.
- If a school offers concessions during the event, it must provide at least one location at the event where an individual can pay cash for concessions. If concessions are sold on multiple floors, at least one location on each floor must accept cash.
- Districts should confirm they have clear internal controls written in district-level procedures to outline how the board policy on cash collection points is carried out.
- The bulletin states all individuals handling cash, including volunteers, athletic directors and secretaries, should be appropriately bonded and/or insured as provided by the policies of the local government/entity.
- The bulletin also addresses how the use of petty cash accounts intersects with the best practices outlined.
- Language was added to policy DM addressing when cash sales must be permitted.
- No changes are necessary to policy DH as it addresses coverage for individuals collecting cash, but districts should confirm locally adopted policies are consistent.
- DJB has been updated to generalize some of the specific procedures, recognizing many of these procedures are established at the district level.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

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Pages 11-12

5. TEACHER CONTRACT UPDATES

GCB-1 - Professional and Certificated Staff Contracts and Compensation Plans (Teachers)

GCPD - Suspension and Termination of Professional and Certificated Staff Members

- GCB-1 is not a required policy – HCSD re-adopted November 12, 2018
- GCPD is not a required policy – HCSD re-adopted October 26, 2020
- House Bill (HB) 33 revised provisions that impact teacher contracts, including changes to delivery of notice requirements for teacher contracts and procedures involved in teacher termination hearings.
- HB 33 retains the requirement that the board provide a complete record of termination proceedings but no longer requires that it be a *stenographic* record.
- Policy GCB-1 has been updated to clarify that delivery of “written notice” relating to teacher contracts in RC 3319.11 now includes regular mail with a certificate of mailing, other forms of delivery with proof of delivery and electronic delivery that includes electronic proof of delivery.
- GCPD has been revised to remove the requirement that a complete record with respect to teacher termination proceedings must be “stenographic.”
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

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6. TRANSFER OF STUDENT RECORDS AND UNPAID FEES

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Pages 13-14

JEC – School Admission

JN – Student Fees, Fines and Charges

- JEC is not a required policy – HCSD re-adopted November 8, 2021
- JN is a required policy – HCSD re-adopted July 5, 2017
- House Bill (HB) 33 includes a new provision about the transfer of student records.
- The provision, Ohio Revised Code (RC) 3319.324, affects the transfer of “school records,” which is defined to include “any academic records, student assessment data or other information for which there is a legitimate educational interest.”
- The law requires a school to provide a student’s school records, upon request from another school district or school to which the student has transferred and as authorized by RC 3319.321, within five school days after receipt of the request.
- There is an exception that allows schools, except as required by RC 3313.642(D) and 3313.672, to withhold school records if there is \$2,500 or more of outstanding debt attributed to the student. The school is required to transmit the records within five school days once the debt is paid.
- Policy JEC has been revised to include the requirement to transfer records within five school days upon request.
- Policy JN has been updated to include language authorizing the district to withhold records for a student, except as required by law, if there is \$2,500 or more of outstanding debt attributable to the student.
- Add language in **bold-type** and remove language with a line drawn through it

7. BOARD MEMBER CONFLICT OF INTEREST CHANGES

September 2023 PDQ
Pages 18-19

BBFA – Board Member Conflict of Interest

- BBFA is not a required policy – HCSD re-adopted May 11, 2015
- Ohio Revised Code (RC) [3313.33](#) addresses board member conflicts of interest in contracts. The provisions prevent board members from having a pecuniary interest in a contract of the board unless otherwise exempt under the statute.
- HB 33 adds a new exception to RC 3313.33(C) when the contract is with a private institution of higher education that employs a school board member if the school board member recuses themselves from voting on and discussing the contract and files an affidavit stating the member’s employment status with the district treasurer.
- BBFA has been updated to reflect these changes along with some additional changes to assist in strengthening the policy overall.
- Add language in **bold-type** and remove language with a line drawn through it

8. AUDITOR OF STATE LEVY GUIDANCE

September 2023 PDQ
Pages 1-2

GBG – Staff Participation in Political Activities

KJA – Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature

GBCC – Staff Dress and Grooming

GBI – Staff Gifts and Solicitations

KI – Public Solicitations in the Schools

- GBG is a required policy – HCSD re-adopted on May 11, 2015
- KJA is not a required policy – HCSD re-adopted October 26, 2020
- GBCC is not a required policy – Not currently an HCSD adopted policy

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- GBI – is not a required policy – HCSD re-adopted November 12, 2018
- KI – is not a required policy – HCSD re-adopted May 11, 2015
- In August, the Ohio Auditor of State (AOS) released an [FAQ](#) to provide guidance to Ohio school districts regarding what AOS considers to be permitted under [Ohio Revised Code \(RC\) 9.03](#) relative to levy and bond issues and campaigns.
- RC 9.03 generally prohibits districts and other political subdivisions from using public funds to support or oppose the passage of a levy or bond issue or to compensate any employee for time spent on an activity intended to influence the outcome of a levy or bond issue.
- Existing language in policy CBA, Qualifications and Duties of the Superintendent, and policy GCJ, Professional Staff Time Schedules acknowledges that the nature of the duties and responsibilities of the superintendent and other administrators may require these employees' work hours to vary and extend into evening or weekend. As a result, it may be more difficult for these employees to demonstrate that they are "off the clock."
- GBG and GBCC were updated to match the language in RC 9.03 that prohibits employees from using public funds to support or oppose the passage of a levy or bond issue and to prohibit district staff from wearing political buttons, pins or T-shirts when they are acting in their official capacities.
- KJA was updated to prohibit district personnel from using district time or resources to distribute materials that support or oppose a levy or bond issue.
- Policy changes are recommended for GBI and KI to make it clear that solicitations of political contributions from a district employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

9. BUDGET BILL LICENSURE CHANGES

Substitute Teacher Flexibility

September 2023 PDQ
Pages 2-3

GCE – Part-Time and Substitute Professional and Certificated Staff Employment

- GCE is not a required policy – HCSD re-adopted May 11, 2015
- House Bill (HB) 33 makes permanent the temporary allowances that have been granted to districts for employing substitute teachers.
- The bill codifies these provisions as Ohio Revised Code (RC) 3319.102, allowing an individual who does not hold a postsecondary degree to be employed as a substitute teacher if the individual:
 - meets the district's own education requirements;
 - is deemed to be of good moral character;
 - successfully completes the required criminal records check.
- GCE has been updated to reflect the codification of these provisions. Districts may also choose to include local criteria for substitutes employed under these provisions in this policy.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

10. NOTIFICATION OF STATE ASSESSMENT SCORES

IL – Student Assessment

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- IL is a required policy – HCSD re-adopted May 11, 2015

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- Newly enacted RC 3313.6029 requires notification of a student's score on a state assessment administered under RC 3301.0710 or an end of course examination administered under RC 3301.0712 to be provided to parents by June 30 each school year.
- Such notice may be provided by mail, email or through posting of the score in a secure portal on the district or school's website.
- Policy IL has been updated to include this new requirement.
- Add language in **bold-type**

11. NEW OPTIONS FOR ELECTRONIC NOTICE

JED-R – Student Absences and Excuses

JEDA - Truancy

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Page 19

- JED-R is not a required regulation – not currently an HCSD adopted regulation
- JEDA is a required policy – HCSD re-adopted November 11, 2019
- Revisions were made to RC 3321.21, allowing the district's notice requiring the attendance of truant students' parents/guardians at a parental education program and the district's notice regarding the legal consequences of truancy to now be delivered by regular mail with a certificate of mailing or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.
- JEDA has been updated to reflect this revision.
- Add language in **bold-type** and remove language with a line drawn through it

12. INTRADISTRICT OPEN ENROLLMENT

JECBD – Intradistrict Open Enrollment

September 2023 PDQ
Pages 19-20

- JECBD is a required policy – HCSD re-adopted February 11, 2019
- Another new provision in the bill, RC 3313.984, requires that districts annually report to the newly created Department of Education and Workforce (DEW) the number of students within the district who attend a building other than the one assigned by the board or superintendent.
- JECBD has been updated to include the new requirement to report the number of students enrolled under open enrollment to DEW.
- Add language in **bold-type** and remove language with a line drawn through it

13. CHANGES FOR ONLINE MAKEUP DAYS

EBCD – Emergency Closings

EBCD-R – Emergency Closings

September 2023 PDQ
Pages 14-15

- EBCD is a required policy – HCSD re-adopted May 11, 2015
- EBCD-R is not a required regulation – not currently an HCSD adopted regulation
- House Bill (HB) 33 makes significant changes for online lessons as a result of school closures.
- Under prior law, districts could choose whether to adopt a plan allowing for up to three days of online makeups or "blizzard bags" to make up for school closures.
- Changes to Ohio Revised Code (RC) 3313.482 now *require* the board to adopt a plan by August 1 each school year to provide instruction via online delivery to make up hours missed due to specific reasons for school closures.
- The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days.

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- The plan also must include the written consent of the teacher's union.
- Per ODE, districts should adopt plans aligned with the new requirements by November 1, 2023.
- Policy EBCD and regulation EBCD-R have been updated to reflect the new HB 33 requirements.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

14. STUDENT WELLNESS PROVISIONS IN OHIO'S BUDGET BILL

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Page 12

Changes to Reduced-price Meal Funding

EF/EFB – Food Services Management/Free and Reduced-Price Food Services

- EF/EFB is a required policy – HCSD re-adopted August 9, 2021
- House Bill 33 included several provisions related to student wellness.
- The new law requires that DEW reimburse schools for the difference between the federal free reimbursement rate and the reduced-price rate for breakfasts and lunches. This means that students who qualify for reduced-price meals at school should be receiving free meals.
- EF/EFB was updated to clarify that students who qualify for reduced-price breakfast and lunch are to be provided with free meals and that the school will not collect payment from these students.
- Add language in **bold-type** and remove language with a ~~line drawn through it~~

Section IV - Additional Information to Review – OSBA SEPTEMBER 2023 PDQ (Board Action Not Required)

1. BUDGET BILL LICENSURE CHANGES

September 2023 PDQ
Pages 3-4

Teacher preparation programs and student teacher changes

- Under newly enacted RC [3319.0812](#), the State Board must adopt standards and requirements for issuing a preservice teacher permit.
- This permit will be required for individuals enrolled in educator preparation programs to allow them to participate in any student classroom teaching or other training experience that is required to complete the program that involves students in grades pre-K-12. The permit must be valid for three years and may be extended by the State Board on a case-by-case basis, as needed, to enable the permit holder to complete the educator preparation program in which they are enrolled.
- Individuals obtaining this permit are subject to the same criminal records check requirements as regular teachers and also must be enrolled in the state Rapback system.
- Districts may employ individuals with a pre-service teaching permit as a substitute teacher to teach for up to the equivalent of one full semester.
- No policy updates are necessary at this time. OSBA will continue to monitor updates related to educator licensure as the State Board develops standards and requirements for pre-service teacher permits.

Licensure grade band changes

- HB 33 changes the grade bands for issuing teacher licenses in [RC 3319.22](#).
- Effective Dec. 29, 2023, licenses are reduced to two grade bands: pre-K-eight or six-12.
- This change does not apply to anyone holding a license prior to Dec. 29, 2023, or to a license issued to teach in the areas of: computer information science; bilingual education; dance, drama or theater; world language; health; library or media; music; physical education; teaching

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English to speakers of other languages; career-technical education; visual arts; or to any license issued to an intervention specialist, including a gifted intervention specialist, or to any other license that does not align with the grade band specifications.

- A district may employ an educator to teach not more than two grade levels outside of the grade band designated on the educator's license for not more than two school years at a time.
- No updates are necessary to OSBA sample policies to reflect these changes.

Resident educator program changes

- HB 33 reduces the alternative resident educator license from four to two years and reduces the amount of time an individual must teach under this license before receiving their professional educator license from four to two years.
- No updates are necessary to OSBA sample policies to reflect these changes. Districts that have locally adopted language on these requirements should review and update policies for compliance.

New required training for school counselors

- Under newly enacted RC 3319.2213, licensed school counselors serving students in any of grades seven through 12 must complete four hours of training in the following areas every five years:
 - the pay and benefits available to people who work in the building and construction trades;
 - job opportunities and available apprenticeships for boilermakers; electrical workers; bricklayers; insulators; laborers; iron workers; plumbers and pipefitters; roofers; plasterers and cement masons; sheet metal workers; painters and glazers; elevator constructors; operating engineers; carpenters; and teamsters.
- The State Board must enter into an agreement with an Ohio construction trade organization to develop a training program for school counselors.
- The training program must be completed at a building and construction trades training facility.
- Participating building and construction trades training facilities or the entity with which the State Board enters into an agreement under this section must bear all costs associated with this training.
- The legal references on GCL-Professional Staff Development Opportunities, have been updated to add the new legal reference.

Increase in base teacher salary

- The base amount for the teacher salary schedule is increased from \$30,000 to \$35,000 (RC 3317.13).
- Districts with negotiated salaries below this minimum should consult with legal counsel and the district union.
- Districts that have formalized salary schedules in board policy should review for compliance.
- No OSBA sample policy changes are required.

2. HB 33 NECESSITATES SIGNIFICANT CHANGES TO BOARD POLICIES IN THE AREA OF READING INSTRUCTION

September 2023 PDQ
Page 6

Dyslexia screening and Dyslexia Professional Development

- HB 33 adds a new requirement that districts administer a tier-one dyslexia screening to any student in grades K-three who transfers into a district midyear for the 2023-24 school year.
- Tier-one screenings will also be required for students in grades four-six whose parents request such screening or for students whose classroom teachers request such screening, if their parents grant permission.

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- For the 2024-25 school year and beyond, tier-one screenings will be required for any kindergarten student who transfers midyear and for any students in grades one-six whose parents request it or whose teachers request it and whose parents grant permission.
- HB 33 also contains provisions modifying professional development requirements related to dyslexia.
- While the legislation does not change the substance of the professional development requirements, it adjusts the timelines associated with completing the requirements and clarifies which teachers have to complete the training.
 - For teachers who were hired on or before April 12, 2021, dyslexia professional development deadlines are:
 - Beginning of the 2023-24 school year for K-one teachers (all teachers, including special education teachers);
 - Sept. 15, 2024, for teachers in grades two-three (all teachers, including special education teachers);
 - Sept. 15, 2025, for special education teachers in grades four-12.
 - Teachers hired after April 12, 2021, must complete dyslexia professional development training by the later of two years after the date of hire or the dates prescribed for teachers hired on or before April 12, 2021, unless the teacher has completed such training while employed by a different district.
- No policy changes are recommended. Districts need to note the new requirements and ensure employees complete the training according to the updated timelines.
- Policy IGBEB is not a required policy and was not adopted by HCSD when created by OSBA in the March 2023 PDQ.

3. HOME EDUCATION CHANGES

Age and schooling certificate

September 2023 PDQ
Page 8

- Another provision in HB 33 related to home education is an amendment to the law on age and school certificates. As of Oct. 3, 2023, the parent of a child over 16 years old can issue an age and schooling certificate to their child who is exempt from compulsory attendance because the child is receiving home education.
- No policy changes to JK, Employment of Students are necessary, but districts should confirm there are no conflicts in locally adopted policies or procedures.

4. BUDGET BILL REVISES PUPIL-ACTIVITY PROGRAM PERMIT REQUIREMENTS FOR COACHES

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Page 11

- House Bill (HB) 33 includes revisions to training requirements for athletics coaches. HB 33 enacts Revised Code (RC) 3313.5318, requiring school coaches of activities regulated by an interscholastic conference or other regulating organization to complete a student mental health training course that has been approved by the department of mental health and addiction services.
- On or after Oct. 3, 2023, coaches must complete an approved student mental health training each time they apply for or renew a pupil-activity program (PAP) permit. The training can be completed anytime within the duration of the new or renewed permit and can be a part of another training course or be combined with other trainings. Individuals that complete the training also will need to present evidence of completion to the State Board of Education.
- HB 33 also revised language in RC 3319.303 covering cardiac arrest training and brain trauma/injury training required for coaches to receive or renew a PAP permit. Prior to the

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revision, sudden cardiac arrest training was an annual requirement and brain trauma/injury training needed to be completed sometime within the previous three years. Now, the sudden cardiac arrest and brain trauma/injury trainings must both be completed within the duration of the previous PAP permit issued. The State Board will begin requiring evidence that this training has been completed from every individual applying for permit renewal on or after Dec. 29, 2023.

- No policy updates were necessary but new legal references have been added to policies GCBB, Professional Staff Supplemental Contracts, and GDBB, Support Staff Supplemental Contracts.

5. STUDENT WELLNESS PROVISIONS IN OHIO'S BUDGET BILL

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Pages 12-13

Student Wellness Funds

- There also are new requirements in RC 3317.26 for spending Student Wellness and Success Funds (SWSF). The new law borrows significantly from requirements in RC 3317.25, which governs the use of disadvantaged pupil impact aid.
- RC 3317.26 requires that districts and STEM schools that receive SWSF must spend them on any of, or a combination of, these initiatives:
 - mental health services, including telehealth services, community-based behavioral health services and recovery services
 - culturally appropriate, evidence-based or -informed prevention services and trauma-informed services
 - services for homeless youth
 - services for child welfare-involved youth
 - community liaisons or programs that connect students to community resources, including behavioral wellness coordinators
 - physical health care services, including telehealth services and community-based health services
 - family engagement and support services
 - student services provided prior to or after the school day or when school is not in session, including mentoring programs
- At least 50% of the funds must be spent for either physical or mental health services or a combination of both physical and mental health services.
- The law also requires that any district receiving SWSF must develop a plan to use the funds in coordination with two partners. The two partners must be: (1) either a community mental health prevention or treatment provider or a local board of alcohol, drug addiction, and mental health services; and (2) one of the community partners listed in RC 3317.25(C).
- Within 30 days after the creation or amendment of the plan, it must be shared at a public meeting of the board of education. The law does not require that the board approve the plan.
- The plan must also be posted on the district's or school's website.
- If districts still have SWSF that were allocated during fiscal years 2020 to 2023, those funds must be expended prior to June 30, 2025.
- All SWSF allocated in or after fiscal year 2024 must be spent by the end of the following fiscal year.
- No policy revisions are necessary. Districts should review local policies and procedures on SWSF to ensure compliance with state law and reporting requirements.

6. REORGANIZATION OF THE OHIO DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION

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POLICY REVIEW COMMITTEE

Thursday, December 7, 2023, 4:00 PM

Agenda Notes

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- House Bill (HB) 33 made significant changes to the Ohio Department of Education (ODE) and the State Board of Education. Under HB33, the department will become DEW, which will be a cabinet-level agency reporting to the governor. The newly created Department of Children and Youth will be providing some services in the area of prevention, early education and support.
- At the time of publication, a temporary restraining order has been issued by Franklin County Common Pleas Judge **Karen Phipps**, preventing the implementation of the transition from ODE and the State Board.

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Pages 15-16

7. CRIMINAL RECORDS CHECKS AND RAPBACK

- Under current law, school bus drivers and licensed educators in Ohio submit their fingerprints to the Ohio Bureau of Criminal Investigation (BCI) as part of a background check that is a condition of their initial employment or licensure.
- In addition to submitting to these background checks, these employees are enrolled in a system called the Retained Applicant Fingerprint Database (Rapback).
- This system stores the fingerprints captured as part of the background check process and searches those prints against new criminal prints and prints submitted to BCI as part of a court disposition process.
- When a match is found, BCI provides rap sheet information back to the Ohio Department of Education (ODE). ODE then provides notifications about criminal arrests or convictions of licensed educators to the school districts where they are employed.
- House Bill (HB) 33 made changes in this area.
 - First, instead of providing rap sheet information to ODE (or the new Department of Education and Workforce), BCI will provide this information to the State Board of Education, which will become the entity responsible for providing this information to school districts.
 - Second, language in HB 33 will require the State Board to enroll the following new individuals in Rapback:
 - any nonlicensed employee who is employed by a school district
 - any contractor or person hired by a contractor who is engaged in providing services to a school district in a position that does not require a license or registration issued by the State Board

BCI will make the initial criminal records check requested for these new individuals available to the State Board. The State Board will use that information to enroll the person in Rapback in the same manner as school bus drivers and licensed educators. Upon receiving notification of an arrest, guilty plea or conviction, the State Board must promptly transmit that information back to the employing district.

- Third, new language in HB 33 requires that districts request a new criminal records check for a person subject to Rapback if the most recent criminal records check request for the individual was completed more than one year prior to the date of the most recent request or if the records check does not include adequate information. If a new criminal records check is required, the district must request the check by a date that will be determined by the State Board.
- Finally, HB 33 specifically excludes from Rapback enrollment any individuals who volunteer at a school building within a district, ESC or chartered nonpublic school, including a parent volunteer in a student's classroom.
- OSBA is not recommending any changes to policy GBQ, Criminal Records Check, at this time.

POLICY REVIEW COMMITTEE

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8. HB 33 IMPACTS SEVERAL SCHOOL TRANSPORTATION PROVISIONS

September 2023 PDQ
Pages 16-18

Transportation Noncompliance

- A substantial revision affects RC 3327.021, which now defines when a school district's transportation program is "out of compliance" and establishes penalties.
- A district is out of compliance when, for a period of five consecutive school days or 10 school days within a single school year, at least one of the following occurred on each of those days:
 - students arrive to school on a school bus more than 30 minutes late;
 - students are picked up by a school bus more than 30 minutes after the school day ends;
 - a school bus fails to arrive to pick up students scheduled to be transported to and from school by a school bus;
 - any other instance of a district's noncompliance with transportation requirements under RC Chapter 3327.

Bus Driver Flex Career Path Model

- Newly enacted RC 3327.102 requires DEW to develop a flex career path model for bus drivers that allows them to work as educational aides or student monitors in public school districts, including community, STEM and college-prep boarding schools.

Nine-passenger Vans for Chartered Nonpublic and Community Schools

- HB 33 also revised RC 4511.76 to allow community schools to use vans that are "originally designed for not more than nine passengers, not including the driver," to transport students to and from regularly scheduled school sessions under specified conditions.

Public Transportation Pilot Program

- The Ohio legislature also introduced a new pilot program in HB 33 under uncodified Section 265.550 in which DEW will select two ESCs — one in central Ohio and one in southwest Ohio — by October 15, 2023, to provide transportation to chartered nonpublic and community schools in lieu of the students receiving transportation from their resident school districts.
- No changes to OSBA sample policies are necessary at this time. Districts should review their transportation policies to ensure compliance with any statutory revisions.

9. ADDITIONAL HOUSE BILL 33 CHANGES

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Pages 18-20

Computer Science Promise Program

- Beginning with the 2024-25 school year, students in grades seven through 12 may enroll in one computer science course per school year that is not offered by the student's school.
- Students may not be charged for tuition, textbooks or other fees.
- DEW must publish approved eligible courses/providers, and the student must be accepted into an eligible course offered by an approved provider.
- Students must receive transcribed high school credit toward graduation/subject area requirements for successful completion.

Feminine Hygiene Products

- RC 3313.6413 now requires that each school district, other public school and chartered nonpublic school that enrolls girls in any of grades six-12 provide free feminine hygiene products to those students for use on school premises.
- The bill allocates funds to reimburse districts for costs associated with these new obligations, including costs related to installation of dispensers.

Adult Diploma Minimum Age Requirements

- Revisions to [RC 3313.902](#) now allow students to participate in the adult diploma pilot program beginning at age 18 (currently age 20).



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
December 7, 2023, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

OHIO SCHOOL BOARDS ASSOCIATION POLICY DEVELOPMENT QUARTERLY

SEPTEMBER 2023 ISSUE

Note:

The articles in this PDQ issue were written prior to recent legal developments concerning changes to the State Board of Education and the Ohio Department of Education's (ODE) transition to the new Department of Education and Workforce (DEW). Franklin County Common Pleas Judge **Karen Phipps** has since issued a temporary restraining order preventing the implementation of the transition from ODE to DEW. The order comes as a result of a request by members of the State Board of Education challenging the reorganization efforts. In this PDQ issue, we have provided information about the transition and the responsibilities of the new Department of Education and Workforce and State Board of Education as set forth in HB 33. However, due to the recent legal developments and current status of the transition, we did not update any policies to reflect the proposed HB 33 reorganization changes. OSBA will continue to monitor updates regarding the state's transition from ODE to DEW and will release updates to members as necessary.

AUDITOR OF STATE LEVY GUIDANCE

by Sara C. Clark, chief legal counsel

In August, the Ohio Auditor of State (AOS) released an [FAQ](#) to provide guidance to Ohio school districts regarding what AOS considers to be permitted under [Ohio Revised Code \(RC\) 9.03](#) relative to levy and bond issues and campaigns. RC 9.03 generally prohibits districts and other political subdivisions from using public funds to support or oppose the passage of a levy or bond issue or to compensate any employee for time spent on an activity intended to influence the outcome of a levy or bond issue.

The FAQ covers topics such as the use of district websites, email and other communications; information sharing; levy committees; the roles of employees and officials; signs, shirts and facilities; student and staff involvement; and surveys. AOS cautions that its FAQ is not legal advice and encourages school board members and district employees to obtain legal advice regarding specific levy activities and campaigns.

Shortly after the FAQ was released, OSBA and the Ohio Association of School Business Officials hosted a webinar on the FAQ. This webinar is [available on OSBA's YouTube channel](#) and provides an overview of the document and how it affects the roles of board members, superintendents and treasurers when their districts are conducting bond issue and levy campaigns.

Policy implications

OSBA Policy GBG, Staff Participation in Political Activities, was updated to match the language in RC 9.03 that prohibits employees from using public funds to support or oppose the passage of a levy or bond issue. The policy includes the statutory caveat that allows employees to attend public meetings to present neutral, accurate and factual information about the district's finances, activities and actions, even though the levy or bond issue may be discussed or debated at the meeting.

Policy KJA, Distribution of Materials in the Schools (Version 1), was updated to prohibit district personnel from using district time or resources to distribute materials that support or oppose a levy or bond issue. The AOS FAQ states that sending levy committee communications home with students is an impermissible use of school resources in support of the levy. The district and board should not use public resources or direct district staff to distribute pro- or anti-levy materials during time they are compensated by the district.

Policy GBG and Policy GBCC, Staff Dress and Grooming, also were updated to prohibit district staff from wearing political buttons, pins or T-shirts when they are acting in their official capacities. The U.S. Supreme Court has stated that a school may refuse to sponsor speech that might reasonably be perceived to “associate the school with any position other than neutrality on matters of political controversy” (*Hazelwood Sch. Dist. v. Kuhlmeier* (1988), 484 U.S. 260). On this basis, a school board may adopt a viewpoint-neutral dress code policy that prevents its employees from wearing political buttons, pins or T-shirts while acting in their official capacities. Enforcement of these policies would avoid creating an impression that the district endorses a particular party or political view and also would help ensure that an employee’s political apparel doesn’t show support or opposition for the passage of a levy or bond issue while the employee is being compensated by the district.

OSBA is recommending policy changes to GBI, Staff Gifts and Solicitations, and KI, Public Solicitations in the Schools, to make it clear that solicitations of political contributions from a district employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted. This prohibition exists in current RC 3517.092. The AOS FAQ highlights that district employees may financially support or oppose a levy campaign but reiterates that such support must be voluntary and be done on the employee’s own time.

The AOS FAQ makes it clear that district administrators, staff and board members who decide to step outside the role of merely providing factual information and into advocacy for the passage of a levy or bond issue must do so on their own time and without using district funds or resources. While this language does not necessitate any policy changes, it is important to note existing language that appears in Policy CBA, Qualifications and Duties of the Superintendent, and Policy GCJ, Professional Staff Time Schedules. These two policies acknowledge that the nature of the duties and responsibilities of the superintendent and other administrators may require these employees’ work hours to vary and extend into evening or weekend. As a result, it may be more difficult for these employees to demonstrate that they are “off the clock.” The AOS FAQ suggests that these district employees may want to consider requesting paid time off during the time they elect to influence or advocate for the levy.

If you have general questions about the AOS FAQ, please reach out to OSBA’s legal division. For specific questions about the impact of RC 9.03 or the AOS FAQ on your district’s specific levy or ballot campaign, please reach out to your district’s board counsel.

BUDGET BILL LICENSURE CHANGES

by Kenna S. Haycox, deputy director of board and management services

Substitute teacher flexibility

House Bill (HB) 33 makes permanent the temporary allowances that have been granted to districts for employing substitute teachers. The bill codifies these provisions as Ohio Revised Code (RC) 3319.102, allowing an individual who does not hold a postsecondary degree to be employed as a substitute teacher if the individual:

- meets the district’s own education requirements;
- is deemed to be of good moral character;
- successfully completes the required criminal records check.

The State Board of Education must issue a one-year temporary substitute teaching license to such individuals. RC 3319.102 now requires that the State Board of Education establish procedures and criteria under which a one-year temporary substitute teaching license may be renewed.

Policy implications

Policy GCE, Part-Time and Substitute Professional Staff Employment, has been updated to reflect the codification of these provisions. Districts may also choose to include local criteria for substitutes employed under these provisions in this policy.

Teacher preparation programs and student teacher changes

Under newly enacted RC [3319.0812](#), the State Board must adopt standards and requirements for issuing a preservice teacher permit. This permit will be required for individuals enrolled in educator preparation programs to allow them to participate in any student classroom teaching or other training experience that is required to complete the program that involves students in grades pre-K-12. The permit must be valid for three years and may be extended by the State Board on a case-by-case basis, as needed, to enable the permit holder to complete the educator preparation program in which they are enrolled.

Individuals obtaining this permit are subject to the same criminal records check requirements as regular teachers and also must be enrolled in the state Rapback system. For purposes of reporting of offenses required under Rapback, such reports are made to the individual's educator preparation program and the school districts and schools to which the teacher has been assigned as part of their program. The program in which the student is enrolled must provide the department with a list of all the school districts and schools to which the student has been assigned as part of the program.

Districts may employ individuals with a pre-service teaching permit as a substitute teacher to teach for up to the equivalent of one full semester. Approval must be granted by the board, and the individual may be compensated for that service. The superintendent may request that the board approve one or more additional semester-long periods for an individual teacher.

Policy implications

No policy updates are necessary at this time to reflect these changes, but OSBA will continue to monitor updates related to educator licensure as the State Board develops standards and requirements for pre-service teacher permits.

Licensure grade band changes

HB 33 changes the grade bands for issuing teacher licenses in [RC 3319.22](#). Effective Dec. 29, 2023, licenses are reduced to two grade bands: pre-K-eight or six-12. This change does not apply to anyone holding a license prior to Dec. 29, 2023, or to a license issued to teach in the areas of: computer information science; bilingual education; dance, drama or theater; world language; health; library or media; music; physical education; teaching English to speakers of other languages; career-technical education; visual arts; or to any license issued to an intervention specialist, including a gifted intervention specialist, or to any other license that does not align with the grade band specifications.

A district may employ an educator to teach not more than two grade levels outside of the grade band designated on the educator's license for not more than two school years at a time, subject to renewal.

No updates are necessary to OSBA sample policies to reflect these changes.

Resident educator program changes

HB 33 reduces the alternative resident educator license from four to two years and reduces the amount of time an individual must teach under this license before receiving their professional educator license from four to two years. Under the revised provisions, online and in-person mentoring is allowable under the Ohio Teacher Residency Program. The Department of Education and Workforce also must provide mentors with access to online professional development resources and sample videos or classroom lessons submitted for the resident

educator process. The State Board is prohibited from limiting the number of attempts participants have to successfully complete the resident educator program. More information is available on [the Ohio Department of Education's website](#).

No updates are necessary to OSBA sample policies to reflect these changes. Districts that have locally adopted language on these requirements should review and update policies for compliance.

New required training for school counselors

Under newly enacted RC 3319.2213, licensed school counselors serving students in any of grades seven through 12 must complete four hours of training in the following areas every five years:

the pay and benefits available to people who work in the building and construction trades; job opportunities and available apprenticeships for boilermakers; electrical workers; bricklayers; insulators; laborers; iron workers; plumbers and pipefitters; roofers; plasterers and cement masons; sheet metal workers; painters and glazers; elevator constructors; operating engineers; carpenters; and teamsters.

The State Board must enter into an agreement with an Ohio construction trade organization located in this state, such as Affiliated Construction Trades Ohio or its successor organization to develop a training program for school counselors. The training program must be completed at a building and construction trades training facility. Participating building and construction trades must ensure ample opportunities for school counselors to complete the training prescribed under this section during each renewal cycle for licensure. Participating building and construction trades training facilities or the entity with which the State Board enters into an agreement under this section must bear all costs associated with this training.

The training must qualify for meeting professional development activity requirements for the renewal of a pupil services license in school counseling. An individual who begins working with students in any of grades seven through 12 in the last two years of the individual's five-year renewal cycle must complete this requirement during the following license renewal cycle.

Local professional development committees established under RC 3319.22 must incorporate this training as part of the independent professional development programs for school counselors who serve students in any of grades seven through 12.

Policy implications

The legal references on GCL, Professional Staff Development Opportunities, have been updated to add the new legal reference. This policy is available in the "other policies" section with this PDQ issue. The change is nonsubstantive, and, therefore, your board does not need to readopt this policy unless you determine the substantive content of your policy is inconsistent with our sample and current law.

Increase in base teacher salary

The base amount for the teacher salary schedule is increased from \$30,000 to \$35,000 (RC [3317.13](#)). Districts with negotiated salaries below this minimum should consult with legal counsel and the district union. Districts that have formalized salary schedules in board policy should review for compliance. No OSBA sample policy changes are required.

HB 33 NECESSITATES SIGNIFICANT CHANGES TO BOARD POLICIES IN THE AREA OF READING INSTRUCTION

by John Price, staff attorney

House Bill (HB) 33, effective Oct. 3, 2023, contains several provisions related to reading and language arts instruction necessitating policy updates for OSBA policy subscribers.

Third Grade Reading Guarantee

HB 33 contains a major change to the mandatory retention requirement in the Third Grade Reading Guarantee, allowing students who would otherwise be retained in third grade to be promoted at their parents' request. Ohio Revised Code (RC) [3313.608](#) requires that each school district assess the reading skills of all third-grade students to ensure that they have reached a level of achievement in English language arts set by the state. Districts have been generally required, with some exceptions, to retain students who failed to reach the designated achievement level and have them repeat third grade with additional reading supports and interventions. HB 33 adds a new provision whereby a student's parents, in consultation with the child's teachers and principal, can request that the child be promoted to fourth grade despite not reaching the requisite level of achievement in reading. Thus, while the retention requirement still exists, this effectively grants parents a choice as to whether their children are retained. Districts still have the obligation to assess and provide interventions to students that existed prior to this change.

Students promoted to the fourth grade under the new parent-request provision are entitled to receive the intensive reading services and supports that are provided to students who are retained pursuant to the guarantee. The bill adds a new requirement that students who require these intensive reading services will also receive "high-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor ... or a locally approved opportunity that aligns with high-dosage tutoring best practices." These opportunities "shall include additional instruction time of at least three days per week, or at least fifty hours over thirty-six weeks."

Policy Implications

OSBA has amended IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee); IGBEA-R, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee); and IKE, Promotion and Retention of Students, to include the new requirements for promotion and retention connected to the Third Grade Reading Guarantee, as required by the changes in HB 33. We have also included language on the high-dosage tutoring requirements.

Science of reading

HB 33 also adds new requirements for reading instruction materials used for all students. These changes are centered around the concept of "the science of reading," which is defined under the new law as an interdisciplinary, evidence-based approach to reading instruction. The newly created Department of Education and Workforce (DEW) must establish a list of approved materials aligned to the science of reading. Beginning with the 2024-25 school year, districts will be required to only use those reading instructional materials included in this list. The law directs DEW to subsidize the cost for schools and districts that have to purchase new materials to comply with the law. Further, any reading instruction provided to students pursuant to the interventions outlined in RC 3313.608 must be aligned with the principles of the science of reading.

The law will further require that all teaching staff receive professional development on the science of reading and reading interventions. Teachers will receive stipends for completing the professional development, to be reimbursed by DEW. DEW also must identify vendors who will provide the professional development.

The law bans the use of the "three-cueing approach" to reading instruction unless it is required by the individualized education program (IEP) of a student with a disability or a waiver is obtained.

Policy implications

OSBA has amended policy IIA, Instructional Materials, to generally refer to complying with state law requirements when selecting instructional materials. IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee), and IGBEA-R, Reading Skills Assessments and Intervention (Third Grade Reading

Guarantee), have been amended to make clear that provided interventions will align with the principles of the science of reading.

Dyslexia screening

HB 33 adds a new requirement that districts administer a tier-one dyslexia screening to any student in grades K-three who transfers into a district midyear for the 2023-24 school year. Tier-one screenings will also be required for students in grades four-six whose parents request such screening or for students whose classroom teachers request such screening, if their parents grant permission. For the 2024-25 school year and beyond, tier-one screenings will be required for any kindergarten student who transfers midyear and for any students in grades one-six whose parents request it or whose teachers request it and whose parents grant permission. These will not be required if there is evidence in the child's record that they have already received such screening that school year.

Policy implications

This does not require a change in OSBA policy. IGBEB already contains language committing districts to perform tier-one and tier-two dyslexia screenings according to state law. Districts will need to be aware that the requirements for these screenings have changed.

Dyslexia professional development

HB 33 also contains provisions modifying professional development requirements related to dyslexia. While the legislation does not change the substance of the professional development requirements, it adjusts the timelines associated with completing the requirements and clarifies which teachers have to complete the training. For teachers who were hired on or before April 12, 2021, dyslexia professional development deadlines are:

- Beginning of the 2023-24 school year for K-one teachers (all teachers, including special education teachers);
- Sept. 15, 2024, for teachers in grades two-three (all teachers, including special education teachers);
- Sept. 15, 2025, for special education teachers in grades four-12.

Teachers hired after April 12, 2021, must complete dyslexia professional development training by the later of two years after the date of hire or the dates prescribed for teachers hired on or before April 12, 2021, unless the teacher has completed such training while employed by a different district.

Policy implications

This does not require a change in OSBA policy. Districts need only note the new requirements and ensure employees complete the training according to the updated timelines.

HOME EDUCATION CHANGES

by Jennifer A. Hardin, senior deputy director of legal services

Ohio's home education provisions were significantly changed in House Bill 33, the biennial budget bill.

Current requirements

Under the current law and accompanying rules on home instruction, parents ask the school district of residence for an excuse from the law requiring compulsory school attendance. Parents must submit a letter no later than the first week of school asking the superintendent for a letter of excuse. Parents must provide assurances about the instruction the child will receive and include supporting information, including an outline of curriculum and a list of textbooks.

Within 14 days after receiving a parent's letter, the superintendent must provide — if the parent meets all the

requirements in the administrative rules — a letter that excuses the child from attending the district’s schools. If the letter does not meet the rule’s requirements, the superintendent can ask for more information. If the superintendent decides to deny the excuse, a process in the rules allows the parent to challenge the decision.

Finally, under the current law, the parent annually has to provide an academic assessment report of the child for the previous school year.

Requirements effective Oct. 3

The new law, Ohio Revised Code (RC) 3321.042, refers to “home education” instead of home instruction. Home education is defined as the education of a child between the ages of 6 and 18 years directed by a child’s parents. It does not include education provided to a child who is enrolled in a public or chartered nonpublic school.

The new law provides that students receiving home education are exempt from the compulsory attendance provisions in RC 3321.04. To be exempt, children receiving a home education must receive instruction in the areas of English language arts, mathematics, science, history, government and social studies.

The requirement for the parent to submit a letter requesting an excuse from compulsory attendance no longer applies. Parents are still required to submit a notice to the superintendent of the child’s district of residence informing the district that they will be providing home education to the child. The notice must be provided within five calendar days after the family commences home education. In subsequent years, the child’s parent must provide notice to the superintendent by Aug. 30. Parents are no longer required to provide any assurances about the hours of instruction the student will receive, information about curriculum or textbooks, or annual academic assessments.

The exemption is effective immediately upon the district’s receipt of the notice. There is no longer a requirement for the superintendent to review or approve the information provided by the student’s parents. Instead, the law requires the superintendent to provide, within 14 days after the notice letter is received, a written acknowledgment of receipt. The law specifically states: “A child exempt under this section shall not be required to be excused under” RC 3321.04.

The law also provides that RC 3321.042 shall not be subject to any rules adopted by the Department of Education and Workforce (DEW) or its director. Another provision in HB 33, RC 3301.132, requires that DEW rescind any rules regarding the issuance of excuses from compulsory attendance for purposes of home education under RC 3321.04(A)(2) as it previously existed. After the rules are rescinded, RC 3301.132 reiterates that DEW and its director have no authority to prescribe or adopt any additional rules regarding home education.

The laws that currently permit students who are excused for home instruction under RC 3321.04(A)(2) to participate in school extracurricular programs have been amended to apply to students who are exempt from compulsory attendance because they are receiving home education. Diploma requirements for students who have completed home education have also been amended. Under prior law, the diploma for a student who completed home instruction could be granted by the person’s parent or guardian but had to be accompanied by the official letter of excuse for the student’s final year of home education. It is no longer necessary that any letter from the district accompany a diploma issued to a student who has completed home education.

RC 3321.04(A)(2), regarding home instruction, was not repealed. However, it has been amended and now allows the superintendent to excuse a child “enrolled in the district” from attendance for any part of the

remainder of the school year for home instruction. It does not apply to any child who is exempt from compulsory attendance because the child is receiving home education.

Policy implications

Policy IGCF, Home Education, has been updated to reflect the new requirements for home education. We also are removing IGCF-R, Home Schooling, as it is based primarily on rules to be rescinded.

Other policies that have been updated to reflect changes related to home education, as opposed to home instruction or home-schooling, are:

- IGD, Cocurricular and Extracurricular Activities
- IGDJ, Interscholastic Athletics
- IGDK, Interscholastic Extracurricular Eligibility
- JEA, Compulsory Attendance Ages
- JECBC, Admission of Students from Non-Chartered or Home Schooling
- JECE, Student Withdrawal From School (Loss of Driving Privileges)
- JEG, Exclusions and Exemptions from School Attendance

Age and schooling certificate

One other provision in HB 33 related to home education is an amendment to the law on age and school certificates. As of Oct. 3, 2023, the parent of a child over 16 years old can issue an age and schooling certificate to their child who is exempt from compulsory attendance because the child is receiving home education.

Policy implications

No changes are necessary to OSBA sample Policy JK, Employment of Students, but districts should confirm there are no conflicts in locally adopted policies or procedures.

BUDGET BILL REQUIRES NEW SEIZURE ACTION PLANS

by Gamy Narvaez, policy consultant

One of the more significant changes that came with House Bill 33, the state's budget bill, is the new requirement that public school districts and chartered nonpublic schools create individualized seizure action plans for students with seizure disorders. Newly enacted Ohio Revised Code (RC) 3313.7117 requires that the school nurse, or another employee if the school does not employ a nurse, create an individualized seizure action plan for each student who has an active seizure disorder diagnosis, in collaboration with the student's parent(s) or guardian(s). The plan must include:

- a written request by the parent, guardian or other person in charge of the student to have one or more prescribed seizure drugs administered to the student;
- a written statement from the student's treating practitioner providing drug information for each prescribed drug as required by RC 3313.713(C)(2);
- any other component required by the State Board of Education.

It is important to note that a seizure action plan is effective only for the school year in which the written request was made; every plan must be renewed at the beginning of each school year and maintained in the office of school nurse or of another school administrator if there is no full-time nurse. The nurse or administrator must also provide written notification of the details of a student's individualized seizure action plan to any school employee, contractor and volunteer that does any of the following:

- regularly interacts with the student;
- has a legitimate educational interest in the student or is responsible for directly supervising them;
- is responsible for transporting the student to and from school.

The new provision also includes training requirements for school staff on implementing seizure action plans and general seizure disorder care. School districts must designate at least one employee in each school building aside from a school nurse to be trained every two years on implementing seizure action plans. Districts must provide or arrange for this training, which cannot exceed one hour, and must address recognizing signs and symptoms of a seizure, appropriate emergency treatment and administering seizure drugs. The school nurse (or administrator if no nurse) must identify each individual who has received training in administering seizure drugs. The nurse or other school employee must also coordinate seizure care at school and ensure that all staff members who receive the written notification described above are trained in caring for students with seizure disorders. Finally, each school board must require that every administrator, guidance counselor, teacher and bus driver complete a training on seizures within 24 months of Oct. 3, 2023. The training can be self-study or in person and must be a minimum of one hour. Anyone employed after Oct. 3, 2023, must complete the training within 90 days of employment. Both the training on implementing seizure action plans and the seizure disorder care training qualify as professional development for purposes of renewing educator licenses.

Policy implications

Policy JHCD, Administering Medicines to Students (Version 1), has been updated to reflect the requirement that districts designate at least one employee in each school building to receive training in implementing individualized seizure action plans, including in administering seizure drugs to students with an active seizure diagnosis. As a reminder, these new requirements for individualized seizure action plans apply to all Ohio public and chartered nonpublic school districts, whether or not the district allows for the general administration of medicine to students. OSBA recommends that districts review their policies on administering medicine to students and ensure that adjustments are made to comply with newly enacted RC 3313.7117.

CASH OPTIONS REQUIRED AT SCHOOL EVENTS

by Kenna S. Haycox, deputy director of board and management services

House Bill (HB) 33 enacts Ohio Revised Code (RC) [3313.5319](#), effective Oct. 3, 2023, requiring districts to accept cash payments at specified school-affiliated events. The new provisions apply to any school district, community school, STEM school, college-prep boarding school or chartered non-public school that elects to participate in athletic events regulated by an interscholastic conference or an organization that regulates interscholastic conferences, such as the Ohio High School Athletic Association.

A “school-affiliated event” is defined as: an athletic event, play, musical or other school-related event or activity that a district conducts, sponsors or participates in and for which the district charges admission to attend. The new requirements do not apply to any event or activity conducted in a public facility leased by a professional sports team or a privately owned facility.

Schools must allow individuals to pay cash for tickets to such events. If the district does not accept cash payment from an individual who wishes to purchase a ticket using cash, the district must provide a free ticket if there are still tickets available and the individual demonstrates that they have the cash to pay for the full cost of the ticket.

Additionally, if a school offers concessions during the event, it must provide at least one location at the event where an individual can pay cash for concessions. If concessions are sold on multiple floors, at least one location on each floor must accept cash.

Due to the increase in the amount of cash collection points in the district, we recommend you review Auditor of State (AOS) Bulletin [2020-006](#). This bulletin was issued to school district athletic departments in 2020 and

addresses the importance of good internal controls, policies and procedures regarding cash collection points in the district.

The bulletin includes references to RC 9.38, which requires:

For amounts received exceeding \$1,000, the money received by the district must be deposited on the next business day following the day of receipt.

For amounts received not exceeding \$1,000, the money must be deposited on the next business day following the day of receipt unless the board adopts a policy permitting a different time period, not to exceed three business days following the day of receipt if the person is able to safeguard the money until the money is deposited. If the district chooses to allow for up to three business days, the policy must include procedures to safeguard the funds until they are deposited. If a board policy is not established, RC 9.38 requires that the district follow the procedures outlined in state law; districts cannot use the “up to three business days” standard if the policy is not approved by the board.

The bulletin also refers to “the Government Finance Officers Association’s (GFOA) Best Practice Revenue Control Policy that recommends the establishment of a revenue control and management policy that is annually reviewed and customized for the applicable public office. The GFOA recommendations include considering internal controls over cash receipting such as segregation of duties, daily processing and timely deposit of receipts (ideally within 24 hours of receipt), and physical security procedures. Accordingly, local governments/entities have a responsibility to establish and implement policies that incorporate control procedures for over-the-counter cash collections.”

AOS Bulletin 2020-006 provides details for districts to consider when establishing policies and procedures for safeguarding cash in schools. Districts should review the full bulletin as they work to determine compliance. The bulletin specifically discusses cash management as it relates to athletic events, but the sample policy included with the bulletin addresses all cash collection points and districts can consider the safeguards in the bulletin when they are looking at their cash collection points. The bulletin provides best practices for cash collections and deposits in the following areas: policies/procedures; training and bonding considerations; segregation of duties; point-of-sale cash collection for cash drawers; expenses/denomination exchanges; ticket sales cash collections; cash collections for reconciliation; cash collections for deposits; and some additional fiscal office procedures/considerations.

It is important to note that the bulletin states that the treasurer’s office should ensure that the board adopts fee schedules for all events and that these board-approved ticket prices should be clearly documented. If these fees currently aren’t approved by the board, you may consider implementing this practice. These fees do not need to appear in your board policy manual but should be documented and maintained in the treasurer’s office and used for reconciliations when appropriate.

Districts should confirm they have clear internal controls written in district-level procedures to outline how the board policy on cash collection points is carried out. These procedures may vary by district. The bulletin includes best practices for managing different scenarios, which should be reviewed as you work through the fiscal office governing procedures.

The bulletin states all individuals handling cash, including volunteers, athletic directors and secretaries, should be appropriately bonded and/or insured as provided by the policies of the local government/entity. Districts should work with insurance providers to confirm the appropriate policy and coverage is in place.

The bulletin also addresses how the use of petty cash accounts intersects with the best practices outlined. Districts should review this and determine whether petty cash accounts may need to be established.

Policy implications

Policy DM, Deposit of Public Funds (Cash Collection Points), was updated in 2020 to reflect the AOS bulletin recommendations. In light of the new HB 33 requirements, we have added language addressing when cash sales must be permitted. The updated version is available with this PDQ issue. Policy DH, Bonded Employees and Officers, is also included with this PDQ issue. No changes are necessary as the policy addresses coverage for individuals collecting cash, but districts should confirm locally adopted policies are consistent.

DJB, Petty Cash Accounts, is also included for review and has been updated to generalize some of the specific procedures, recognizing many of these procedures are established at the district level.

BUDGET BILL REVISES PUPIL-ACTIVITY PROGRAM PERMIT REQUIREMENTS FOR COACHES

by Gamy Narvaez, policy consultant

House Bill (HB) 33 impacts several areas of school policy, including revisions to training requirements for athletics coaches. HB 33 enacts Revised Code (RC) 3313.5318, requiring school coaches of activities regulated by an interscholastic conference or other regulating organization to complete a student mental health training course that has been approved by the department of mental health and addiction services. On or after Oct. 3, 2023, coaches must complete an approved student mental health training each time they apply for or renew a pupil-activity program (PAP) permit. The training can be completed anytime within the duration of the new or renewed permit and can be a part of another training course or be combined with other trainings. Individuals that complete the training also will need to present evidence of completion to the State Board of Education.

HB 33 also revised language in RC 3319.303 covering cardiac arrest training and brain trauma/injury training required for coaches to receive or renew a PAP permit. Prior to the revision, sudden cardiac arrest training was an annual requirement and brain trauma/injury training needed to be completed sometime within the previous three years. Now, the sudden cardiac arrest and brain trauma/injury trainings must both be completed within the duration of the previous PAP permit issued. The State Board will begin requiring evidence that this training has been completed from every individual applying for permit renewal on or after Dec. 29, 2023.

Policy Implications

No substantive policy changes were necessary due to these revisions, but new legal references have been added to policies GCBB, Professional Staff Supplemental Contracts, and GDBB, Support Staff Supplemental Contracts. Both policies are available in the “other policies” section of this PDQ issue.

TEACHER CONTRACT UPDATES

by Gamy Narvaez, policy consultant

House Bill (HB) 33 revised provisions that impact teacher contracts, including changes to delivery of notice requirements for teacher contracts and procedures involved in teacher termination hearings. Ohio Revised Code (RC) [3319.11](#) contains notice requirements for teacher contracts and has been revised to allow delivery of notice by regular mail and electronic delivery. Prior to the revision, several required notices in the section — such as the board of education’s written notice to a teacher of intent not to reemploy or a teacher’s written notice to the board of intent not to continue employment — had to be delivered either by personal service or certified mail with return receipt requested. After the revision, these notices may also be delivered by regular mail with a certificate of mailing; by some other form of delivery with proof of delivery; and by electronic delivery that includes electronic proof of delivery.

RC [3319.16](#), which covers teacher termination hearings, has also been revised. Current law states that a board seeking to terminate a teacher’s contract must give the teacher written notice of its intent, to which the teacher

can respond with a request for a hearing with the board or a referee. The board is then required to provide a complete stenographic record of the proceedings to the teacher. HB 33 retains the requirement that the board provide a complete record of termination proceedings but no longer requires that it be a *stenographic* record. The revisions offer no additional indication as to what constitutes a “complete record.”

Policy implications

Policy GCB-1, Professional Staff Contracts and Compensation Plans (Teachers), has been updated to clarify that delivery of “written notice” relating to teacher contracts in RC 3319.11 now includes regular mail with a certificate of mailing, other forms of delivery with proof of delivery and electronic delivery that includes electronic proof of delivery.

Language in policy GCPD, Suspension and Termination of Professional Staff Members, has been revised to remove the requirement that a complete record with respect to teacher termination proceedings must be “stenographic.”

STUDENT WELLNESS PROVISIONS IN OHIO’S BUDGET BILL

by Jennifer A. Hardin, senior deputy director of legal services

House Bill 33, the state’s biennial budget bill, included several provisions related to student wellness.

Changes to reduced-price meal funding

First, the General Assembly enacted Ohio Revised Code (RC) 3301.91, which will require the Department of Education and Workforce (DEW) to provide reimbursements to schools participating in the national school breakfast and lunch programs. These programs provide free and reduced-price meals for students who meet eligibility requirements.

The new law requires that DEW reimburse schools for the difference between the federal free reimbursement rate and the reduced-price rate for breakfasts and lunches. This means that students who qualify for reduced-price meals at school should be receiving free meals.

DEW will provide more information on reimbursements to districts as that guidance is developed.

Policy Implications

OSBA updated policy EF/EFB, Food Services Management/Free and Reduced-Price Food Services, to clarify that students who qualify for reduced-price breakfast and lunch are to be provided with free meals and that the school will not collect payment from these students.

Student wellness funds

There also are new requirements in RC 3317.26 for spending Student Wellness and Success Funds (SWSF). The new law borrows significantly from requirements in RC 3317.25, which governs the use of disadvantaged pupil impact aid.

RC 3317.26 requires that districts and STEM schools that receive SWSF must spend them on any of, or a combination of, these initiatives:

- mental health services, including telehealth services, community-based behavioral health services and recovery services;
- culturally appropriate, evidence-based or -informed prevention services and trauma-informed services;
- services for homeless youth;
- services for child welfare-involved youth;

community liaisons or programs that connect students to community resources, including behavioral wellness coordinators;
physical health care services, including telehealth services and community-based health services;
family engagement and support services;
student services provided prior to or after the school day or when school is not in session, including mentoring programs.

At least 50% of the funds must be spent for either physical or mental health services or a combination of both physical and mental health services. If DEW determines that a district or school has not spent SWSF following these requirements, it can require a corrective action plan. If the district or school is determined to be out of compliance with the corrective action plan, DEW can withhold SWSF from the district or school.

The law also requires that any district receiving SWSF must develop a plan to use the funds in coordination with two partners. The two partners must be: (1) either a community mental health prevention or treatment provider or a local board of alcohol, drug addiction, and mental health services; and (2) one of the community partners listed in RC 3317.25(C). Those community partners include:

- boards of alcohol, drug addiction, and mental health services;
- educational service centers;
- county boards of developmental disabilities;
- community-based mental health treatment providers;
- boards of health of a city or general health district;
- county departments of job and family services;
- nonprofit organizations with experience serving children;
- public hospital agencies.

Within 30 days after the creation or amendment of the plan, it must be shared at a public meeting of the board of education. The law does not require that the board approve the plan. The plan must also be posted on the district's or school's website.

Of critical importance to districts are the requirements to expend existing SWSF. If districts still have SWSF that were allocated during fiscal years 2020 to 2023, those funds must be expended prior to June 30, 2025. Any of those SWSF that are unexpended by June 30, 2025, must be repaid to DEW.

All SWSF allocated in or after fiscal year 2024 must be spent by the end of the following fiscal year. In other words, SWSF allocated in fiscal year 2024 must be spent by the end of fiscal year 2025 (June 30, 2025). Again, all funds that are not expended as required by law must be repaid to DEW.

Policy implications

A review of our model policies determined that no modifications are necessary. Districts should review local policies and procedures on SWSF to ensure compliance with state law and reporting requirements.

TRANSFER OF STUDENT RECORDS AND UNPAID FEES

by Jennifer Hardin, senior deputy director of legal services

House Bill (HB) 33 includes a new provision about the transfer of student records. The provision, Ohio Revised Code (RC) 3319.324, affects the transfer of "school records," which is defined to include "any academic records, student assessment data or other information for which there is a legitimate educational interest." The new law applies to any school district or chartered nonpublic school.

The law requires a school to provide a student's school records, upon request from another school district or school to which the student has transferred and as authorized by RC 3319.321, within five school days after receipt of the request. If the school district has no record of the student's attendance, it must provide a statement of that fact within five school days of receiving the request.

There is an exception that allows schools, except as required by RC 3313.642(D) and 3313.672, to withhold school records if there is \$2,500 or more of outstanding debt attributed to the student. The school is required to transmit the records within five school days once the debt is paid.

Policy Implications

Policy JEC, School Admissions, has been revised to include the requirement to transfer records within five school days upon request. Policy JN, Student Fees, Fines and Charges, also has been updated to include language authorizing the district to withhold records for a student, except as required by law, if there is \$2,500 or more of outstanding debt attributable to the student. The provision states that once the debt is paid, the district must transfer the records within five school days.

CHANGES FOR ONLINE MAKEUP DAYS

by Kenna S. Haycox, deputy director of board and management services

House Bill (HB) 33 makes significant changes for online lessons as a result of school closures. Under prior law, districts could choose whether to adopt a plan allowing for up to three days of online makeups or "blizzard bags" to make up for school closures. Changes to Ohio Revised Code (RC) [3313.482](#) now *require* the board to adopt a plan to provide instruction via online delivery to make up hours missed due to specific reasons for school closures. Schools that operate an online or blended learning model are not eligible to or required to adopt such a plan.

Under RC 3313.482, as revised by HB 33, by Aug. 1 each school year, the board must adopt a plan to provide instruction via online delivery to make up hours in that school year for which it is necessary to close schools for disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use.

The plan must be designed to ensure continuity of learning for students during a school closure and include all of the following:

- a statement that the school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure;
- the school's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure;
- a description of how equitable access to quality instruction will be ensured, including how the school will address the needs of students with disabilities, English learners and other vulnerable student populations;
- the process the school will use to notify staff, students and parents that the school will be using online instruction;
- information on contacting teachers by telephone, email or virtual learning platform during the closure;
- a description of how the school will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.

The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days. The plan also must include the written consent of the teachers union.

Joint vocational school districts may include additional hours in their plan as a result of one or more of their member schools being closed; such additional hours may include additional online lessons, planned student internships, student projects or other options specified in the plan.

No district that implements a plan shall be considered to have failed to comply with statutory minimum hour requirements with respect to the number of make-up hours specified in the plan.

Districts should review [guidance](#) from the Ohio Department of Education (ODE) on the transition to these plans. Per ODE, districts should adopt plans aligned with the new requirements by Nov. 1, 2023.

Policy implications

Policy EBCD, Emergency Closings, and regulation EBCD-R, Emergency Closings, both have been updated to reflect the new HB 33 requirements. Please note, regulation EBCD-R outlines what must be included in your locally developed plan but is not the actual plan. You must work with your board to develop the plan meeting the requirements of law, including securing the written consent of your teachers union.

REORGANIZATION OF THE OHIO DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION

by Kenna S. Haycox, deputy director of board and management services

House Bill (HB) 33 made significant changes to the Ohio Department of Education (ODE) and the State Board of Education. More information is currently available on [ODE's website](#).

At the time of publication, a temporary restraining order has been issued by Franklin County Common Pleas Judge **Karen Phipps**, preventing the implementation of the transition from ODE and the State Board outlined here. The order comes as a result of a request by members of the State Board of Education challenging the reorganization efforts. Consequently, the following information about the transition and responsibilities of the new Department of Education and Workforce (DEW) and State Board reflects the changes as set forth in HB 33. OSBA will continue to monitor updates regarding the state's transition from ODE to DEW and will release updates to members as necessary.

Under HB33, the department will become DEW, which will be a cabinet-level agency reporting to the governor. The newly created Department of Children and Youth will be providing some services in the area of prevention, early education and support.

Under HB 33, the duties of the current department and the State Board of Education are divided. The law provides for an additional 90 days after the bill's effective date to complete the transfer of powers.

We are continuing to monitor the transition process. We recognize that many policy updates will be necessary to reflect the updated agency names, as well as align areas to reflect where the authority lies once the case is settled. Due to the status of the transition, we are not updating policies in this issue to reflect the reorganization.

We will release policy changes in a future PDQ issue. Please contact us at policyupdates@ohioschoolboards.org with any immediate questions or concerns you have related to this transition. ODE has also stated that administrators and educators should continue to contact relevant program area staff at the department as needed during the transition.

CRIMINAL RECORDS CHECKS AND RAPBACK

by Sara C. Clark, chief legal counsel

Under current law, school bus drivers and licensed educators in Ohio submit their fingerprints to the Ohio Bureau of Criminal Investigation (BCI) as part of a background check that is a condition of their initial employment or licensure. In addition to submitting to these background checks, these employees are enrolled in a system called the Retained Applicant Fingerprint Database (Rapback). This system stores the fingerprints captured as part of the background check process and searches those prints against new criminal prints and prints submitted to BCI as part of a court disposition process. When a match is found, BCI provides rap sheet information back to the Ohio Department of Education (ODE). ODE then provides notifications about criminal arrests or convictions of licensed educators to the school districts where they are employed.

House Bill (HB) 33 made changes in this area. First, instead of providing rap sheet information to ODE (or the new Department of Education and Workforce), BCI will provide this information to the State Board of Education, which will become the entity responsible for providing this information to school districts.

Second, language in HB 33 will require the State Board to enroll the following new individuals in Rapback:

- any nonlicensed employee who is employed by a school district;
- any contractor or person hired by a contractor who is engaged in providing services to a school district in a position that does not require a license or registration issued by the State Board.

BCI will make the initial criminal records check requested for these new individuals available to the State Board. The State Board will use that information to enroll the person in Rapback in the same manner as school bus drivers and licensed educators. Upon receiving notification of an arrest, guilty plea or conviction, the State Board must promptly transmit that information back to the employing district.

Third, new language in HB 33 requires that districts request a new criminal records check for a person subject to Rapback if the most recent criminal records check request for the individual was completed more than one year prior to the date of the most recent request or if the records check does not include adequate information. If a new criminal records check is required, the district must request the check by a date that will be determined by the State Board.

Finally, HB 33 specifically excludes from Rapback enrollment any individuals who volunteer at a school building within a district, ESC or chartered nonpublic school, including a parent volunteer in a student's classroom.

Policy implications

OSBA sample policy GBQ, Criminal Records Check, does not include information about Rapback since the responsibility to enroll and monitor employees in Rapback lies with the State Board, not the district. As a result, OSBA is not recommending any changes to policy GBQ, Criminal Records Check, at this time.

HB 33 IMPACTS SEVERAL SCHOOL TRANSPORTATION PROVISIONS

by Gamy Narvaez, policy consultant

House Bill (HB) 33 contained provisions that impact school transportation, including revised compliance requirements and new model career paths for bus drivers, among others. This article provides a high-level summary of important changes to school transportation that districts should be aware of.

Some revisions were minor, transferring authority under the statute from the State Board of Education to the new Department of Education and Workforce (DEW). This includes revisions to Revised Code sections covering the transportation of students with disabilities (Ohio Revised Code (RC) 3327.01) and payment in lieu of transportation (PILOT) programs (RC 3327.02).

Transportation noncompliance

A substantial revision affects RC 3327.021, which now defines when a school district's transportation program is "out of compliance" and establishes penalties. A district is out of compliance when, for a period of five consecutive school days or 10 school days within a single school year, at least one of the following occurred on each of those days:

- students arrive to school on a school bus more than 30 minutes late;
- students are picked up by a school bus more than 30 minutes after the school day ends;
- a school bus fails to arrive to pick up students scheduled to be transported to and from school by a school bus;
- any other instance of a district's noncompliance with transportation requirements under RC Chapter 3327.

The only exception to this determination is that an occurrence of noncompliance doesn't count toward DEW's determination when the failure to comply is due to inclement weather. Noncompliance calculations reset to zero at the beginning of each school year.

DEW will monitor whether districts are out of compliance and notify a school when it makes such a determination. When a district is notified of its noncompliance, it has a week to create a "corrective action plan" and submit it to DEW. Further noncompliance results in DEW withholding the district's daily payment for student transportation under Chapter 3317 in accordance with procedures outlined in RC 3327.021(B) that essentially increase withholding amounts based on continued noncompliance.

The revised statute specifies that noncompliance penalties will be calculated on a per-pupil basis and disbursed to the school in question, which then remits the payment to the parent, guardian or other person in charge of the student(s) who didn't receive proper transportation. This section doesn't affect a district's ability to satisfy its transportation obligations via payment in lieu of transportation under RC 3327.02. Finally, after Dec. 1, 2023, DEW must handle disputes regarding noncompliance determinations within 30 days of receiving notice. DEW may delay determinations to within 45 days of notice if it has given advance notice to all affected parties.

Bus driver flex career path model

Newly enacted RC 3327.102 requires DEW to develop a flex career path model for bus drivers that allows them to work as educational aides or student monitors in public school districts, including community, STEM and college-prep boarding schools. The career path model developed by DEW must:

- ensure that bus drivers work an eight- to 10-hour shift by driving either a morning or afternoon bus route and spend the remainder of the day working as an educational aide or student monitor at school;
- make recommendations on how to seamlessly implement the model, including who would be responsible for paying wages efficiently and whether wages are paid proportionally;
- ensure that the model does not adversely impact a bus driver's pension.

No deadline is set in the provision for DEW to develop this new flex career path model, but OSBA will continue to monitor developments and provide updates as necessary.

Nine-passenger vans for chartered nonpublic and community schools

HB 33 also revised RC 4511.76 to allow community schools to use vans that are "originally designed for not more than nine passengers, not including the driver," to transport students to and from regularly scheduled school sessions under specified conditions. Prior to the revision, only chartered nonpublic schools could either own and operate a nine-passenger van or contract with a vendor to use one, but now both chartered nonpublic and community schools can do so when one of the following conditions apply:

- A student's school district of residence has declared transportation impractical.

A student does not live within 30 minutes of the chartered nonpublic or community school and that school is not required to transport the student.

The chartered nonpublic or community school's governing authority has offered to provide transportation to students instead of their district of residence.

The provision also allows public school districts to use a nine-passenger van to transport up to nine students that attend a chartered nonpublic or community school so long as the district regularly transports students to that chartered nonpublic or community school.

If a school district, chartered nonpublic or community school is using a nine-passenger van in accordance with this provision, the following conditions also apply:

The vehicle must be inspected by a qualified mechanic for safety at least twice a year.

The driver does not stop on the roadway to load or unload passengers.

The driver meets requirements for bus and motor van drivers under RC 3327.10 and any corresponding rules adopted by DEW except that a commercial driver's license is not required, only a valid driver's license and that the driver is accustomed to operating the vehicle being used to transport students.

The driver and passengers comply with child restraint system and booster seat requirements in RC 4511.81, as well as occupant restraining device requirements in RC 4513.263.

Pupil transportation pilot program

The Ohio legislature also introduced a new pilot program in HB 33 under uncodified Section 265.550 in which DEW will select two ESCs — one in central Ohio and one in southwest Ohio — by Oct. 15, 2023, to provide transportation to chartered nonpublic and community schools in lieu of the students receiving transportation from their resident school districts. DEW will work jointly with the two ESCs to identify a school district served by each ESC as well as chartered nonpublic and community schools that enroll students from those districts that the ESCs will provide transportation for in the 2024-25 school year. No chartered nonpublic or community school will be required to participate in the program.

The program requires that the selected ESCs prepare during the 2023-24 school year, arranging for sufficient buses and drivers to transport students from participating schools, collaborating with participating schools to set daily start and end times for the 2024-25 school year and notifying school districts on behalf of participating chartered nonpublic and community schools that those participating schools will not require transportation for the 2024-25 school year.

Policy implications

No changes to OSBA sample policies are necessary at this time. Districts should review their transportation policies to ensure compliance with any statutory revisions.

ADDITIONAL HOUSE BILL 33 CHANGES

by Kenna S. Haycox, deputy director of board and management services

In addition to items addressed in depth elsewhere in this PDQ issue, the following House Bill (HB) 33 changes have an impact on district policies or procedures.

Board member conflict of interest changes

Ohio Revised Code (RC) [3313.33](#) addresses board member conflicts of interest in contracts. The provisions prevent board members from having a pecuniary interest in a contract of the board unless otherwise exempt under the statute. HB 33 adds a new exception to RC 3313.33(C) when the contract is with a private institution of higher education that employs a school board member if the school board member recuses themselves from

voting on and discussing the contract and files an affidavit stating the member's employment status with the district treasurer.

Policy implications

Policy BBFA, Board Member Conflict of Interest, has been updated to reflect these changes. When reviewing the policy, we determined some additional changes were merited to assist in strengthening the policy overall.

New options for electronic notice

Under existing law, RC [3321.13\(B\)\(2\)](#) allows the board to adopt a resolution authorizing the superintendent to seek to have a student's driving privileges revoked when the superintendent receives information that a student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours in a school month or a total of at least 90 hours in a school year. Boards must adopt a resolution authorizing this process if they want to use this option. For districts that follow this process, the superintendent must notify, in writing, the student and their parent(s) and state that information regarding the student's absences has been provided to the superintendent and, as a result of that information, the student's driving privileges will be submitted to the appropriate judge and registrar of motor vehicles to deny such privileges. This notification also must state that the student and their parent(s) may appear before the superintendent/designee to challenge the information provided to the superintendent.

The notice from the superintendent to the student must include the scheduled time, place and date of the hearing, which must be scheduled between three and five days after the notification is given. Upon the request of the student or parent(s), an extension may be granted by the superintendent. The superintendent must then notify the student and the parent(s) of the new hearing time, place and date.

HB 33 modifies these provisions to authorize the hearing conducted by the superintendent or designee to be conducted by electronic means if requested by the child's parent, guardian or custodian. The notice provided to parents must include the participation method.

Revisions also were made to RC [3321.21](#), allowing the district's notice requiring the attendance of truant students' parents/guardians at a parental education program and the district's notice regarding the legal consequences of truancy to now be delivered by regular mail with a certificate of mailing or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.

Policy implications

JED-R, Student Absences and Excuses, and JEDA, Truancy, have been updated to reflect these changes and are available with this PDQ issue.

Notification of state assessment scores

Newly enacted RC 3313.6029 requires notification of a student's score on a state assessment administered under RC [3301.0710](#) or an end of course examination administered under RC 3301.0712 to be provided to parents by June 30 each school year. Such notice may be provided by mail, email or through posting of the score in a secure portal on the district or school's website.

Policy implications

Policy IL, Testing Programs, has been updated to include this new requirement.

Intradistrict open enrollment

Another new provision in the bill, RC 3313.984, requires that districts annually report to the newly created Department of Education and Workforce (DEW) the number of students within the district who attend a

building other than the one assigned by the board or superintendent. The law also requires that districts with an intradistrict open enrollment policy that uses a lottery to assign placements must conduct the lottery on the second Monday of June prior to the school year for which the student is seeking enrollment. For districts that do not have an intradistrict open enrollment policy or do not conduct a lottery to assign placements for intradistrict open enrollment, this deadline date does not apply.

Policy implications

JECBD, Intradistrict Open Enrollment (Version 1), has been updated to include the new requirement to report the number of students enrolled under open enrollment to DEW. Districts without options for intradistrict open enrollment (i.e. only one building per grade level), should review JECBD, Intradistrict Open Enrollment (Version 2), which appears in the “other policies” section; you only need to readopt this policy if your current language is not consistent with the sample provided.

The following topics do not require policy changes but are important to know.

Computer science promise program

Newly enacted [RC 3322.20](#) and [RC 3322.24](#) establish the Ohio computer science promise program. Beginning with the 2024-25 school year, students in grades seven through 12 may enroll in one computer science course per school year that is not offered by the student's school. Students may not be charged for tuition, textbooks or other fees. DEW must publish approved eligible courses/providers, and the student must be accepted into an eligible course offered by an approved provider. Students must receive transcribed high school credit toward graduation/subject area requirements for successful completion. When documenting credits on the transcript, the record must indicate that the credits were earned under this program and the name of the educational provider at which the credits were earned. If a comparable course is not offered by the district, the credit shall count toward elective credits. RC 3322.24 also establishes a dispute resolution process through DEW for disputes between the student and their school related to the granting of credits.

Feminine hygiene products

RC 3313.6413 now requires that each school district, other public school and chartered nonpublic school that enrolls girls in any of grades six-12 provide free feminine hygiene products to those students for use on school premises. Each district or school must determine where such products are kept in the school. A district or school may choose to also provide such products to students below grade six. The bill allocates funds to reimburse districts for costs associated with these new obligations, including costs related to installation of dispensers. More information is available on the [Ohio Department of Education](#) website.

Adult diploma minimum age requirements

Revisions to [RC 3313.902](#) now allow students to participate in the adult diploma pilot program beginning at age 18 (currently age 20).

Cross References

DH - **OSBA Sample** Bonded Employees and Officers
GCL - **OSBA Sample** Professional Staff Development Opportunities
JECBD - **OSBA Sample** Intradistrict Open Enrollment (Version 2)
JK - **OSBA Sample** Employment of Students
IGCF-R - **OSBA Sample** Home Instruction
EBCD-R - **OSBA Sample** Emergency Closings
IGD - **OSBA Sample** Cocurricular and Extracurricular Activities
IGDJ - **OSBA Sample** Interscholastic Athletics
IGDK - **OSBA Sample** Interscholastic Extracurricular Eligibility

JECBC - **OSBA Sample** Admission of Students From Non-Chartered or Home Education
JECBD - **OSBA Sample** Intradistrict Open Enrollment (Version 1)
KJA - **OSBA Sample** Distribution of Materials in the Schools (Version 1)
BBFA - **OSBA Sample** Board Member Conflict of Interest
DJB - **OSBA Sample** Petty Cash Accounts
DM - **OSBA Sample** Deposit of Public Funds (Cash Collection Points)
EBCD - **OSBA Sample** Emergency Closings
EF / EFB - **OSBA Sample** Food Services Management/Free and Reduced-Price Food Services
GBCC - **OSBA Sample** Staff Dress and Grooming
GBG - **OSBA Sample** Staff Participation in Political Activities
GBI - **OSBA Sample** Staff Gifts and Solicitations
GCB-1 - **OSBA Sample** Professional Staff Contracts and Compensation Plans (Teachers)
GCE - **OSBA Sample** Part-Time and Substitute Professional Staff Employment
GCPD - **OSBA Sample** Suspension and Termination of Professional Staff Members
IGBEA - **OSBA Sample** Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBEA-R - **OSBA Sample** Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)
IGCF - **OSBA Sample** Home Education
IIA - **OSBA Sample** Instructional Materials
IKE - **OSBA Sample** Promotion and Retention of Students
IL - **OSBA Sample** Testing Programs
JEA - **OSBA Sample** Compulsory Attendance Ages
JEC - **OSBA Sample** School Admission
JECE - **OSBA Sample** Student Withdrawal From School (Loss of Driving Privileges)
JED-R - **OSBA Sample** Student Absences and Excuses
JEDA - **OSBA Sample** Truancy
JEG - **OSBA Sample** Exclusions and Exemptions From School Attendance
JHCD - **OSBA Sample** Administering Medicines to Students (Version 1)
JN - **OSBA Sample** Student Fees, Fines and Charges
KI - **OSBA Sample** Public Solicitations in the Schools
September 2023 - Update Review Form
Updating Quick Reference - Checklist



Book	Policy Manual
Section	Section J: Student
Title	Tuberculosis Control Policy
Code	JHCCB
Status	Active
Adopted	August 12, 2003
Last Revised	August 14, 2023
Prior Revised Dates	04/09/2007, 10/08/2012, 05/11/22015

Tuberculosis Control Policy

In an effort to control the incidence of tuberculosis in our schools and community, Hilliard City Schools requires any student who was born outside of the United States or spent 30 or more days in a country outside the United States to have a tuberculosis test. Students needing this test will be informed by letter upon enrollment or re-entry and referred to the appropriate public health agencies or their personal physician.

A history of the BCG vaccination does not make a student exempt from TB testing due to the variable effectiveness of the BCG vaccine in preventing TB infection.

Enrollment for new students will be deferred until documentation of a negative TB test or negative chest x-ray is received by the registration compliance officer. Re-entry for students who have traveled outside the United States for 30 or more days will be deferred until such documentation is received by school personnel.

The Hilliard City Schools Student Support Services Department may waive the required test when a student is symptom free and where a student presents a written statement from the student's family physician certifying that such test has been given and that such student is free from tuberculosis in a communicable stage, or that such test is inadvisable for medical reasons, or from the student's parent or guardian objecting to such test because of religious convictions.



Book	Policy Manual
Section	Section J: Student
Title	Copy of Tuberculosis Control Policy
Code	JHCCB
Status	
Adopted	August 12, 2003
Last Revised	August 14, 2023
Prior Revised Dates	04/09/2007, 10/08/2012, 05/11/22015

Tuberculosis Control Policy

In an effort to control the incidence of tuberculosis in our schools and community, Hilliard City Schools requires any student who was born outside of the United States or spent 30 or more days in a country ~~outside the United States~~ **where tuberculosis rates are 20 cases per 100,000 or higher** to have a tuberculosis test. Students needing this test will be informed by letter upon enrollment or re-entry and referred to the appropriate public health agencies or their personal physician.

A history of the BCG vaccination does not make a student exempt from TB testing due to the variable effectiveness of the BCG vaccine in preventing TB infection.

Enrollment for new students will be deferred until documentation of a negative TB test or negative chest x-ray is received by the registration compliance officer. Re-entry for students who have traveled outside the United States for 30 or more days will be deferred until such documentation is received by school personnel.

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Book	Policy Manual
Section	Section E: Support Services
Title	School Bus Safety Program
Code	EEAC
Status	Active
Adopted	August 14, 2001
Last Revised	February 8, 2016
Prior Revised Dates	04/12/2005, 05/12/2008, 02/10/2014, 05/11/2015

School Bus Safety Program

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.
3. Special considerations may be set for students if terrain, age of student, traffic, lack of sidewalk or student's health has a bearing on the student's safety.
4. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
5. Emergency evacuation drills, observed by at least one staff person other than the driver assigned to the route, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
6. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum of delay and disruption of service due to mechanical or equipment failure.
7. Students in preschool through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.
8. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

Legal	<u>ORC 3327.09</u>
	<u>ORC 3327.10</u>
	<u>ORC 4511.75</u>

ORC 4511.76

ORC 4511.761

ORC 4511.762 through 4511.78

OAC 3301-51-10

OAC Chapter 3301-83

Cross References

EB - Safety Programs

EEA - Student Transportation Services

EEAD - Non-Routine Use of School Buses

GBQ - Criminal Records Check

IICA - Field Trips and Excursions



Book	Policy Manual
Section	Section E: Support Services
Title	Copy of School Bus Safety Program
Code	EEAC
Status	
Adopted	August 14, 2001
Last Revised	February 8, 2016
Prior Revised Dates	04/12/2005, 05/12/2008, 02/10/2014, 05/11/2015

School Bus Safety Program

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.
3. Special considerations may be set for students if terrain, age of student, traffic, lack of sidewalk or student's health has a bearing on the student's safety.
4. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup/**drop-off**. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
5. Emergency evacuation drills, observed by at least one staff person other than the driver assigned to the route, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
6. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum of delay and disruption of service due to mechanical or equipment failure.
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Legal	<u>ORC 3327.09</u>
	<u>ORC 3327.10</u>
	<u>ORC 4511.75</u>

ORC 4511.76

ORC 4511.761

ORC 4511.762 through 4511.78

OAC 3301-51-10

OAC Chapter 3301-83

Cross References

EB - Safety Programs

EEA - Student Transportation Services

EEAD - Non-Routine Use of School Buses

GBQ - Criminal Records Check

IICA - Field Trips and Excursions



Book	Policy Manual
Section	Section J: Student
Title	Student Records
Code	JO
Status	Active
Adopted	August 14, 2001
Last Revised	February 6, 2017
Prior Revised Dates	02/25/2002, 03/09/2004, 04/27/2009, 07/09/2013, 05/11/2015, 10/26/2015

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or the student in compliance with law, and yet be guarded as confidential information.

The Superintendent/designee is responsible for the proper administration of student records in keeping with State law and federal requirements and the procedures for the collection of necessary information about individual students throughout the District.

Upon request, all records and files included in the student's cumulative file are available to parent(s) or the student (if he/she is over 18 years of age). This request must be in writing and is granted within seven calendar days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice in student handbooks to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;
2. as directory information and
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;
2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;
3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act (FERPA) and

4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. *(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. the student's name;
2. the student's address;
3. the student's telephone number;
4. the student's date of birth;
5. the student's extracurricular participation;
6. the student's achievement awards or honors;
7. the student's weight and height, if a member of an athletic team;
8. student's dates of attendance; and
9. student's date of graduation.

The above information may be disclosed without prior written consent, except when the request is for a profit-making plan or activity or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the District's definition of directory information. Parents or eligible students must advise the District, in accordance with such regulations and preferably within the first two weeks of enrollment, if they refuse to permit all directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are "school officials" and what constitutes "legitimate educational interests."

Other than requests as described above, school officials release information from, or permit access to, a student's education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations (e.g., transfers to another school district or to comply with judicial order or subpoena or where warranted, in a health or safety emergency, etc.).

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

Legal

Elementary and Secondary Education Act; 20 USC 1221 et seq.

Family Educational Rights and Privacy Act; 20 USC 1232g

Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.

ORC 111.41

ORC 111.42

ORC 111.43

ORC 111.46

ORC 111.47

ORC 111.99

ORC 149.41

ORC 149.43

ORC 1347.01 et seq.

ORC 3317.031

ORC 3319.32

ORC 3319.321

ORC 3319.33

ORC 3321.12

ORC 3321.13

ORC 3331.13

Cross References

AFI - Evaluation of Educational Resources

EHA - Data and Records Retention

IL - Student Assessment

JECAA - Admission of Homeless Students

KBA - Public's Right to Know

KKA - Recruiters in the Schools



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Home Education
Code	IGCF
Status	From OSBA

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

Home ~~Education~~Instruction

Home education is the education of a child between the ages of six and 18 years of age, who is receiving home education directed by the child's parent in the subject areas of English language arts, mathematics, science, history, government, and social studies, and who is not enrolled full time in a public or chartered nonpublic school.

Within five calendar days after commencing home education, moving into a new school district, or withdrawing from a public or nonpublic school, a parent or guardian of a child receiving home education must submit a notice to the Superintendent including the child's name, address, and an assurance that the child will receive education in the subject areas required. In subsequent years, a parent or guardian must provide notice to the District by August 30 that the child will be receiving home education.

Upon receipt of the parent's notice, the child is exempted from compulsory attendance to the schools in the District. The child is not required to be excused from compulsory attendance. The Superintendent provides a written acknowledgment of receipt of the notice within 14 days after receipt.

If there is evidence that a child exempt from compulsory attendance is not receiving an education in the subject areas required, the child and parent are subject to examination into cases of truancy.

~~The Superintendent may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being instructed at home in accordance with the State Board of Education rules in the Ohio Administrative Code (OAC).~~

~~The child being instructed at home must be instructed by an individual with one of the following qualifications:-~~

- ~~1. a high school diploma;~~
- ~~2. a certificate of high school equivalence;~~
- ~~3. standardized test scores that demonstrate high school equivalence or~~
- ~~4. other credentials found appropriate by the Superintendent.~~

~~Lacking the above, the home teacher must work under the direction of a person holding a baccalaureate degree.~~

~~Any request to be excused must be made in writing by the parent(s) and must contain the information required by the OAC.~~

~~The Superintendent approves the home instruction request unless he/she determines that the information required by OAC has not been provided or unless he/she has substantial evidence that the minimum educational OAC requirements have not been met, despite the fact that the required information has been provided by the parent(s).~~

~~If the Superintendent intends to deny the request for home instruction, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.~~

~~Upon substantial evidence of cessation of home instruction in accordance with OAC, the Superintendent notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent.~~

Cross References

JECBC, Admission of Students From Non-Chartered or Home Education
JEG, Exclusions and Exemptions From School Attendance

NOTE: House Bill 33 (2023) revised the requirements for excusal for home education to remove the approval process in place under prior law. The requirement for the parent to submit a letter requesting an excuse from compulsory attendance no longer applies. Parents are still required to submit a notice to the superintendent of the child's district of residence informing the district that they will be providing home education to the child. The notice must be provided within five calendar days after the family commences home education. In subsequent years, the child's parent must provide notice to the superintendent by Aug. 30. Parents are no longer required to provide any assurances about the hours of instruction the student will receive, information about curriculum or textbooks, or annual academic assessments.

The exemption is effective immediately upon the District's receipt of the notice. There is no longer a requirement for the Superintendent to review or approve the information provided by the student's parents. Instead, the law requires the Superintendent to provide, within 14 days after the notice letter is received, a written acknowledgment of receipt.

The law also provides that Ohio Revised Code (RC) 3321.042 shall not be subject to any rules adopted by the Department of Education and Workforce (DEW) or its director.

Legal

[ORC 3321.04](#)

[ORC 3321.042](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Home Schooling
Code	IGCF
Status	Active
Adopted	August 14, 2001
Last Revised	November 12, 2018
Prior Revised Dates	12/11/2001, 10/08/2012, 11/25/2013, 05/11/2015

Home Schooling

The Superintendent/designee may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being home schooled in accordance with the State Board of Education rules in the Ohio Administrative Code.

The child being home schooled must be instructed by an individual with one of the following qualifications:

1. a high school diploma;
2. a certificate of high school equivalence;
3. standardized test scores that demonstrate high school equivalence or
4. other credentials found appropriate by the Superintendent.

Lacking the above, the home teacher must work under the direction of a person holding a baccalaureate degree.

Any request to be excused must be made in writing by the parent(s) and must contain the information required by the Ohio Administrative Code.

The Superintendent/designee shall approve the home schooling request, unless he/she determines that the information required by the Ohio Administrative Code has not been provided or unless he/she has substantial evidence that the minimum educational requirements of the Ohio Administrative Code have not been met, despite the fact that the required information has been provided by the parent(s).

If the Superintendent/designee intends to deny the request for home schooling, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent/designee.

Upon substantial evidence of cessation of home schooling in accordance with the Ohio Administrative Code, the Superintendent/designee notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent/designee.

Although students choosing home schooling are not the direct responsibility of the Hilliard City Schools, the Board and staff share an interest in their education; therefore, the District will permit students receiving home schooling access to certain services from the District as follows:

Elementary Level, Grades K-5

1. Enrollment on a part-time basis all school year, with a minimum of two subject areas.
2. Home schooled students who are enrolled on a part-time basis may participate in field trips or cocurricular activities related to the courses or subject areas for which they are enrolled.

Secondary Level, Grades 6-12

1. May enroll on a part-time basis all school year, with a minimum of two courses/units and a maximum of 4 courses/units.
2. Home schooled students who are enrolled on a part-time basis may participate in field trips or cocurricular activities related to the courses or subject areas for which they are enrolled.

3. Athletic eligibility will be determined by OHSSA guidelines and the District's athletic policy. Students enrolling part-time must be residents of the District and follow regular school enrollment requirements, comply with and be held accountable to the District student code of conduct and be in accordance with the District "Home Schooling Regulations" (IGCF-R)

Legal

ORC 3321.04

OAC Chapter 3301-34

Cross
References

IGDJ - Interscholastic Athletics

JECBC - Admission of Students From State-Chartered, Non-Chartered or Home Schooling

JEG - Exclusions and Exemptions From School Attendance



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Rescind)
Title	**OSBA Sample** Home Instruction
Code	IGCF-R
Status	From OSBA

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

RESCIND

Home Instruction

- ~~1. The Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code (OAC).~~**
- ~~2. If the Superintendent approves the home instruction request, he/she shall do so in writing and maintain a file in his/her office containing a copy of the information supplied by the parent(s), a copy of the excuse for home instruction granted by the Superintendent, papers showing how the qualification of the person instructing the child was determined and all other documents relating to the child's home instruction program.~~**
- ~~3. If the Superintendent refuses a parental request for home instruction, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the District is located.~~**
- ~~4. Academic assessment and remediation of home-instructed children should be performed in accordance with the OAC.~~**



Book	Policy Manual
Section	Section I: Instruction
Title	Home Schooling
Code	IGCF-R
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	12/11/2001, 11/25/2013

Home Schooling

1. The Superintendent/designee requires the parent(s) to provide all information listed in the Ohio Administrative Code (OAC).
2. If the Superintendent/designee approves the home schooling request, he/she shall do so in writing and he/she maintains a file in his/her office containing a copy of the information supplied by the parent(s), a copy of the Superintendent's/designee's letter excusing the student from attendance for the purpose of home schooling and all other documents relating to the child's home schooling program.
3. If the Superintendent/designee refuses a parental request for home schooling, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent/ designee, and of the right to appeal the Superintendent's/designee's decision at the due process hearing to the juvenile court of the county in which the District is located.
4. Academic assessment and remediation of home-schooled children should be performed in accordance with the OAC.
5. Home-schooled students will be permitted to take achievement/ability, state diagnostic tests, state achievement tests administered to students enrolled in the District in order to fulfill one of the student assessment options prescribed by the state rules. These tests are given at selected grade testing services. It is the parent's or guardian's responsibility to make the appropriate arrangements with the school. The District will not pay for standardized testing outside the District. Outside testing to comply with State law will be paid for by the parents.
6. It is recommended that a student be withdrawn from school for the purposes of home schooling only at the end of a school year. If a student is withdrawn from school during the school year to participate in the home schooling program option, no grades or credits will be given for courses which are not completed.
7. Parents of students who are home-schooled are responsible for the procurement of textbooks and other instructional materials. Upon withdrawal from the District for purposes of home schooling, textbooks and other instructional materials provided to students while they were enrolled in the District must be returned to the schools. If available, textbooks for specific courses or subject areas may be loaned, and a deposit fee will be charged. The District's courses of study related to broad areas of instruction, such as math, science, social studies and language arts, will be made available to parents of home-schooled students, upon request, for their review. A reasonable fee will be charged for the copying of these materials.

Part-time District Enrollment for Home School Students

1. Application forms must be completed annually by the parent(s)/guardian(s) and submitted to the superintendent/designee on or before August 1 prior to the intended school year of enrollment.
2. Students enrolling part-time must be residents of the District and follow regular school enrollment requirements, and will be assigned on a space available basis at their attendance area school. No part-time student can request intradistrict transfers.
3. If space is not available at the school of attendance area, the student will be given the option to attend a District building designated by the Superintendent/designee where space is available and where the course and/or activity requested is offered.

4. Students enrolling part-time must comply with and be held accountable to the District student code of conduct.
5. Part-time students in grades K-12 are expected to complete all course work normally required and will be graded similarly for the courses enrolled. Also school fees for supplies must also be paid if applicable to the course(s) taken.
6. A student's grade point average will be established for award and class rank purposes only after the student has moved from part-time to full-time and attended school in the District for three consecutive semesters and will only include courses taken during full-time status. For senior awards and class rank purposes, a student's grade point average will be established only after the student has attended a Hilliard high school for the three consecutive full-time semesters prior to the beginning of the second semester of the student's senior year.
7. A student's grade point average will be established for award and class rank purposes only after the student has attended a Hilliard high school for the three consecutive full-time semesters prior to the beginning of the second semester of the student's senior year.
8. Parents/Guardians are responsible for submitting information to the athletic director of the school of attendance to appropriately document athletic eligibility under Ohio High School Athletic Association for the student participating in extracurricular athletics.
9. Transportation is the responsibility of the parent(s)/guardian(s).
10. Once approved, the student must be enrolled continuously throughout the school year.
11. The final decision regarding admission and placement for all home school students enrolled part-time in the District rests with the Superintendent/designee.



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Cocurricular and Extracurricular Activities
Code	IGD
Status	From OSBA

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

Cocurricular and Extracurricular Activities

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.
6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.

10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home **instructioneducation** in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

(Permissive language)

A student attending a nonpublic, community, STEM or STEAM school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled in does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

A student receiving home **instructioneducation** in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

Legal References

ORC 3313.537
ORC 3313.5311
ORC 3313.5312
ORC 3313.5314
ORC 3313.58
ORC 3313.59
ORC 3313.6611
ORC 3313.664
ORC 3315.062
ORC 3319.16
ORC 3321.042

Cross References

AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH (Also LEC), College Credit Plus
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students From Non-Chartered or Home Education
JED, Student Absences and Excuses
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)), STEM and STEAM schools to participate in the District's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home education to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code 3313.5314 stating that students attending the District or receiving home education nonpublic school, community school, STEM and STEAM 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.

Districts may allow nonpublic, community, STEM and STEAM school students who are not eligible to enroll in the District the opportunity to participate in an extracurricular activity operated by a school of the District if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a student receiving home education not eligible to enroll in the District to participate in an extracurricular activity offered by one of the schools if it is an activity the District in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the superintendent to allow a nonresident student attending a nonpublic school located in the District the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

School districts must count – up to 24 hours per school year as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to participate in a board-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for 24 or more consecutive school hours for a board-approved enrichment or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

HB 123 (2021) permits, but does not require districts to designate a student-led violence prevention club for each building serving grades six-12. If a club is created it must: be open to all members of the student body; have at least one identified adult advisor; implement and sustain suicide and violence prevention and social inclusion training and awareness activities; and foster opportunities for student leadership development.

For boards developing policy without the assistance of an OSBA consultant, this category is useful for general policy on student activities and for establishing definitions.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.537](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5314](#)

[ORC 3313.58](#)

[ORC 3313.59](#)

[ORC 3313.6611](#)

[ORC 3313.664](#)

[ORC 3315.062](#)

[ORC 3319.16](#)

[ORC 3321.042](#)

[ORC Chapter 4112](#)

[OAC 3301-27-01](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Cocurricular and Extracurricular Activities
Code	IGD
Status	Active
Adopted	August 14, 2001
Last Revised	May 13, 2019
Prior Revised Dates	01/24/2005, 07/09/2008, 09/28/2009, 04/22/2013, 11/25/2013, 11/24/2014, 05/11/2015, 03/12/2018

Cocurricular and Extracurricular Activities

The purpose of education is to develop the whole student. For this reason an educational program must embody, as an essential element, activities, which involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent/designee reports to the Board the general purposes/description of the cocurricular and extracurricular programs of the District.
6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Each District-support organization must understand that student participation on athletic teams or in cocurricular activities is completely independent of any fundraising activities. Parents, students and interested parties participation in fundraising activities cannot be used in any way to adversely impact student participation.

8. Activities must be open to all students, regardless of race, ethnicity, national origin, citizenship status, religion, gender, sexual orientation, economic status, age, disability or military status.
9. Activities must not place undue burdens upon students, teachers or schools.
10. Activities do not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day.
11. Activities at any level should be unique, not duplications of others already in operation.
12. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
13. The activity does not exploit the individual or school for commercial purposes.
14. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
15. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
16. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
17. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
18. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
20. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
21. Resident students receiving home schooling in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
22. Prior to exclusion from participation, the student/parent will be given written notification of the intention to exclude and the reason(s) for the intended exclusion. The student will be afforded the opportunity to appear at an informal hearing to challenge the reason(s) for the intended exclusion. The informal hearing will be held with the coach, advisor designee or administrator. Within 24 hours following exclusion, a letter of notification will be sent to the parent or guardian specifying the reason for the student participant's exclusion from participation, the period of time for the exclusion and options, if any. The parent or guardian shall be notified by telephone, when possible, of the exclusion from participation.
23. The Intention to Exclude from Participation form will include the notification of the right of the student or his parent(s)/guardian(s) to appeal such action to the Extracurricular Appeal Committee in their respective buildings. The Appeal Committee will consist of two administrators and two teachers. The committee will be appointed and chaired by the building principal.

A written request for appeal must be made within seven days of the date of the Notice of Intention to Exclude from Extracurricular participation. The appeal should be addressed to the principal.
24. The Appeal Committee shall hear the appeal if such is requested. The Appeal Committee may sustain, modify or set aside the exclusion. Written notification of the outcome of the appeal will be provided the parties involved within 24 hours of the hearing.
25. The decision of the Appeal Committee shall be final.

Costs

All costs for any rehabilitation program or counseling for a tobacco, alcohol or drug problem under these regulations shall be the responsibility of the student.

Definition of Cocurricular and Extracurricular Activities

Generally speaking, cocurricular activities are an extension of the formal learning experiences in a course or academic program, while extracurricular activities may be offered or coordinated by a school, but may not be explicitly connected to academic learning.

CROSS REFS.: Student Handbooks

Legal

[ORC 3313.537](#)
[ORC 3313.5311](#)
[ORC 3313.5312](#)
[ORC 3313.5314](#)
[ORC 3313.58](#)
[ORC 3313.59](#)
[ORC 3313.661](#)
[ORC 3313.664](#)
[ORC 3315.062](#)
[ORC 3319.16](#)
[ORC 3321.04](#)
[ORC Chapter 4112](#)
[OAC 3301-27-01](#)
[OAC 3301-35-06](#)

Cross References

[AFI - Evaluation of Educational Resources](#)
[DJ - Purchasing](#)
[IGCH \(Also LEC\) - College Credit Plus](#)
[IGDB - Student Publications](#)
[IGDC - Student Social Events](#)
[IGDF - Student Fund-Raising Activities](#)
[IGDG - Student Activities Funds Management](#)
[IGDJ - Interscholastic Athletics](#)
[IGDK - Interscholastic Extracurricular Eligibility \(Grades 7-12\)](#)
[JECBC - Admission of Students From State-Chartered, Non-Chartered or Home Schooling](#)
[JED - Student Absences and Excuses](#)
[JFCJ - Weapons in the Schools](#)
[JGD - Student Suspension](#)
[JGDA - Emergency Removal of Student](#)
[JGE - Student Expulsion](#)
[JL - Student Gifts and Solicitations](#)
[JN - Student Fees, Fines and Charges](#)
[KGB - Public Conduct on District Property](#)
[KK - Visitors to the Schools](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Interscholastic Athletics
Code	IGDJ
Status	From OSBA

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

Interscholastic Athletics

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic athletic programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in interscholastic athletics.

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by State law must be followed. Programs regulated by OHSAA must also comply with all eligibility requirements established by the Association. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

A student must have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school in which the student is enrolled does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home **instructioneducation** in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

(Permissive language)

A student receiving home **instruction education** in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school in which the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

Legal References:

ORC 2305.23
ORC 2305.231
ORC 3313.537
ORC 3313.5310
ORC 3313.5311
ORC 3313.5312
ORC 3313.5314
ORC 3313.539
ORC 3313.66
ORC 3313.661
ORC 3313.664
ORC 3315.062
ORC 3319.303
ORC 3321.042
ORC 3707.52
OAC Chapter 3301-27

Cross References:

IGCH (Also LEC), College Credit Plus
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students From Non-Chartered or Home Education
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)), STEM and STEAM schools to participate in the District's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home education to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the Superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code (RC) 3313.5314 stating that students attending the District or nonpublic school, community school, STEM and STEAM school students, or students receiving home education, 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.

Districts may allow nonpublic, community, STEM and STEAM school students who are not eligible to enroll in the District the opportunity to participate in an extracurricular activity operated by a school of the District if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The Superintendent may also allow a student receiving home education not eligible to enroll in the District to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the Superintendent to allow a nonresident student attending a nonpublic school located in the District the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

HB 49 (2017) revised language in RC 3313.5310 requiring a student wishing to participate in athletics to submit a form signed by the student and parent stating that both have received and reviewed a copy of the sudden cardiac arrest guidelines. The change requires the form to be submitted once annually, rather than each school year for every athletic activity in which the student participates.

THIS IS A REQUIRED POLICY

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 3313.537](#)

[ORC 3313.5310](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5314](#)

[ORC 3313.539](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3313.664](#)

[ORC 3315.062](#)

[ORC 3319.303](#)

[ORC 3321.042](#)

[ORC 3707.52](#)

[OAC Chapter 3301-27](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Interscholastic Athletics
Code	IGDJ
Status	Active
Adopted	August 14, 2001
Last Revised	November 7, 2022
Prior Revised Dates	01/24/2005, 05/12/2008, 10/08/2012, 04/22/2013, 11/25/2013, 05/11/2015, 08/08/2016, 03/12/2018, 11/12/2018, 07/15/2019

Interscholastic Athletics

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the school community takes great pride in winning, it emphasizes and requires good sportsmanship and positive mental attitude as a prerequisite to participation.

The Superintendent/designee and administrative staff schedule meetings with all coaches and athletic directors to develop a comprehensive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic programs are subject to approval by the Board. The athletic director in conjunction with the building principal is responsible for the administration of the interscholastic athletic program within his/her school. In fulfilling this responsibility, the principal consults with the athletic directors and coaches on various aspects of the interscholastic athletic program. It is the responsibility of the athletic director/principal and their staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay fees to participate in an extracurricular activity.

Coaches are required to complete all approved coursework as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education (ODE) in order to qualify to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA must be followed. Programs regulated by OHSAA must also comply with all eligibility requirements established by the Association. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

In order to be eligible, students must have passed five credits that count toward graduation during the prior grading period. The five credits may be a combination of high school and college courses. The requirements also include that a student must have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infraction of school rules and regulations or for any other unacceptable conduct in or out of school.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home schooling in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 3313.537](#)

[ORC 3313.5310](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5314](#)

[ORC 3313.539](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3313.664](#)

[ORC 3315.062](#)

[ORC 3319.303](#)

[ORC 3321.04](#)

[ORC 3707.52](#)

[OAC Chapter 3301-27](#)

Cross References

[IGCH \(Also LEC\) - College Credit Plus](#)

[IGD - Cocurricular and Extracurricular Activities](#)

[IGDK - Interscholastic Extracurricular Eligibility \(Grades 7-12\)](#)

[IKF - Graduation Requirements](#)

[JECBA - Admission of Exchange Students](#)

[JECBC - Admission of Students From State-Chartered, Non-Chartered or Home Schooling](#)

[JGD - Student Suspension](#)

[JGE - Student Expulsion](#)

[JN - Student Fees, Fines and Charges](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Interscholastic Extracurricular Eligibility
Code	IGDK
Status	From OSBA

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

Interscholastic Extracurricular Eligibility

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

(Select one of the following two paragraphs.)

The Board prohibits students in grades 9-12 from participating in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

-OR-

The Board permits students in grades 9-12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

(Keep language from here on for all districts.)

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

~~**If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.**~~

In order to participate in any extracurricular activity, a student receiving home education must be of the appropriate age and grade level, as determined by the Superintendent, for the school that offers the activity, and must fulfill the same nonacademic and financial requirements as any other participant.

If a student did not receive home ~~instruction~~education in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

If a student leaves a school district mid-year for home education, the student's eligibility must be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student's work while enrolled in the district.

Any student who commences home ~~instruction~~education after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible. **After the semester in which the student was deemed ineligible, the student will remain ineligible to participate in extracurricular activities until the Superintendent verifies that the student meets the applicable academic requirements.**

ORC 3313.535
ORC 3313.537
ORC 3313.5311
ORC 3313.5312
ORC 3313.66
ORC 3313.661
ORC 3315.062
ORC 3321.042
OAC Chapter 3301-27

Cross References

IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JECBC, Admission of Students From Non-Chartered or Home Education
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill 487 (2014)) or STEM schools to participate in the District's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home education to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the Superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic, community, and STEM school students who are not eligible to enroll in the District the opportunity to participate in an extracurricular activity operated by a school of the District if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The Superintendent may also allow a student receiving home education who is not eligible to enroll in the District to participate in an extracurricular activity offered by one of the schools if it is an activity the District in which they are eligible to enroll does not offer.

If the student did not receive home education in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program and must meet all other academic, nonacademic and financial requirements as established by the District for participants.

If a student leaves a school district midyear for home education, the student's eligibility must be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student's work while enrolled in the district.

Consistent with State law, the Board must decide if a student may or may not participate in interscholastic extracurricular activities if the student has received a failing grade in the previous grading period. This sample policy offers both options. Prior to adoption, the Board must decide which option it wishes to utilize.

Districts may choose to expand the eligibility requirement to all extracurricular activities.

The Board must determine the minimum grade-point average for eligibility. Districts should also consider Ohio High School Athletic Association (OHSAA) requirements for minimum number of classes passed in previous grading period for OHSAA sports.

The Board must make sure that any policy language adopted is not in conflict with the OHSAA.

THIS IS A REQUIRED POLICY

Legal

[ORC 2305.23](#)
[ORC 2305.231](#)
[ORC 3313.535](#)
[ORC 3313.537](#)
[ORC 3313.5311](#)
[ORC 3313.5312](#)
[ORC 3313.66](#)
[ORC 3313.661](#)
[ORC 3315.062](#)
[ORC 3321.042](#)
[OAC Chapter 3301-27](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Interscholastic Extracurricular Eligibility (Grades 7-12)
Code	IGDK
Status	Active
Adopted	August 14, 2001
Last Revised	November 7, 2022
Prior Revised Dates	05/13/2003, 07/26/2004, 11/25/2013, 11/24/2014, 05/11/2015, 07/08/2015, 08/08/2016

Interscholastic Extracurricular Eligibility (Grades 7-12)

The Board recognizes the values associated with and gained as a result of participation in those interscholastic extracurricular activities and further recognizes the incentives which participation in interscholastic extracurricular activities provide to students to achieve success in the classroom.

Interscholastic extracurricular eligibility will be evaluated during each nine-week grading period.

Therefore, in order to be eligible to participate in any interscholastic extracurricular activities, students must meet the following requirements.

1. Grades 7-9

- A. In the immediately preceding grading period, a student must receive a minimum GPA of 1.5 on a 4.0 scale. This does not apply to students entering the seventh grade for the first time.
- B. Students whose GPA falls between 1.5 and 1.75 will be on academic probation; to maintain eligibility they must show acceptable academic performance with weekly progress checks throughout the current grading period. Please be advised that the college/university may not supply weekly progress checks for the grading periods.
- C. Students whose GPA falls below 1.5 for the immediately preceding grading period may be eligible to participate by taking a waiver and agreeing to go on Academic Probation under the criteria listed in the paragraph above in this section. This waiver provision can be applied only once in the three academic years 7-9.

2. Grades 10-12

- A. In the immediately preceding grading period, a student must receive a minimum GPA of 1.75 on a 4.0 scale.
- B. Students whose GPA falls between 1.75 and 2.0 will be on academic probation; to maintain eligibility they must show acceptable academic performance with weekly progress checks throughout the current grading period. Please be advised that the college/university may not supply weekly progress checks for the grading periods.
- C. Students whose GPA falls below 1.75 for the immediately preceding grading period may be eligible to participate by taking a waiver and agreeing to go on Academic Probation under the criteria listed in the paragraph above in this section. This waiver provision can be applied only once in the three academic years 1-12.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.

If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

CROSS REFS.: Student Handbooks

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 3313.535](#)

[ORC 3313.537](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3315.062](#)

[OAC Chapter 3301-27](#)

Cross
References

[IGD - Cocurricular and Extracurricular Activities](#)

[IGDJ - Interscholastic Athletics](#)

[JECBA - Admission of Exchange Students](#)

[JECBC - Admission of Students From State-Chartered, Non-Chartered or Home Schooling](#)

[JFC - Student Conduct \(Zero Tolerance\)](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Compulsory Attendance Ages
Code	JEA
Status	From OSBA

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

Compulsory Attendance Ages

Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school, which conforms to the standards prescribed by the State Board of Education (SBOE) until one of the following occurs.

1. The person receives a diploma or certificate of high school equivalence granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.
2. The person receives an age and schooling certificate (work permit) and is enrolled in an educational program meeting the requirements of State law.
3. The person is excused from school under standards adopted by the SBOE pursuant to State law.
4. **The person is exempt from compulsory attendance through a home education program.**

The parent(s) of any person who is of compulsory school age must send such person to school unless he/she is **excused or** exempt as listed above.

Legal References

ORC 3301.80
ORC 3301.81
ORC 3313.61
ORC 3321.01 et seq.
ORC 3331.02
OAC 3301-35-04
OAC Chapter 3301-41

Cross References

IGBG, Homebound Instruction
IGCF, Home Education
JEB, Entrance Age (Mandatory Kindergarten)
JEG, Exclusions and Exemptions from School Attendance
JFE, Student Pregnancy and Related Conditions

NOTE: This category is for a statement on compulsory attendance ages — usually a matter of law — and exceptions to age requirements. Policies and regulations pertaining to absences and excuses are filed under other categories in the JE sequence.

House Bill 113 (16) revised the requirements for receiving a certificate of high school equivalence and removed specific references to the GED. Requirements are outlined in Ohio Revised Code Section 3301.80 and 3301.81.

Legal	ORC 3301.80
	ORC 3301.81
	ORC 3313.61
	ORC 3321.01 et seq.
	ORC 3331.02

[OAC 3301-35-04](#)

[OAC Chapter 3301-41](#)



Book	Policy Manual
Section	Section J: Student
Title	Compulsory Attendance Ages
Code	JEA
Status	Active
Adopted	August 14, 2001
Last Revised	October 10, 2016
Prior Revised Dates	05/11/2015, 02/08/2016

Compulsory Attendance Ages

Under law, children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school, which conforms to the Minimum Standards prescribed by the State Board of Education (SBOE) until one of the following occurs.

1. The person receives a diploma or certificate of high school equivalence granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.
 2. The person receives an age and schooling certificate (work permit) and is enrolled in an educational program meeting the requirements of State law.
 3. The person is excused from school under standards adopted by the SBOE pursuant to Ohio law.
- The parent(s) of any person that is of compulsory school age must send such person to school unless he/she is exempt as listed above.

Legal	<u>ORC 3301.80</u> <u>ORC 3301.81</u> <u>ORC 3313.61</u> <u>ORC 3321.01 et seq.</u> <u>ORC 3331.02</u> <u>OAC 3301-35-04</u> <u>OAC Chapter 3301-41</u>
Cross References	<u>IGBG - Homebound Instruction</u> <u>JEB/JEBA - Entrance Age (Mandatory Kindergarten) Early Entrance to Kindergarten</u> <u>JEG - Exclusions and Exemptions From School Attendance</u> <u>JFE - Pregnant Students</u>



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Admission of Students From Non-Chartered or Home Education
Code	JECBC
Status	From OSBA

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

Admission of Students From Non-Chartered or Home ~~Schooling~~ Education

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or ~~receiving~~ home ~~schooling programs~~ education may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. ~~the student's most recent annual academic assessment report;~~
2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
3. other evaluation information that may include interviews with the student and the parent.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home ~~instruction~~ education in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same ~~academic,~~ nonacademic and financial requirements as any other participant.

(Permissive language)

A student attending a non-chartered nonpublic school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the non-chartered nonpublic school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student receiving home ~~instruction~~ education in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the District the student is entitled to attend does not offer.

(Optional language)

~~Home-schooled-s~~ Students ~~receiving home education~~ must be enrolled in the District for a minimum of _____ courses/classes/credit hours/Carnegie units in order to be selected as valedictorian or salutatorian for graduation purposes.

Legal References

ORC 3313.535
ORC 3313.537
ORC 3313.5311
ORC 3313.5312
ORC 3313.664
ORC 3321.042

Cross References

IGBG, Homebound Education
IGCF, Home Education
IGD, Cocurricular and Extracurricular Activities

IGDK, Interscholastic Extracurricular Eligibility

Note: House Bill 59, effective September 29, 2013, requires districts to allow resident students who are receiving home education to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the Superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic school students who are not eligible to enroll in the District the opportunity to participate in an extracurricular activity operated by a school of the District if the activity is one the nonpublic school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The Superintendent may also allow a student receiving home education who is not eligible to enroll in the District to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

Legal

[ORC 3313.535](#)

[ORC 3313.537](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.664](#)

[ORC 3321.042](#)



Book	Policy Manual
Section	Section J: Student
Title	Admission of Students From State-Chartered, Non-Chartered or Home Schooling
Code	JECBC
Status	Active
Adopted	August 14, 2001
Last Revised	February 6, 2017
Prior Revised Dates	12/11/2001, 10/11/2005, 11/28/2011, 05/11/2015

**Admission of Students From State-Chartered,
Non-Chartered or Home Schooling**

1. The District shall enroll or re-enroll a child from a state-chartered school, non-chartered school or home schooling without discrimination or prejudice. The Superintendent/designee shall determine the appropriate placement of such students in accordance with Ohio Revised Code Section 3319.01.
2. Students enrolling full-time must be residents of the District and follow regular school enrollment requirements and will be assigned on a space available basis.
3. In making a placement decision for students enrolling from non-chartered or home schooling, the Superintendent/designee may consider:
 - A. the student's most recent annual academic assessment report;
 - B. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age;
 - C. whether to require a student in grades 6-8 to take final exams for grade level placement;
 - D. whether to require a student in grades 9-12 to take final exams for credit only and
 - E. other evaluation information that may include interviews with the student and the parent(s)/guardian(s) and review of the student's work portfolio.
4. Although credits from non-chartered schools and home schooling may be granted and placed on a student's transcript, no grades will be entered on the transcript or considered for class ranking.
5. Only grades awarded for courses taken at the District or at a school approved or chartered by state education agency shall be considered in class ranking and for entering on the transcript. The letter grades listed on the transcript will be entered into the student's District record. The District reserves the right to assess such students prior to issuing credit.
6. All students wishing to graduate from the Hilliard City School District must pass all state-required examinations and meet all other state and District graduation requirements. A student must also be enrolled full-time for the last three semesters of high school in order to graduate with a Hilliard City School District diploma.
7. Eligibility for National Honor Society will be established only after two consecutive semesters prior to the semester in which induction is made.
8. Returning students will be encouraged to re-enter at the beginning of a school year.
9. Athletic eligibility will be determined by OHSSA regulation and the Hilliard City Schools athletic policies.

Legal

[ORC 3313.535](#)

[ORC 3313.537](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.664](#)

[ORC 3321.04](#)

[OAC Chapter 3301-34](#)

Cross
References

[IGBG - Homebound Instruction](#)

[IGCF - Home Schooling](#)

[IGD - Cocurricular and Extracurricular Activities](#)

[IGDK - Interscholastic Extracurricular Eligibility \(Grades 7-12\)](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Student Withdrawal From School (Loss of Driving Privileges)
Code	JECE
Status	From OSBA

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

Student Withdrawal From School
(Loss of Driving Privileges)

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the registrar of motor vehicles and the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles is not necessary if a student has withdrawn from school because of a change of residence **or to receive home education pursuant to State Law**; or the student is holding an age and schooling certificate (work permit), is regularly employed and enrolled part-time in and attending an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles must be given in a manner required by the registrar and notice to the county juvenile judge must be given in writing.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

Legal References

Family Educational Rights and Privacy Act; 20 USC 1232g
ORC 3319.321
ORC 3321.042
ORC 3321.13
ORC 3331.01
ORC 3331.02
ORC 3331.04
ORC 3331.06 through 3331.09
ORC 4510.32

Cross References

JED, Student Absences and Excuses
JEDA, Truancy
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

NOTE: This policy is required if boards of education want these provisions of law to apply to their districts.

This policy and notices to the registrar of motor vehicles and the county juvenile judge are not required if boards of education do not want these provisions of law to apply to their districts.

THIS IS A REQUIRED POLICY

Legal [Family Educational Rights and Privacy Act; 20 USC 1232g](#)
[ORC 3319.321](#)
[ORC 3321.042](#)

[ORC 3321.13](#)

[ORC 3331.01](#)

[ORC 3331.02](#)

[ORC 3331.04](#)

[ORC 3331.06 through 3331.09](#)

[ORC 4510.32](#)



Book	Policy Manual
Section	Section J: Student
Title	Student Withdrawal from School (Loss of Driving Privileges)
Code	JECE
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Student Withdrawal from School
(Loss of Driving Privileges)

When the Superintendent/designee receives information that a student of compulsory school age has withdrawn from school, the Superintendent/designee must, within two weeks after the withdrawal, notify the Registrar of Motor Vehicles and the county juvenile judge. Notification is not necessary if a student has withdrawn because of a change of residence; the student is enrolled in and attending, in accordance with District policy, an approved program to obtain a diploma or its equivalent or if the student holds a full-time Age and Schooling Certificate (otherwise known as a work permit) and is regularly employed.

Notification to the Registrar of Motor Vehicles and the county juvenile judge must comply with State and Federal laws.

After receiving such information from the Superintendent/designee, the Registrar of Motor Vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the Registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

Any student who moves from the District or is issued a full-time working permit, or who is expelled by the action of the Superintendent/designee or the Board or who legally stops attending school for any reason, shall be considered withdrawn from school.

Upon withdrawal, any student who is not under monetary obligation to the school shall be furnished a report card or other evidence of grade placement.

Legal	<u>Family Educational Rights and Privacy Act; 20 USC 1232g</u>
	<u>ORC 3319.321</u>
	<u>ORC 3321.13</u>
	<u>ORC 3331.01</u>
	<u>ORC 3331.02</u>
	<u>ORC 3331.04</u>
	<u>ORC 3331.06 through 3331.09</u>
	<u>ORC 4507.061</u>

Cross References	<u>JED - Student Absences and Excuses</u>
	<u>JEDA - Truancy</u>

JEG - Exclusions and Exemptions From School Attendance

JK - Employment of Students



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Exclusions and Exemptions From School Attendance
Code	JEG
Status	From OSBA

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

Exclusions and Exemptions From School Attendance

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and attending school on a part-time basis in a program approved by the Superintendent or his/her designee;
2. receiving ~~approved~~-home ~~instruction~~**education**;
3. attending a private or parochial school or
4. having received a diploma from an approved high school or a certificate of high school equivalency from the Ohio Department of Education.

The District may temporarily deny admittance to any student who is otherwise entitled to be admitted to the District if the student has been suspended or expelled from the schools of another district in the state of Ohio or an out-of-state district and if the period of suspension or expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or nonadmittance of the student.

Legal References

ORC 3301.80
ORC 3301.81
ORC 3313.66
ORC 3321.02
ORC 3321.03
ORC 3321.04
ORC 3321.042
ORC 3321.07
ORC 3331.01
ORC 3331.02
ORC 3331.04
ORC 3331.06 through 3331.09

Cross References

IGCF, Home Education
JEA, Compulsory Attendance Ages
JECE, Student Withdrawal From School (Loss of Driving Privileges)
JEGA, Permanent Exclusion
JHCC, Communicable Diseases
JK, Employment of Students

NOTE: The cross-references are to related statements in this manual.

Legal [ORC 3301.80](#)
[ORC 3301.81](#)
[ORC 3313.66](#)
[ORC 3321.02](#)

[ORC 3321.03](#)

[ORC 3321.04](#)

[ORC 3321.042](#)

[ORC 3321.07](#)

[ORC 3331.01](#)

[ORC 3331.02](#)

[ORC 3331.04](#)

[ORC 3331.06 through 3331.09](#)



Book	Policy Manual
Section	Section J: Student
Title	Exclusions and Exemptions From School Attendance
Code	JEG
Status	Active
Adopted	August 14, 2001
Last Revised	October 10, 2016
Prior Revised Dates	09/28/2009, 05/11/2015

Exclusions and Exemptions From School Attendance

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and attending school on a part-time basis in a program approved by the Superintendent/designee;
2. receiving approved home instruction;
3. attending a public or nonpublic school or
4. having received a diploma from an approved high school or a certificate of high school equivalency from the Ohio Department of Education.

The District may temporarily deny admittance to any student who is otherwise entitled to be admitted to the District if the student has been suspended or expelled from the schools of another district in the state of Ohio or an out-of-state district and if the period of suspension or expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or nonadmittance of the student.

Legal	<u>ORC 3301.80</u>
	<u>ORC 3301.81</u>
	<u>ORC 3313.66</u>
	<u>ORC 3321.02</u>
	<u>ORC 3321.03</u>
	<u>ORC 3321.04</u>
	<u>ORC 3321.07</u>
	<u>ORC 3331.01</u>
	<u>ORC 3331.02</u>
	<u>ORC 3331.04</u>
	<u>ORC 3331.06 through 3331.09</u>
	<u>IGCF - Home Schooling</u>

Cross
References

IEA - Compulsory Attendance Ages

JECE - Student Withdrawal from School (Loss of Driving Privileges)

JEGA - Permanent Exclusion

JHCC - Communicable Diseases

JK - Employment of Students



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	From OSBA

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

Reading Skills Assessments and Intervention
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from students.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

Any student, unless excused from taking the third grade reading assessment, who does not attain at least the equivalent level of achievement required on the assessment, is not promoted to fourth grade unless otherwise exempt under law. Such students will also be provided the reading intervention services required by law.

~~For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency.~~ Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

Legal References

ORC 3301.07
ORC 3301.0710
ORC 3301.0711(D)
ORC 3301.0715
ORC 3301.079
ORC 3301.163
ORC 3313.608
ORC 3313.609
ORC 3313.6010
ORC 3313.6012
ORC 3324.01
OAC 3301-35-04
OAC 3301-35-06

Cross References

IGBE, Remedial Instruction (Intervention Services)
IGBI, English Learners
IKE, Promotion and Retention of Students

NOTE: This policy applies to community schools.

THIS IS A REQUIRED POLICY

Legal

[ORC 3301.07](#)

[ORC 3301.0710](#)

[ORC 3301.0711\(D\).](#)

[ORC 3301.0715](#)

[ORC 3301.079](#)

[ORC 3301.163](#)

[ORC 3313.608](#)

[ORC 3313.609](#)

[ORC 3313.6010](#)

[ORC 3313.6012](#)

[ORC 3324.01](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	Active
Adopted	April 22, 2013
Last Revised	November 8, 2021
Prior Revised Dates	05/11/2015

Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

Legal	<u>ORC 3301.07</u>
	<u>ORC 3301.0710</u>
	<u>ORC 3301.0711(D)</u>
	<u>ORC 3301.0715</u>
	<u>ORC 3301.079</u>
	<u>ORC 3301.163</u>
	<u>ORC 3313.608</u>
	<u>ORC 3313.609</u>
	<u>ORC 3313.6010</u>
	<u>ORC 3313.6012</u>
	<u>ORC 3324.01</u>

OAC 3301-35-04

OAC 3301-35-06

Cross
References

IGBE - Remedial Instruction (Intervention Services)

IGBI - English Learners

IKE - Promotion and Retention of Students



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	From OSBA

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

Reading Skills Assessment and Intervention
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;~~and~~
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.~~and~~

7. **high-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring opportunities must include additional instruction time of at least three days per week, or at least 50 hours over 36 weeks.**

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. small group instruction
 - B. reduced teacher-student ratios
 - C. more frequent progress monitoring
 - D. tutoring or mentoring
 - E. transition classes containing third and fourth grade students
 - F. extended school day, week or year
 - G. summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.

5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Any instruction or intervention provided pursuant to this policy will be aligned with the principles of the "science of reading" as required by State law. Districts required to submit staffing plans do so in accordance with State law.

NOTE: In 2013, House Bill (HB) 555 made changes to the Third Grade Reading Guarantee, most notably in the requirements for teachers assigned to students who have been retained in the third grade or students who have been assessed to have a substantial reading deficiency. HB 555 also requires school districts and community schools that cannot furnish the needed number of teachers to satisfy the above criteria by the bill's effective date to develop and submit a plan to the Ohio Department of Education (ODE) indicating the criteria that will be used to determine those teachers in the District or community school who will teach and how the teacher criteria will be satisfied. The school district or community school may include the option to contract with another school district or private provider that has been screened and approved by ODE to provide intervention services. If the plan is not approved by ODE by August 15, 2013, the school district or community school is required to use a private contractor from a list approved by ODE or contract with another district to provide intervention services. ODE will determine the manner in which the plan will be submitted.

Senate Bill (SB) 21, also in 2013, made additional changes to the Third Grade Reading Guarantee, mainly in modifying the criteria for teachers assigned to students with a reading deficiency. Under these changes, more teachers will be able to instruct students who do not attain the equivalent level of achievement on the reading assessment. SB 21 also broadened the category of students excused from taking the assessment as well as expanded the category of limited English proficient students who may still be promoted to the fourth grade without achieving the equivalent level of achievement on the assessment.

Further, SB 21 requires the SBOE to adopt reading competencies for all reading credentials and training, which must include, but not be limited to, an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, appropriate use of assessments, differentiated instruction and selection of appropriate instructional materials and application of research-based instructional practices. These must be established by January 31, 2014.

Not later than December 31, 2014, the SBOE must adopt rules prescribing the content of and deadlines for the reading achievement improvement plans some districts and community schools will have to submit beginning December 31, 2016 and every December 31 thereafter. The rules must prescribe that each plan include, at the minimum, an analysis of relevant student performance data, measurable student performance goals, strategies to meet specific student needs, a staffing and professional development plan and instructional strategies for improving literacy. The districts or community schools that will be required to submit such plans are those that received a grade of "D" or "F" on the kindergarten through third grade literacy process measure and those with less than 60% of students who took the third grade reading assessment during the most recent fall and spring administrations of the assessment achieving at least a proficient score on the assessment.

A district or community school that cannot furnish the number of teachers needed to satisfy the teacher criteria set forth under the third grade reading guarantee submits a staffing plan to ODE. The staffing plan must include criteria that will be used to assign a student to a teacher, credentials or training held by teachers currently teaching at the school and how the school district or community school will meet these requirements. The District or community school posts the staffing plan on its website for the applicable school year.

Not later than March 1, 2014, and on the first day of March in each year thereafter, a district or community school that has submitted a plan under this division submits to ODE a detailed report of the progress the District or school has made in meeting these requirements.

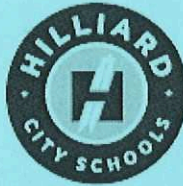
A district or community school may request an extension of a staffing plan beyond the 2013-2014 school year. Extension requests must be submitted to the department not later than the 30th day of April prior to the start of the applicable school year. ODE may grant extensions valid through the 2015-2016 school year. Until June 30, 2015, ODE annually shall review all staffing plans and report the progress of districts and community schools in meeting the requirements to the SBOE not later than the 30th day of June of each year.

HB 487 (2014) specifies that districts may submit staffing plans for the 2014-2015 or 2015-2016 school year. These plans differ from the extension plans submitted by districts that submitted staffing plans for the 2013-2014 school year.

HB 33 (2023) significantly altered the promotion and retention requirements of ORC 3313.608 by adding a provision in which the parents of students who would ordinarily be required to be retained may request that their child be promoted to the fourth grade anyway. Districts are still required to provide these students with reading intervention services. HB 33 also added a new requirement that districts provide students who are required to receive services under RC 3313.608 with high-dosage tutoring.

HB 33 further requires that all materials used for reading instruction for all students align with the principles of the newly developed "science of reading" curriculum.

THIS IS A REQUIRED REGULATION



Book	Policy Manual
Section	Section I: Instruction
Title	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	Active
Adopted	February 10, 2014
Last Revised	November 8, 2021
Prior Revised Dates	09/22/2014, 05/11/2015

Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and

2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

1. a teacher who has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. a teacher who holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE,
3. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
4. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. small group instruction
 - B. reduced teacher-student ratios
 - C. more frequent progress monitoring
 - D. tutoring or mentoring
 - E. transition classes containing third and fourth grade students
 - F. extended school day, week or year
 - G. summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Any student who has been retained because of results on the third grade reading assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Midyear Promotion — Any student retained by the Third Grade Reading Guarantee is eligible to be promoted to fourth grade any time after the start of the school year when proficiency is demonstrated on a District-selected assessment.

Districts required to submit staffing plans do so in accordance with State law.



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Promotion and Retention of Students
Code	IKE
Status	From OSBA

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

Promotion and Retention of Students

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.

- C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
- D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
6. **A student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student be promoted to the fourth grade, regardless of whether the student is reading at a fourth grade level. A student who is promoted at their parent or guardian's request shall continue to receive intensive reading instruction in the same manner as a student retained under this section until the student is able to read at grade level.**

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Legal References

ORC 3301.07
ORC 3301.0710
ORC 3301.0711
ORC 3301.0712
ORC 3301.0715
ORC 3313.608
ORC 3313.609
ORC 3313.6010
ORC 3313.6012
ORC 3314.03
ORC Chapter 3323
OAC 3301-35-04
OAC 3301-35-06

Cross References

AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
IGCD (Also LEB), Educational Options

NOTE: This policy also applies to community schools.

Senate Bill (SB) 316 changed districts' option related to students who don't pass the Third Grade Reading Assessment. These changes go into effect for students who enter the third grade in the 2013-2014 school year.

In 2013, SB 21, made additional changes to retention and promotion practices under the Third Grade Reading Guarantee beginning with students who enter the third grade in the 2013/2014 school year. First, students may be excused from taking the assessment if they fall under an exception in Ohio Revised Code Section 3301.0711(C), which addresses alternate assessments determined by the student's individualized educational plan, delayed administration of assessments based on medical reasons or other good cause and English learners. It also extended the time in which English learners can receive an exception to being retained from two full school years or two years of English instruction to three years for both.

HB 33 (2023) significantly altered the promotion and retention requirements of ORC 3313.608 by adding a provision in which the parents of students who would ordinarily be required to be retained may request that their child be promoted to the fourth grade anyway. Districts are still required to provide these students with reading intervention services.

THIS IS A REQUIRED POLICY

Legal

[ORC 3301.07](#)
[ORC 3301.0710](#)
[ORC 3301.0711](#)
[ORC 3301.0712](#)
[ORC 3301.0715](#)
[ORC 3313.608](#)
[ORC 3313.609](#)
[ORC 3313.6010](#)
[ORC 3313.6012](#)

[ORC 3314.03](#)

[ORC Chapter 3323](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Promotion and Retention of Students
Code	IKE
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	03/09/2004, 10/11/2005, 04/22/2013, 02/10/2014, 09/22/2014

Promotion and Retention of Students

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed, reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Secondary 6-12 Promotion and Retention

Students are promoted from one grade to the next higher grade when they have achieved the skills and/or knowledge necessary to accomplish the work in the next higher grade level.

In grades six, seven and eight, when a passing grade is attained in all subjects but one, a student is placed in the next higher grade. To be promoted to the next higher grade, a student in grades nine through 12 must meet the credit requirements established in policy.

A student in grades six, seven or eight who receives failing, incomplete or less than satisfactory marks in two or more subjects may be retained in that grade for the subsequent school year. A student in grades nine through 12 who fails a subject for the year does not receive credit for that subject and may be required to repeat the subject for proper credit. A student who fails a subject the second semester may fail the subject for the entire year, regardless of the first semester grade.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

Third Grade Reading Guarantee

Third grade students who do not reach the designated score on the third grade reading Ohio achievement assessment are provided one of three options:

1. promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared for the fourth grade;

2. promotion to the fourth grade and provide "intensive intervention" services or

3. retention in the third grade.

Any student who has been retained because of results on the third grade reading assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Midyear Promotion — Any student retained by the Third Grade Reading Guarantee is eligible to be promoted to fourth grade at any time after the start of the school year when proficiency is demonstrated on a District-selected assessment.

Legal

[ORC 3301.07](#)

[ORC 3301.0710](#)

[ORC 3301.0711](#)

[ORC 3301.0712](#)

[ORC 3301.0715](#)

[ORC 3313.608](#)

[ORC 3313.609](#)

[ORC 3313.6010](#)

[ORC 3313.6012](#)

[ORC 3314.03](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

Cross References

[AFI - Evaluation of Educational Resources](#)

[IGBE - Remedial Instruction \(Intervention Services\)](#)

[IGBEA - Reading Skills Assessments and Intervention \(Third Grade Reading Guarantee\)](#)

[IGCD \(Also LEB\) - Educational Options](#)

[IKEB - Acceleration](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Instructional Materials
Code	IIA
Status	From OSBA

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

Instructional Materials

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials. **In selecting instructional materials, the District complies with all State law requirements.**

Materials for school classrooms are recommended by appropriate professional staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information that enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, filmstrips, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the internet). Instructional material does not include academic tests or academic assessments.

Legal References

Family Educational Rights and Privacy Act; 20 USC 1232h
ORC 3313.21
ORC 3313.212
ORC 3313.642
ORC 3329.06
ORC 3329.07
ORC 3329.08
OAC 3301-35-04
OAC 3301-35-06

Cross References

EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

NOTE: A broad policy, such as the above, can establish the framework for the selection and adoption of all instructional materials used in the District.

House Bill (HB) 33 made several changes to requirements for school curricula and instructional materials. Beginning in the 2024-25 school year, the District must adopt core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists approved by the Department of Education. Such reading materials will be aligned with the principles of the "science of reading" as required by State law. No reading instructional materials adopted by the District can utilize the "three-cueing approach" to reading except in the case of a student who has received a waiver to receive such instruction or is otherwise entitled to receive such instruction through an individualized education program.

THIS IS A REQUIRED POLICY

Legal

[Family Educational Rights and Privacy Act; 20 USC 1232h](#)

[ORC 3313.21](#)

[ORC 3313.212](#)

[ORC 3313.642](#)

[ORC 3329.06](#)

[ORC 3329.07](#)

[ORC 3329.08](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Instructional Materials
Code	IIA
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	08/13/2007, 11/24/2014

Instructional Materials

The Board is legally responsible for the selection of instructional materials. They delegate to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials.

Materials for school classrooms are recommended by the appropriate professional and certificated staff in consultation with the Superintendent/designee and other sources as needed. Final decision relative to purchase rests with the Superintendent/designee, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information which enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, digital media, District-developed resources, textbooks, supplementary materials and other curriculum resources.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

Legal	Family Educational Rights and Privacy Act; 20 USC 1232h
	ORC 3313.642
	ORC 3329.06
	ORC 3329.07
	ORC 3329.08
	OAC 3301-35-04
	OAC 3301-35-06

Cross
References

EDE - Computer/Online Services

IIAA - Textbook/Resource Creation, Selection and Adoption

IIAC - Media/Resource Materials Selection and Adoption

INB - Teaching about Controversial Issues

KLB - Public Complaints About the Curriculum or Instructional Materials



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Administering Medicines to Students (Version 1)
Code	JHCD
Status	From OSBA

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

Administering Medicines to Students
(Version 1)

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.
2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
3. Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.
4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.
5. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.
6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."
7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

Epinephrine Autoinjectors

Students are permitted to carry and use an epinephrine autoinjector (epipen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epipen extends to any activity, event or program sponsored by the student's school or activity, event or program in which the school participates.

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

Diabetes Medication

If a student's treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student's parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student's treating physician's orders. This right may be revoked if the student performs any care tasks or uses medical equipment for purposes other than the student's own care. The student is provided with a private area for performing self-care tasks if requested by the student, student's parent/guardian or other person having care or charge of the student.

Seizure Medication

If a student has an active seizure disorder diagnosis, the school nurse, or another school employee if the school does not employ a nurse, will create an individualized seizure action plan for that student in accordance with State law. The action plan must include information on how to administer prescribed seizure drugs to the student and school districts must designate at least one employee in each school building aside from a school nurse to be trained every two years on implementing seizure action plans, including training in administering seizure drugs.

Legal References:

ORC 2305.23
ORC 2305.231
ORC 3313.64
ORC 3313.7112
ORC 3313.7117
ORC 3313.712
ORC 3313.713
ORC 3313.716
ORC 3313.718
ORC 3314.03
ORC 3314.141
OAC 3301-35-06

Cross References

EBBA, First Aid
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

NOTE: This policy must be accompanied by regulations formally adopted by the Board, which enumerate in more specific terms the requirements of Ohio Revised Code Section (RC) 3313.713.

Beginning July 1, 2011, House Bill (HB) 009 permits only employees of the Board who are licensed health professionals, or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the Board, to administer prescription drugs to students in school districts.

The law grants boards the continued authority to outright prohibit any employee, including licensed health professionals, from administering any prescription drugs to students, or to prohibit administration of drugs that require certain procedures, such as injections.

Students With Diabetes

HB 264 (2014), effective September 11, 2014, requires districts to ensure that each student with diabetes who is enrolled in the District receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician, and in accordance with State law. These requirements appear in RC 3313.7112, and include specific training requirements for nonlicensed health professionals who perform diabetes care tasks for such students — including administration of medications. Within 14 days of receipt of an order signed by a student's treating physician, the Board must inform the student's parent/guardian or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. If a student has a 504 plan, the specific provisions of State law may be integrated into this student's plan. However, there is no requirement that a student has to have a 504 plan to receive the necessary care outlined.

If the required statutory criteria are met, a student may manage his/her care within the classroom, and all other areas of the school, and possess the equipment and supplies necessary for this care. A student with diabetes must be permitted to attend the school to which he/she would be assigned if the student did not have diabetes, and care must be provided at the school in accordance with the provisions of RC 3313.7112.

A district cannot compel or require employees to complete the statutory trainings, and cannot discipline employees for refusing to be trained. HB 367 (2014) allow a board of education to contract with an educational service center (ESC) for a school nurse, registered nurse or licensed practical nurse employed by the ESC to provide diabetes care to students in the District.

Annually, by December 31, the District must report to the Ohio Department of Education the number of enrolled students with diabetes during the previous school year, and the number of errors associated with administration of diabetes medication during the previous school year.

HB 33 (2023), effective October 3, 2023, requires public school districts and chartered nonpublic schools to create an individualized seizure action plan for every student with an active seizure disorder diagnosis. The new provision also includes training requirements for school staff on implementation of the plan and administration of prescribed seizure disorder drugs to students subject to an individualized seizure action plan. In addition to a written request from the student's parent(s), guardian(s) or other person(s) in charge of the student to have one or more prescribed seizure drugs administered to him/her, seizure action plans must also include drug information from the student's treating practitioner and any other component required by the State Board of Education (BOE).

THIS IS A REQUIRED POLICY

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 3313.64](#)

[ORC 3313.7112](#)

[ORC 3313.7117](#)

[ORC 3313.712](#)

[ORC 3313.713](#)

[ORC 3313.716](#)

[ORC 3313.718](#)

[ORC 3314.03](#)

[ORC 3314.141](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section J: Student
Title	Administering Medicines to Students
Code	JHCD
Status	Active
Adopted	August 14, 2001
Last Revised	April 25, 2016
Prior Revised Dates	04/09/2007, 04/13/2011, 07/07/2011, 11/24/2014, 05/11/2015

Administering Medicines to Students

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.
2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
3. Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.
4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.
5. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.
6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."
7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

Epinephrine Autoinjectors

Individual students with an identified life-threatening allergy are permitted to carry and use an epinephrine autoinjector (epipen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epipen extends to any activity, event or program sponsored by the student's school or activity, event or program in which the school participates.

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. The principal and/or the school nurse must have received copies of these required written approvals. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

The Board recognizes that many students may have an allergic reaction at school from known or unknown allergens. The first line of treatment for anaphylaxis is the prompt use of epinephrine (epipen). In response to providing a safe school environment, all schools may have non-individual specific epinephrine autoinjector on-site. Procedures for management, use and administration of non-individual specific epinephrine autoinjector are located on-site pursuant to Ohio Revised Code 3313.7110.

Diabetes Medication

If a student's treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student's parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student's treating physician's orders. This right may be revoked if the student performs any care tasks or uses medical equipment for purposes other than the student's own care. The student is provided with a private area for performing self-care tasks if requested by the student, student's parent/guardian or other person having care or charge of the student.

Legal

[ORC 2305.23](#)
[ORC 2305.231](#)
[ORC 3313.64](#)
[ORC 3313.7112](#)
[ORC 3313.712](#)
[ORC 3313.713](#)
[ORC 3313.716](#)
[ORC 3313.718](#)
[ORC 3314.03](#)
[ORC 3314.141](#)
[OAC 3301-35-06](#)

Cross References

[EBBA - First Aid](#)
[JFCG/JFCH/JFCI - Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Deposit of Public Funds (Cash Collection Points)
Code	DM
Status	From OSBA

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

Deposit of Public Funds
(Cash Collection Points)

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited in accordance with State law and all District policies and procedures.

The Board directs the Treasurer to develop, distribute and implement procedures for cash collection points in the District. Currently identified cash collection points include admission fees to athletic events, lunchroom sales, classroom fees, student activities/fundraisers, **concession sales** and miscellaneous money received by the Treasurer's Office.

In developing the procedures, the Treasurer must consider the following:

1. Segregation of duties for receipting, depositing, recording and reporting of cash.
2. Required documentation for cash drawer withdrawals and deposits and reconciliations, including documentation of cash shortages or overages and procedures for denomination exchanges. Cash drawers are only used for collecting sales receipts; no purchases or expenses may be paid from cash drawers.
3. Separate bank deposits for start-up cash withdrawals ensuring the start-up cash is kept separate from other receipts.
4. Ticket sale collection requirements including but not limited to documentation of various prices and any complimentary admission procedures and reconciliation of unsold tickets.
5. Compliance with audit requirements, including, but not limited to, compliance with the Uniform School Account System requirements.

Individuals receiving money at cash collection points are responsible for reviewing and complying with all procedures for cash collection points and are responsible for the safekeeping of money until the money is deposited.

If the money collected:

1. exceeds \$1,000, it must be deposited on the next business day after the day of receipt or
2. does not exceed \$1,000, it must be deposited no more than three business days following the day of receipt.

The Treasurer has established provisions for the safeguarding of cash until it can be deposited with the Treasurer and/or bank, including provisions for making bank deposits after regular banking hours. Money should be secured in a locked desk, file cabinet, safe or other secure room on school property until it can be deposited.

Cash Acceptance at School Events

In accordance with State law, the District provides for cash payment options for tickets to school-affiliated events including an athletic event, play, musical, or other school-related event or activity that the District conducts, sponsors, or participates in and for which the District charges admission to attend. These requirements do not apply to any event or activity conducted in a public facility leased by a professional sports team or a privately owned facility. If the District does not accept cash payment from an individual who wishes to purchase a ticket using cash, the District must provide a free ticket if there are still tickets available and the individual demonstrates that they have the cash to pay for the full cost of the ticket.

If concession sales are offered during the event, at least one location (including one on each floor if sold on multiple floors) accepts cash payments.

Legal References

ORC 9.38
ORC 3313.291
ORC 3313.5319

Cross References

DH, Bonded Employees and Officers
DJB, Petty Cash Accounts
EF / EFB, Food Services Management/Free and Reduced-Price Food
IGDG, Student Activities Funds Management
KMA, Relations with Parent Organizations

Note: House Bill (HB) 33 enacts Ohio Revised Code (RC) 3313.5319, effective Oct 3, 2023, requiring districts to accept cash payments at specified school-affiliated events. The new provisions apply to any school district, community school, STEM school, college-prep boarding school, or chartered nonpublic school that elects to participate in athletic events regulated by an interscholastic conference or an organization that regulates interscholastic conferences (i.e., the Ohio High School Athletic Association).

RC 9.38 establishes requirements for the deposit of public monies and allows for the Board to adopt a policy authorizing a timeframe of up to three business days after the day of receipt of funds that do not exceed \$1,000. If a Board policy granting this is not in place these funds must be deposited in accordance with the provisions of RC 9.38 and deposited on the next business day.

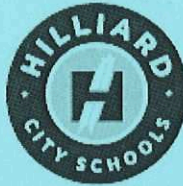
Auditor of State (AOS) Bulletin 2020-006 provides best practice considerations for districts for managing cash collection points in the district. This policy should be supplemented by additional procedures developed by the Treasurer. When developing the procedures, districts should review the guidance in AOS Bulletin 2020-006.

Legal

[ORC 9.38](#)

[ORC 3313.291](#)

[ORC 3313.5319](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Deposit of Public Funds (Cash Collection Points)
Code	DM
Status	Active
Adopted	August 14, 2001
Last Revised	February 8, 2021
Prior Revised Dates	05/11/2015

Deposit of Public Funds (Cash Collection Points)

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited in accordance with State law and all District policies and procedures.

The Board directs the Treasurer to develop, distribute and implement procedures for cash collection points in the District. Currently identified cash collection points include admission fees to athletic events, lunchroom sales, classroom fees, student activities/fundraisers, and miscellaneous money received by the Treasurer's Office.

In developing the procedures, the Treasurer must consider the following:

1. Segregation of duties for receipting, depositing, recording and reporting of cash.
2. Required documentation for cash drawer withdrawals and deposits and reconciliations, including documentation of cash shortages or overages and procedures for denomination exchanges. Cash drawers are only used for collecting sales receipts; no purchases or expenses may be paid from cash drawers.
3. Separate bank deposits for start-up cash withdrawals ensuring the start-up cash is kept separate from other receipts.
4. Ticket sale collection requirements including but not limited to documentation of various prices and an complimentary admission procedures and reconciliation of unsold tickets.
5. Compliance with audit requirements, including but not limited to, compliance with the Uniform School Account System requirements.

Individuals receiving money at cash collection points are responsible for reviewing and complying with all procedures for cash collection points and are responsible for the safekeeping of money until the money is deposited.

If the money collected:

1. exceeds \$1,000, it must be deposited on the next business day after the day of receipt or

2. does not exceed \$1,000, it must be deposited no more than three business days following the day of receipt.

The Treasurer has established provisions for the safeguarding of cash until it can be deposited with the Treasurer and/or bank, including provisions for making bank deposits after regular banking hours. Money should be secured in a locked desk, file cabinet, safe or other secure room on school property until it can be deposited.

Legal [ORC 9.38](#)
[ORC 3313.291](#)

[DH - Bonded Employees and Officers](#)

Cross
References

DJB - Petty Cash Accounts

EF / EFB - Food Services Management/Free and Reduced-Price Food Services

IGDG - Student Activities Funds Management

KMA - Parent/Citizen Organizations



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Other)
Title	**OSBA Sample** Bonded Employees and Officers
Code	DH
Status	From OSBA

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

Bonded Employees and Officers

The Treasurer is required to execute an individual surety bond meeting statutory requirements or be covered under an employee dishonesty and faithful performance of duty policy. The amount of coverage shall be determined and approved by the Board. The Treasurer may, at the time of appointment or reappointment to the position, or during the individual's term or employment, become covered under an employee dishonesty and faithful performance of duty policy in lieu of a surety bond. The Treasurer shall not commence or continue the discharge of duties until coverage is documented as required by the Board. A lack of coverage on the date on which the discharge of duties are commenced or continued by the individual shall render the office vacant and it shall be filled in accordance with law.

The employee dishonesty and faithful performance of duty policy also may cover any other entity or individual as determined by the Board including but not limited to the Superintendent, Board President and employees who handle school funds and non-employees collecting money on behalf of the District.

Legal References

ORC 3.06
ORC 3.061
ORC 131.18
ORC 3313.25
ORC 3313.83
ORC 3319.05
ORC 5705.412

Cross References

DM, Deposit of Public Funds (Cash Collection Points)
EI, Insurance Management

NOTE: House Bill (HB) 291 (2018) allows the Board to adopt a policy to allow for the use of an employee dishonesty and faithful performance of duty policy in lieu of a surety bond for the Treasurer, HB 444 (2021) further revised these provisions, allowing for the Treasurer to be covered under this policy at any time during their term of employment. The Board **must** adopt a policy if they want to take advantage of this option.

Legal

[ORC 3.06](#)
[ORC 3.061](#)
[ORC 131.18](#)
[ORC 3313.25](#)
[ORC 3313.83](#)
[ORC 3319.05](#)
[ORC 5705.412](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Bonded Employees and Officers
Code	DH
Status	Active
Adopted	August 14, 2001
Last Revised	August 9, 2021
Prior Revised Dates	05/11/2015, 02/08/2021

Bonded Employees and Officers

The Treasurer is required to execute an individual surety bond meeting statutory requirements or be covered under an employee dishonesty and faithful performance of duty policy. The amount of coverage shall be determined and approved by the Board. The Treasurer may, at the time of appointment or reappointment to the position, or during the individual's term or employment, become covered under an employee dishonesty and faithful performance of duty policy in lieu of a surety bond. The Treasurer shall not commence or continue the discharge of duties until coverage is documented as required by the Board. A lack of coverage on the date on which the discharge of duties are commenced or continued by the individual shall render the office vacant and it shall be filled in accordance with law.

The employee dishonesty and faithful performance of duty policy also may cover any other entity or individual as determined by the Board including but not limited to the Superintendent, Board President, staff and other employees who handle school funds and non-employees collecting money on behalf of the District.

Legal	<u>ORC 3.06</u>
	<u>ORC 3.061</u>
	<u>ORC 131.18</u>
	<u>ORC 3313.25</u>
	<u>ORC 3313.83</u>
	<u>ORC 3319.05</u>
	<u>ORC 5705.412</u>
Cross References	<u>DM - Deposit of Public Funds (Cash Collection Points)</u>
	<u>EI - Insurance Management</u>



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Petty Cash Accounts
Code	DJB
Status	From OSBA

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

Petty Cash Accounts

The Board directs the Treasurer to create petty cash accounts ~~allowing certain administrators to make purchases within the District~~**when necessary for District operations**. Money ~~may~~**can** be drawn from accounts by check. The Treasurer designates who can use the accounts, the amount of money that may be placed in the accounts as well as the procedures and requirements for replenishing the accounts.

Account access is limited to only those individuals who have a job-related need to use these accounts. Any person using the accounts must ~~keep a written log, which is to be turned in each day~~**complete all required documentation**.

~~Annually,~~**the** Treasurer establishes the amount of money to be placed in the accounts. The Treasurer's approval is needed to replenish the accounts. No major purchases may be made from the accounts.

Any ~~administrator individual with access to the petty cash account~~ who ignores procedures and does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

Legal References
ORC 9.22
ORC 9.38
ORC 3313.291
ORC 3313.31
ORC 3313.51

Cross References
DM, Deposit of Public Funds (Cash Collection Points)

NOTE: House Bill 312 (2018) prohibits school districts from using debit cards.

THIS IS A REQUIRED POLICY

Legal
[ORC 9.22](#)
[ORC 9.38](#)
[ORC 3313.291](#)
[ORC 3313.31](#)
[ORC 3313.51](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Petty Cash Accounts
Code	DJB
Status	Active
Adopted	August 14, 2001
Last Revised	July 8, 2015
Prior Revised Dates	05/11/2015

Petty Cash Accounts

The Board directs the Treasurer to create petty cash accounts allowing certain employees to make small purchases. The Treasurer designates who can use the account, the amount of money that may be placed in the account as well as the procedures and requirements for reimbursing purchases as well as replenishing the accounts.

Any employee who ignores procedures may be held personally liable for losses.

Legal	<u>ORC 9.22</u>
	<u>ORC 9.38</u>
	<u>ORC 3313.291</u>
	<u>ORC 3313.31</u>
	<u>ORC 3313.51</u>
Cross References	<u>DM - Deposit of Public Funds (Cash Collection Points)</u>



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Professional Staff Contracts and Compensation Plans (Teachers)
Code	GCB-1
Status	From OSBA

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

Professional Staff Contracts and Compensation Plans
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and retain properly certified or licensed men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

For purposes of this policy, "written notice" means delivery of notice by personal service, by certified mail with return receipt requested, by regular mail with a certificate of mailing, by some other form of delivery with proof of delivery and by electronic delivery that includes electronic proof of delivery.

The basic types of contracts are as follows:

1. Limited Contract

A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered re-employed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

The Board may, acting on the Superintendent's written recommendation that the teacher not be re-employed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to re-employ on or before June 1.

2. Extended Limited Contract

An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

- A. Hold a professional, permanent or life teaching certificate or
- B. Any teacher who was initially issued a teacher's certificate or educator's license prior to January 1, 2011 who meets the following conditions:

- i. Holds a professional educator license or a senior professional educator license or lead professional educator license;
 - ii. Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
 - b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
- C. Any teacher who never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011 who meets the following conditions:
- i. Holds a professional educator license or a senior professional educator license or lead professional educator license;
 - ii. Has held an educator license for at least seven years;
 - iii. Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving an educator license, 30 semester hours of course work in the area of licensure or an area related to the teaching field since the issuance of the license.
 - b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be re-employed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for re-employment of the teacher, the Superintendent may recommend re-employment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before June 1. Upon subsequent re-employment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for re-employment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to re-employ the teacher by giving the teacher written notice on or before June 1. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to re-employ by the aforementioned date, the teacher is re-employed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

Legal References

ORC 3313.53
 ORC 3317.13
 ORC 3317.14
 ORC 3319.07
 ORC 3319.08
 ORC 3319.09
 ORC 3319.10
 ORC 3319.11
 ORC 3319.111
 ORC 3319.12
 ORC 3319.22
 ORC 3319.227
 ORC 3319.24
 ORC 3319.26

CONTRACT REF.: Teachers' Negotiated Agreement

Cross References

GCBA, Professional Staff Salary Schedules
 GCBB, Professional Staff Supplemental Contracts
 GCBC, Professional Staff Fringe Benefits
 GCBD, Professional Staff Leaves and Absences
 GCBE, Professional Staff Vacations and Holidays

NOTE: Specific provisions for teacher contracts are established through negotiated agreements for those districts with collective bargaining units. Supplemental contracts for teachers are addressed in policy GCBB.

Policy GCB-1 applies to teachers. Policy GCB-2 applies to administrators. This numbering system is followed in other policies such as AFC-1 regarding teachers and AFC-2 regarding the same topic for administrators.

House Bill (HB) 33 (2023) revised delivery of notice requirements related to teacher employment contracts in Revised Code (RC) 3319.11. Prior to the revisions, written notice referenced in this policy could only be delivered by personal service or by certified mail with return receipt requested. Effective October 3, 2023, written notice referenced in this policy can also be delivered by regular mail with a certificate of mailing, by some other form of delivery with proof of delivery, and by electronic delivery that includes electronic proof of delivery.

Legal

[ORC 3313.53](#)

[ORC 3317.13](#)

[ORC 3317.14](#)

[ORC 3319.07](#)

[ORC 3319.08](#)

[ORC 3319.09](#)

[ORC 3319.10](#)

[ORC 3319.11](#)

[ORC 3319.111](#)

[ORC 3319.12](#)

[ORC 3319.22](#)

[ORC 3319.227](#)

[ORC 3319.24](#)

[ORC 3319.26](#)

CONTRACT REF.: Teachers' Negotiated Agreement



Book	Policy Manual
Section	Section G: Personnel
Title	Professional and Certificated Staff Contracts and Compensation Plans (Teachers)
Code	GCB-1
Status	Active
Adopted	August 14, 2001
Last Revised	November 12, 2018
Prior Revised Dates	12/11/2001, 05/12/2008, 07/09/2013, 05/11/2015

Professional and Certificated Staff Contracts and Compensation Plans
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and retain properly certified or licensed employees to provide the quality educational program it desires in its schools.

As required by law, the Board must give written notice of its intent not to re-employ on or before June 1 and notice of annual salary is given to each certificated/licensed employee by July 1.

Legal	<u>ORC 3313.53</u>
	<u>ORC 3317.13</u>
	<u>ORC 3317.14</u>
	<u>ORC 3319.07</u>
	<u>ORC 3319.08</u>
	<u>ORC 3319.09</u>
	<u>ORC 3319.10</u>
	<u>ORC 3319.11</u>
	<u>ORC 3319.111</u>
	<u>ORC 3319.12</u>
	<u>ORC 3319.22</u>
	<u>ORC 3319.24</u>
	<u>ORC 3319.26</u>

CONTRACT REF.: Teachers' Negotiated Agreement

Cross References	<u>GCBA - Professional and Certificated Staff Salary Schedules</u>
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GCBB - Professional and Certificated Staff Supplemental Contracts

GCBD - Professional and Certificated Staff Leaves and Absences

GCBE - Professional and Certificated Staff Vacations and Holidays



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Suspension and Termination of Professional Staff Members
Code	GCPD
Status	From OSBA

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

Suspension and Termination of Professional Staff Members

Suspension

The Board may suspend a professional staff member pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional staff member may be terminated for good and just cause. Before terminating any contract, the Board furnishes the professional staff member a written notice signed by the Treasurer of its intention to consider termination of his/her contract and specification of the grounds for such consideration. The Board informs the professional staff member of his/her right to request a hearing by the Board or by an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A **stenographic complete** record of the proceedings is made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

Teachers may only be suspended or terminated under the terms of the collective bargaining agreement and/or State or Federal law.

When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Legal References

Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 124.36
ORC 3319.02
ORC 3319.11
ORC 3319.16
ORC 3319.161
ORC 3319.17

CONTRACT REF.: Teachers' Negotiated Agreement

Cross References

ACAA, Sexual Harassment
GBQ, Criminal Records Check

NOTE: On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling employee discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

House Bill (HB) 33 (2023) revised requirements relating to teacher termination hearings in Revised Code (RC) 3319.16. The bill retains the requirement for the Board to provide a complete record of the proceedings of any termination hearing requested by a teacher but removes the requirement that the record be a "stenographic" record.

Legal [Education Amendments of 1972, Title IX; 20 USC 1681 et seq.](#)
[ORC 124.36](#)

[ORC 3319.02](#)

[ORC 3319.11](#)

[ORC 3319.16](#)

[ORC 3319.161](#)

[ORC 3319.17](#)

CONTRACT REF.: Teachers' Negotiated Agreement



Book	Policy Manual
Section	Section G: Personnel
Title	Suspension and Termination of Professional and Certificated Staff Members
Code	GCPD
Status	Active
Adopted	August 14, 2001
Last Revised	October 26, 2020
Prior Revised Dates	12/11/2001, 04/26/2010, 05/11/2015

Suspension and Termination of Professional and Certificated Staff Members

Suspension

The Board may suspend a professional and certificated staff member pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional and certificated staff member may be terminated for good and just cause. Before terminating any contract, the Board furnishes the professional and certificated staff member a written notice signed by the Treasurer of its intention to consider termination of his/her contract and specification of the grounds for such consideration. The Board informs the professional and certificated staff member of his/her right to request a hearing by the Board or by an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A record of the proceedings is made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

Teachers may only be suspended or terminated under the terms of the collective bargaining agreement and/or State or Federal law.

When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

CROSS REF.: Licensure Code of Professional Conduct for Ohio Educators

Legal	<u>Education Amendments of 1972, Title IX; 20 USC 1681 et seq.</u> <u>ORC 124.36</u> <u>ORC 3319.02</u> <u>ORC 3319.11</u> <u>ORC 3319.16</u> <u>ORC 3319.161</u> <u>ORC 3319.17</u> CONTRACT REF.: Teachers' Negotiated Agreement <u>ACAA - Sexual Harassment</u>
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Cross
References

GBQ - Criminal Records Check



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** School Admission
Code	JEC
Status	From OSBA

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

School Admission

The District provides free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents may be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, a grandparent with either power of attorney or caretaker authorization affidavit or a person or government agency with legal custody whose place of residence is within the boundaries of the District. Parents, and grandparents with either power of attorney or caretaker authorization affidavit, may be required to present legal proofs of residence.

New entrants at all grade levels are required to present at the time of enrollment a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations and copies of those records pertaining to him/her, which are maintained by the school most recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

In addition, students released from the Department of Youth Services (DYS), just prior to requesting admission to the District, may not be admitted until the Superintendent has received all required documents provided by DHS. Forwarded documents are:

1. an updated copy of the student's transcript;
2. a report of the student's behavior in school while in DHS custody;
3. the student's current Individualized Education Program, if developed, and
4. a summary of the institutional record of the student's behavior.

DYS has 14 days to send the documents to the Superintendent.

Transfer of School Records

"School records" includes any academic records, student assessment data or other information for which there is a legitimate educational interest.

When the District receives a request for a student's records from another district or chartered nonpublic school to which that student has transferred, the District will either transfer the records within five school days or provide a statement to the requesting district or school that the District has no record of the student's attendance.

Except as required by law, the District may withhold a student's school records if there is \$2,500 or more of outstanding debt attributed to the student. The District will transfer the student's school records within five school days once the debt is paid.

Interstate Compact on Educational Opportunity for Military Children

The District complies with all provisions of State law for the enrollment, admission, placement and graduation for children of military families.

Legal References

ORC 2151.33
ORC 2152.18(D)(4)
ORC 3109.52 through 3109.61
ORC 3109.65 through 3109.76

ORC 3109.78
ORC 3109.79
ORC 3109.80
ORC 3301.60 through 3301.65
ORC 3313.48
ORC 3313.64
ORC 3313.67
ORC 3313.671
ORC 3313.672
ORC 3317.08
ORC 3319.324
ORC 3321.01
OAC 3301-35-04(F)

Cross References

AFI, Evaluation of Educational Resources
IGBA, Programs for Students With Disabilities
JECAA, Admission of Homeless Students
JECB, Admission of Nonresident Students
JEE, Student Attendance Accounting (Missing and Absent Children)
JHCA, Physical Examinations of Students
JHCB, Immunizations
JO, Student Records

NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring districts on a transfer basis, etc., should be filed under the appropriate subcategory of code JEC.

For purposes of determining a student's "residence," the term "parent" is defined by law as "... either parent, unless the parents are separated or divorced, in which case 'parent' means the parent with legal custody of the child. If neither parent has legal custody of the child, 'parent' means the person or agency with legal custody or permanent custody..." See policy JECB, Admission of Nonresident Students, for related statements.

House Bill (HB) 367 (2014) defines a "protected child" as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children's crisis care facility, children's residential center, residential parenting facility that provides 24-hour childcare, county children's home or district children's home. The definition and accompanying prohibition on denying a protected child admission based solely on inability to present a birth certificate upon enrollment is found in RC 3313.672.

The Interstate Compact on Educational Opportunity for Military Children (Compact) is an agreement among all 50 states and the District of Columbia to ensure educational consistency for children in military families when they relocate. It was ratified and enacted into law by the Ohio General Assembly in July 2009 (RC 3301.60-3301.65). HB 244 (2021) enacted additional language to implement certain provisions of the Compact. Under the Compact, "children of military families means school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the national guard and reserve on duty orders.

Legal

[ORC 2151.33](#)
[ORC 2152.18\(D\)\(4\)](#)
[ORC 3109.52 through 3109.61](#)
[ORC 3109.65 through 3109.76](#)
[ORC 3109.78](#)
[ORC 3109.79](#)
[ORC 3109.80](#)
[ORC 3301.60 through 3301.65](#)
[ORC 3313.48](#)
[ORC 3313.64](#)
[ORC 3313.67](#)
[ORC 3313.671](#)
[ORC 3313.672](#)
[ORC 3317.08](#)
[ORC 3319.324](#)
[ORC 3321.01](#)
[OAC 3301-35-04\(F\)](#)



Book	Policy Manual
Section	Section J: Student
Title	School Admission
Code	JEC
Status	Active
Adopted	August 14, 2001
Last Revised	November 8, 2021
Prior Revised Dates	01/24/2005, 04/09/2007, 04/13/2011, 05/11/2015, 02/06/2017

School Admission

Any student who is at least five years of age on or before September 30 of the year of entrance, but who has not attained 22 years of age, and whose legal residence is within the boundaries of the District, and who complied with District entrance regulations, may be admitted.

For admission, a parent, guardian or grandparent must present:

1. an attested (sealed and signed) verification of birth (record showing date and place of birth) birth certificate, passport, baptism certificate or other religious records, hospital certificate birth affidavit or comparable certificate from another state, territory or nation;
2. immunization record;
3. proof of residence;
4. custody paper (if applicable);
5. documentation showing successful completion of kindergarten for registration to grade one;
6. power of attorney or caretaker authorization affidavit (if applicable) and/or
7. a protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

The principal/designee must request records from the previous public or nonpublic school of the student's last attendance. These records must be received from the previous public or nonpublic school of the student's last attendance. These records must be received within 14 days after proof of residency has been established, and then 14 days to receive remaining documents.

Parents/guardians of students new to the District may be given a period of 14 days to provide all necessary documents for school admission.

Interstate Compact on Educational Opportunity for Military Children

The District complies with all provisions of State law for the enrollment, admission, placement and graduation for children of military families.

Legal	<u>ORC 2151.33</u>
	<u>ORC 2152.18(D)(4)</u>
	<u>ORC 3109.52 through 3109.61</u>

ORC 3109.65 through 3109.76

ORC 3109.78

ORC 3109.79

ORC 3109.80

ORC 3313.48

ORC 3313.64

ORC 3313.67

ORC 3313.671

ORC 3313.672

ORC 3317.08

ORC 3321.01

OAC 3301-35-04(F).

Cross
References

AFI - Evaluation of Educational Resources

IGBA - Programs for Students With Disabilities

JECAA - Admission of Homeless Students

JECB - Admission of Nonresident Students

JEE - Student Attendance Accounting (Missing and Absent Children).

JHCA - Physical Examinations of Students (Student Screening Programs).

JHCB - Immunizations

JO - Student Records



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Student Fees, Fines and Charges
Code	JN
Status	From OSBA

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

Student Fees, Fines and Charges

Materials Fees

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

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

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

Fines

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

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

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

Unpaid Meal Charges

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

Collection of Student Fees and Fines

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

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

The District may withhold a student's school records, except as provided in State law, if there is \$2,500 or more of outstanding debt attributed to the student. The District will transmit the student's school records within five school days once the debt is paid. "School records" includes any academic records, student assessment data or other information for which there is a legitimate educational interest.

~~*(Permissive language — customize to reflect collection process.)*~~

~~Collection Process~~

- ~~1. The principal will advise parents of fees due at the beginning of the school year.~~
- ~~2. The first week of October, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines.~~

3. ~~A payment schedule may be arranged at the building level with full payment to be received by June 15.~~

Legal References

National School Lunch Act; 42 USC 1751
Child Nutrition Act of 1966; 42 USC 1771
ORC 3313.642
ORC 3319.324
ORC 3329.06

Cross References

EF / EFB, Food Services Management/Free and Reduced-Price Food
IGCB, Innovative Education Programs
IGCD (Also LEB), Educational Options

NOTE: Under the Ohio Revised Code, districts may charge free lunch eligible students fees under two exceptions:

1. for any materials needed to enable the student to fully participate in extracurricular activities or any pupil enrichment program that is not part of a course of instruction and
2. for any tools, equipment and materials necessary for workforce-readiness training with a career-technical education program that, to the extent the tools, equipment and materials are not consumed, may be retained by the student upon course completion.

These two exceptions do not require districts to charge such fees; they simply give them the permission to charge the fees if they so choose.

THIS IS A REQUIRED POLICY

Legal

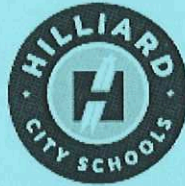
[National School Lunch Act; 42 USC 1751](#)

[Child Nutrition Act of 1966; 42 USC 1771](#)

[ORC 3313.642](#)

[ORC 3319.324](#)

[ORC 3329.06](#)



Book	Policy Manual
Section	Section J: Student
Title	Student Fees, Fines and Charges
Code	JN
Status	Active
Adopted	August 14, 2001
Last Revised	July 5, 2017
Prior Revised Dates	09/23/2002, 10/09/2006, 12/14/2009, 02/13/2012, 01/14/2013, 11/25/2013, 05/11/2015, 04/17/2017

Student Fees, Fines and Charges

Materials Fees

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

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

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

Fines

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

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

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

Unpaid Meal Charges

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

Collection of Student Fees and Fines

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

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

Collection Process

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

Legal

National School Lunch Act; 42 USC 1751

Child Nutrition Act of 1966; 42 USC 1771

ORC 3313.642

ORC 3329.06

Cross
References

EF / EFB - Food Services Management/Free and Reduced-Price Food Services

IGCD (Also LEB) - Educational Options



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Board Member Conflict of Interest
Code	BBFA
Status	From OSBA

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

Board Member Conflict of Interest

The Board and individual members follow the letter and spirit of the **Ohio ethics law and other** laws regarding conflicts of interest.

A Board member will not have any direct or indirect pecuniary interest in a contract with the District, **including being an employee of a private company or nonprofit organization that has a contract with the District.**

This restriction does not apply to a Board member who is a shareholder in a corporation, does not own more than five percent of the corporation's stock and is not an officer or director of the corporation. Before the District and corporation enter into a contract, the Board member must file an affidavit with the District's Treasurer stating his/her exact status and connection with the corporation.

A Board member also is not prohibited from having a pecuniary interest in a contract with the District if all these factors apply:

- 1. The Board member's pecuniary interest in the contract is that the member is employed by a political subdivision, instrumentality, or agency of the state or a private institution of higher education that is contracting with the Board.**
- 2. The Board member does not participate in any discussion or debate regarding the contract or vote on the contract.**
- 3. The Board member files an affidavit with the school District Treasurer stating his/her exact employment status with the political subdivision, instrumentality, or agency or private institution of higher education, contracting with the Board.**

A Board member will not furnish for remuneration sell any labor, equipment or supplies to the District, nor and will not be employed by the Board in any capacity for compensation. A Board member is not prohibited from serving as a volunteer with the District provided he/she receives no compensation from the District. A Board member serving as a volunteer will be prohibited from participating in matters before the Board that affect officials and employees of the District department with which he/she volunteers.

~~A Board member may have a private interest in a contract with the Board if all of the following apply:~~

- ~~1. the subject of the public contract is necessary supplies or services for the District;~~**
- ~~2. the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to the District as part of a continuing course of dealing established prior to the Board member's becoming associated with the District;~~**
- ~~3. the treatment accorded the District is either preferential to or the same as that accorded other customers or clients in similar transactions and~~**
- ~~4. the entire transaction is conducted at arm's length, with full knowledge by the Board of the interest of the Board member, member of his/her family, or his/her business associate, and the Board member takes no part in the deliberations or decision with respect to the public contract.~~**

The law specifically forbids:

- 1. ~~the a~~ prosecuting attorney, ~~or the~~ city attorney **or person serving in a similar capacity** from serving on this Board;**

2. a Board member from serving as the school dentist, physician or nurse;
3. ~~a Board member from being employed for compensation by this Board;~~
4. ~~a Board member from having, directly or indirectly, any pecuniary interest in any contract with this Board;~~
5. a Board member from voting on a contract to employ a person as a teacher or instructor if he/she is related to that person as father, mother, brother, **or sister** ~~or spouse~~;
6. a Board member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract, **including a contract for employment**, in which he/she, a member of his/her family or his/her business associates have an interest;
7. a Board member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and
8. a Board member from occupying any position of profit during his/her term of office or within one year thereafter in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

Legal References

ORC 102.03
 ORC 102.04
 ORC 2921.02(B)
 ORC 2921.42
 ORC 2921.43
 ORC 2921.44
 ORC 3313.13
 ORC 3313.33
 ORC 3313.70
 ORC 3319.21
 ORC 4117.20

Cross References:

BBBA, Board Member Qualifications
 BBF, Board Member Code of Ethics

NOTE: Generally, the substance of a policy in this area is established by law; however, portions may be Board policy, as in the sample policy above.

Ohio's Ethics Laws apply to all public officials, including Board members, administrators and all District employees. It is important that all school officials and employees are aware that Ohio's Ethics Laws prohibit public officials from:

- *hiring a family member for a public job;*
- *using his or her position to get a family member a public job or contract or*
- *using his or her position to get promotions, raises or other job-related benefits for family members.*

Family members, for purposes of the Ethics Law, are: husband or wife, child or grandchild, parent or grandparent, brother or sister, stepchild or stepparent. Also included is any other person related to the official by blood or marriage who lives in the official's household.

Legal

[ORC 102.03](#)
[ORC 102.04](#)
[ORC 2921.02\(B\).](#)
[ORC 2921.42](#)
[ORC 2921.43](#)
[ORC 2921.44](#)
[ORC 3313.13](#)
[ORC 3313.33](#)
[ORC 3313.70](#)
[ORC 3319.21](#)
[ORC 4117.20](#)



Book	Policy Manual
Section	Section B: School Board Governance And Operations
Title	Board Member Conflict of Interest
Code	BBFA
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	10/13/2008

Board Member Conflict of Interest

The Board and individual members follow the letter and spirit of the law regarding conflicts of interest.

A Board member will not have any direct or indirect economic interest in a contract with the District; will not furnish for remuneration any labor, equipment or supplies to the District; nor be employed by the Board in any capacity for compensation.

A Board member may have a private interest in a contract with the Board if all of the following apply:

1. the subject of the public contract is necessary supplies or services for the District;
2. the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to the District as part of a continuing course of dealing established prior to the Board member's becoming associated with the school district;
3. the treatment accorded the District is either preferential to or the same as that accorded other customers or clients in similar transactions and
4. the entire transaction is conducted at arm's length, with full knowledge by the Board of the interest of the Board member, member of his/her family, or his/her business associate, and the Board member takes no part in the deliberations or decision with respect to the public contract.

The law specifically forbids:

1. the prosecuting attorney or a city attorney from serving on a board;
2. a member from serving as the school dentist, physician or nurse;
3. a member from being employed for compensation by a board;
4. a member from having, directly or indirectly, any economic interest in any contract with a board;
5. a member from voting on a contract to employ a person as a teacher or instructor if he/she is related to that person as father, mother, brother or sister;
6. a member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
7. a member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and
8. a member from occupying any position of profit during his/her term of office or within one year thereafter in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

Legal

ORC 102.03

ORC 2921.02(B)

ORC 2921.42

ORC 2921.43

ORC 3313.13

ORC 3313.33

ORC 3313.70

ORC 3319.21

ORC 4117.20

Cross
References

BBBA - Board Member Qualifications

BBF - Board Member Code of Ethics



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Staff Participation in Political Activities
Code	GBG
Status	From OSBA

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

Staff Participation in Political Activities

Employees have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

The terms and conditions under which the employee may continue employment as he/she seeks or holds such office are determined by the Board and law.

Employees are not permitted to use ~~District time, moneys, facilities, equipment or supplies to campaign nor are the employees to actively campaign while on duty.~~ public funds to support or oppose the nomination or election of a candidate for public office; the investigation, prosecution or recall of a public official; or the passage of a levy or bond issue. This includes but is not limited to campaigning while acting in their official capacity. Employees may attend public meetings to present information about the District's finances, activities, and actions in a manner that is not designed to influence the outcome of an election or the passage of a levy or bond issue, even though the election, levy or bond issue is discussed or debated at the meeting.

District staff may not wear political buttons, pins or t-shirts while they are acting in their official capacity.

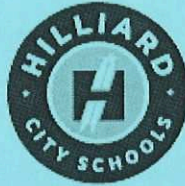
Legal References

Intergovernmental Personnel Act; 42 USC 4701 et seq.
ORC 9.03
ORC 124.57
ORC 3315.07

NOTE: Civil service employees in city districts are not permitted to take part in partisan political activities unless a negotiated agreement specifically provides for it.

THIS IS A REQUIRED POLICY

Legal	Intergovernmental Personnel Act; 42 USC 4701 et seq. ORC 9.03 ORC 124.57 ORC 3315.07
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Book	Policy Manual
Section	Section G: Personnel
Title	Staff Participation in Political Activities
Code	GBG
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Staff Participation in Political Activities

Employees have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

The terms and conditions under which the employee may continue employment as he/she seeks or holds such office is determined by the Board and law.

Employees are not permitted to use District time, moneys, facilities, equipment or supplies to campaign nor are the employees to actively campaign while on duty.

Legal	<u>Intergovernmental Personnel Act; 42 USC 4701 et seq.</u> <u>ORC 124.57</u> <u>ORC 3315.07</u>
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Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Distribution of Materials in the Schools (Version 1)
Code	KJA
Status	From OSBA

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

Distribution of Materials in the Schools
(Version 1)

The District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school-sponsored material. In order to protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the District, the following requirements apply to the distribution of non-school-sponsored material on school property and at school activities.

Prior Approval Required

Individuals or groups not affiliated with the District, who desire to distribute materials to the members of the school community, must first receive approval of such materials through the Superintendent/designee.

Students and staff members who desire to distribute materials to members of the school community must first receive approval from the building principal and, when in doubt, the Superintendent.

Types of Material Restrictions

Materials must be approved if they fall under one of the following categories:

(Select any or all of the optional items 1-5 below to reflect the types of materials and/or advertising that the District allows.)

1. publications of services, special events, public meetings or other items of interest to students or parents/guardians;
2. distribution of promotional materials of a commercial nature to students or parents/guardians;
3. paid advertisements on District property, including but not limited to billboard advertisements;
4. paid advertisements on or in school-sponsored publications, yearbooks, announcements and other school communications and/or
5. products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products.

Manner and Mode of Distribution

The Superintendent/designee may approve the use of District time, personnel and resources in the distribution of materials if the materials are of an educational nature. The Superintendent will not, however, approve the use of District time, personnel or District resources for distribution if the materials are not of an educational nature and/or considered to be conducting business by soliciting participation, campaigning for membership or registering participants. **District personnel are prohibited from using District time or resources to distribute materials that support or oppose a levy or bond issue.**

The building principals designate appropriate times, locations and means for which distribution of non-school-sponsored materials is appropriate. Determinations are made on a case-by-case basis.

Distribution with or without District involvement does not mean to imply sponsorship or support for that which the materials endorse. The District takes no responsibility for problems arising between the sponsoring individual or group and the student or staff member who accepts the materials.

Limitations on Content

Non-school literature is not distributed on District property if:

1. the materials are obscene, vulgar or otherwise inappropriate for the age and maturity of the audience;
2. the materials endorse actions endangering the health or safety of students;
3. the distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person;
4. the materials contain defamatory statements about public figures or others;
5. the materials advocate imminent lawless or disruptive action and are likely to incite or produce such action;
6. the materials are hate literature or similar publications that scurrilously attack ethnic, religious or racial groups; contain content aimed at creating hostility and violence and the materials would materially and substantially interfere with school activities or the rights of others or
7. there is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Failure to comply with this policy regarding distribution of non-school literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked.

Legal References

U.S. Constitution Amend. I
ORC 3313.20
ORC 3313.47
ORC 3313.66
ORC 3313.661
ORC 3320.01
ORC 3320.02
ORC 3320.03

Cross References

EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
IIBH, District Websites
KJ, Advertising in the Schools

Legal

[U.S. Constitution Amend. I](#)

[ORC 3313.20](#)

[ORC 3313.47](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3320.01](#)

[ORC 3320.02](#)

[ORC 3320.03](#)



Book	Policy Manual
Section	Section K: School-Community Relations
Title	Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature
Code	KJA
Status	Active
Adopted	August 14, 2001
Last Revised	October 26, 2020
Prior Revised Dates	09/23/2002, 09/22/2014, 05/11/2015, 08/08/2016, 02/10/2020

Distribution/Advertisement Promotion of Any Kind of Non-School-Sponsored Literature

This policy governs distribution/advertisement/promotion of any kind of non-school-sponsored literature (including publications, leaflets, handbills or other printed or electronic material) on District property, at school-sponsored functions or electronically, including material that will be taken home by students. The District is not a public forum and individuals or entities are not granted access to District property for the purpose of indiscriminate dissemination of information. Accordingly, except as otherwise provided in this policy, persons desiring the distribution/advertisement/promotion of any kind of literature on District property, at school-sponsored functions or electronically, including material to be sent home with students must obtain prior approval for distribution/advertisement/promotion of any kind in compliance with the procedures and guidelines established by this policy.

Literature must comply with the following guidelines in order to be approved for distribution/advertisement/promotion of any kind.

1. The literature must not appear to bear the authority of the school.
2. The literature must contain the name of the sponsoring entity; the names of editors and publishers, if any; and the specific authority of each article, letter, story or other writing.
3. Except as otherwise provided in this policy, literature which promotes the products, activities or services of any non-school entity must not be 'primarily' commercial in nature and must prominently display the following statement: 'The opinions, products, activities and/or services of this organization are neither sponsored nor endorsed by the District.' All other standard distribution/advertisement/promotion of any kind guidelines will apply. Purchase of advertising space is governed by Advertising Policy, file KJ.
4. A cover letter should indicate the grade levels and buildings and date (based on the District distribution list) requested for distribution/advertisement/promotion of any kind.
5. The literature must be appropriate for the age and maturity level of the intended recipients and distribution/advertisement/promotion of any kind of the literature must not be inconsistent with or interfere with the educational mission of the District. Examples of the kinds of literature that will not be approved pursuant to this guideline include the following:
 - A. literature that is defamatory, invasive of privacy or an infringement of copyright;
 - B. literature that is vulgar, indecent, plainly offensive or obscene to a minor;
 - C. literature that incites students to engage in or otherwise promotes illegal conduct or conduct that violates the student code of conduct, including the use of substances that are prohibited to minors (such as tobacco, alcohol and drugs);
 - D. literature inconsistent with an environment of civility and decency and/or that violates the District's policy prohibiting ethnic intimidation;
 - E. to avoid conflict with church and state, no literature promoting or sponsored by a religious organization and

F. literature that violates any other policy of the District.

6. Literature that concerns sexual or reproductive issues, whether or not it has any explicit content (including, for example, issues relating to birth control and abortion, whether from a pro-choice or a pro-life perspective), shall not be approved for distribution/advertisement/promotion of any kind.
7. Literature that promotes or opposes any political figure, candidate or issue, including ballot issues of any kind, shall not be approved for distribution/advertisement/ promotion. Exceptions may be granted by the Board for issues that directly affect Hilliard City Schools including, but not limited to, District levies and bond issues. These exceptions must have Board resolution.

Literature includes, but not limited to, a notice, placard, advertisement and written/printed material of any nature.

8. In district facilities designated as a polling place by the Franklin County Board of Elections (Board of Elections), the area being used as the polling place is subject to all Board of Election rules and regulations on the day of the election. A polling place, as defined by Ohio Revised Code 3501.01, means that place provided for each precinct at which the electors having a voting residence in such precinct may vote. All District property outside of the polling place is governed by the policies of the Hilliard City School Board of Education.

Legal

[U.S. Constitution Amend. I](#)

[ORC 3313.20](#)

[ORC 3313.47](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3320.01](#)

[ORC 3320.02](#)

[ORC 3320.03](#)

Cross References

[EDE - Computer/Online Services](#)

[IGDB - Student Publications](#)

[IIBH - District Website Publishing](#)

[KJ - Advertising in the Schools](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Staff Dress and Grooming
Code	GBCC
Status	From OSBA

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

Staff Dress and Grooming

Staff dress and grooming should enhance a positive image of the District and not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of health, safety and decency.

The Board retains the authority to specify the following dress and grooming guidelines for staff. All staff members will, when ~~assigned to District duty~~ **acting in their official capacities**, including extracurricular activities:

1. be physically clean, neat and well groomed;
2. dress in a manner reflecting their professional assignment and
3. ~~dress in a fashion that is commonly accepted in this community~~ **refrain from wearing political buttons, pins or T-shirts.**

Legal References
ORC 3313.20

Cross References
GBCB, Staff Conduct
Professional Staff Handbook
Support Staff Handbook

Legal [ORC 3313.20](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Staff Gifts and Solicitations
Code	GBI
Status	From OSBA

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

Staff Gifts and Solicitations

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.
2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

Vendor Compensation

Any compensation paid by a vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered "public money" and must be returned to the District.

Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute fliers or other materials related to fund drives through the schools, without the prior approval of the Superintendent. **Solicitations of political contributions from a District employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted.**

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

Staff members are prohibited from soliciting funds in the name of the school or District through the use of online fundraising or a crowdfunding campaign without approval of the Superintendent. All crowdfunding campaigns must comply with District policies and procedures.

Legal References

ORC 102.03
ORC 117.01
ORC 2921.43
ORC 3313.81
ORC 3313.811
ORC 3315.15
ORC 3329.10
ORC 3517.092

Cross References

GBIA (Also IGDFA), Online Fundraising Campaigns/Crowdfunding
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

Legal

[ORC 102.03](#)

[ORC 117.01](#)

[ORC 2921.43](#)

[ORC 3313.81](#)

[ORC 3313.811](#)

[ORC 3315.15](#)

[ORC 3329.10](#)

[ORC 3517.092](#)



Book	Policy Manual
Section	Section G: Personnel
Title	Staff Gifts and Solicitations
Code	GBI
Status	Active
Adopted	August 14, 2001
Last Revised	November 12, 2018
Prior Revised Dates	05/11/2015

Staff Gifts and Solicitations

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social events for, employees leaving the system are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee.
2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

Travel Vendor Compensation

Any compensation paid by a private travel vendor to a District official or employee, after the official or employee has participated in selecting the vendor to provide a field trip, is considered "public money" and must be returned to the District.

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

Solicitations

The Superintendent or his/her designee approves all solicitations which are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent or designee.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes; no staff member is to collect any money or distribute any fund-raising literature without the expressed approval of the Superintendent/designee.

“Crowdfunding” refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fundraise for a specific cause. Through the use of personal networking, social media platforms, and other Internet based resources, funds are solicited or raised to support a specific campaign or project.

The Board of Education does not permit or sanction the use of crowdfunding for District or specific school programs or activities, including co-curricular and extracurricular activities.

ORC 3313.811

ORC 3315.15

ORC 3329.10

Cross
References

GBIA (Also IGDFA) - Online Fundraising Campaigns/Crowdfunding

IGDG - Student Activities Funds Management

IICA - Field Trips and Excursions

JL - Student Gifts and Solicitations

KJ - Advertising in the Schools

KJA - Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Public Solicitations in the Schools
Code	KI
Status	From OSBA

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

Public Solicitations in the Schools

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. **Solicitations of political contributions from a District employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted.** This policy does not prohibit any school fundraising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

Legal References

ORC 2921.43
ORC 3319.321
ORC 3517.092

Cross References

GBI, Staff Gifts and Solicitations
GBIA (Also IGDFA), Online Fundraising Campaigns/Crowdfunding
KG, Community Use of School Premises (Equal Access)
KK, Visitors to the Schools

Legal

[ORC 2921.43](#)

[ORC 3319.321](#)

[ORC 3517.092](#)



Book	Policy Manual
Section	Section K: School-Community Relations
Title	Public Solicitations in the Schools
Code	KI
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Public Solicitations in the Schools

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent/designee or the Board. This policy does not prohibit any school fundraising activity authorized by the Superintendent/designee in conjunction with the appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

Legal	<u>ORC 2921.43</u> <u>ORC 3319.321</u>
Cross References	<u>GBI - Staff Gifts and Solicitations</u> <u>GBIA (Also IGDFA) - Online Fundraising Campaigns/Crowdfunding</u> <u>JL - Student Gifts and Solicitations</u> <u>KG - Community Use of School Premises (Equal Access)</u> <u>KK - Visitors to the Schools</u>



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Part-Time and Substitute Professional Staff Employment
Code	GCE
Status	From OSBA

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

Part-Time and Substitute Professional Staff Employment

All professional personnel **employed by the District to serve** as substitute teachers or in part-time positions are recommended by the Superintendent for appointment by the Board. The rates of pay for such employment are recommended by the Superintendent and established by the Board.

Substitute teachers must hold the appropriate license issued by the State Board of Education (SBOE).

The Board authorizes the employment of substitute teachers who do not hold a postsecondary degree provided they:

- 1. meet the educational requirements established by the Superintendent/designee;**
- 2. are deemed to be of good moral character;**
- 3. successfully complete all required criminal records checks and**
- 4. obtain the appropriate temporary substitute teacher license issued by the SBOE.**

The employment **and coordination** of substitute teachers is centralized for the District in the office of the Superintendent. ~~Candidates selected are recommended to the Board for placement on the list of approved substitutes.~~ Principals assume responsibility for the scheduling of substitutes from the approved list as needed.

Building principals develop regulations for substitute teachers to guide them in the performance of their duties. The regulations are approved by the Superintendent/**designee**.

Legal References

Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3317.13
ORC 3319.07
ORC 3319.08
ORC 3319.10
ORC 3319.102
ORC 3319.13
ORC 3319.22 through 3319.31
ORC 3319.39
ORC 3323.06
OAC 3301-35-05
OAC 3301-35-06

Cross References

AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

NOTES: House Bill (HB) 33 makes permanent, temporary allowances that have been granted to districts for employing substitute teachers. The bill codifies these provisions as Ohio Revised Code (RC) 3319.102, allowing an individual who does not hold a postsecondary degree to be employed as a substitute teacher if the individual:

- meets the District's own education requirements;

- *is deemed to be of good moral character and*
- *successfully completes the required criminal records check.*

The State Board of Education must issue a one-year temporary substitute teaching license to such individuals. RC 3319.102 now also requires the State Board to establish procedures and criteria under which a one-year temporary substitute teaching license may be renewed. Districts may also choose to include local criteria for substitutes employed under these provisions in this policy.

Legal

[Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)

[ORC 3317.13](#)

[ORC 3319.07](#)

[ORC 3319.08](#)

[ORC 3319.10](#)

[ORC 3319.102](#)

[ORC 3319.13](#)

[ORC 3319.22 through 3319.31](#)

[ORC 3319.39](#)

[ORC 3323.06](#)

[OAC 3301-35-05](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section G: Personnel
Title	Part-Time and Substitute Professional and Certificated Staff Employment
Code	GCE
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	12/11/2001, 11/11/2003

Part-Time and Substitute Professional and Certificated Staff Employment

All professional and certificated personnel serving as substitute teachers or in part-time positions are recommended by the Superintendent for appointment by the Board. The rates of pay for such employment are recommended by the Superintendent and established by the Board.

The employment of substitute teachers is centralized for the District in the office of the Superintendent/designee. Candidates selected are recommended to the Board for placement on the list of approved substitutes. Principals assume responsibility for the scheduling of substitutes from the approved list as needed.

Building principals develop regulations for substitute teachers to guide them in the performance of their duties. The regulations are approved by the Superintendent.

Legal	<u>Elementary and Secondary Education Act; 20 USC 1221 et seq.</u>
	<u>ORC 3317.13</u>
	<u>ORC 3319.07</u>
	<u>ORC 3319.08</u>
	<u>ORC 3319.10</u>
	<u>ORC 3319.13</u>
	<u>ORC 3319.22 through 3319.31</u>
	<u>ORC 3319.39</u>
	<u>ORC 3323.06</u>
	<u>OAC 3301-35-05</u>
	<u>OAC 3301-35-06</u>

Cross References	<u>AC - Nondiscrimination</u>
	<u>ACA - Nondiscrimination on the Basis of Sex</u>
	<u>ACAA - Sexual Harassment</u>

ACB - Nondiscrimination on the Basis of Disability

GBA - Equal Opportunity Employment

GBQ - Criminal Records Check



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Testing Programs
Code	IL
Status	From OSBA

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

Testing Programs

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. provide general information about a student's probable aptitude for school-related tasks and
5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

Notification of a student's score on a state assessment is provided to the parent by June 30 each school year. Such notice may be provided by mail, email or through posting of the score in a secure portal on the District or school's website.

The administration has developed guidelines for the secure storing of testing instruments.

Legal References

ORC 3301.0710 through 3301.0713
ORC 3301.0715
ORC 3301.0717
ORC 3301.0729
OrC 3313.6029
ORC 3319.32
ORC 3319.321
OAC 3301-13-05
OAC 3301-35-02
OAC 3301-35-03
OAC 3301-35-04

Cross References

AFE, Evaluation of Instructional Programs (Also IM)
IGBA, Programs for Students With Disabilities
JO, Student Records

NOTE: A general policy on testing may cover functional literacy; if not, subcategories may be added to the Testing Programs category (code IL). To assist administrators in developing the required written testing security plan, a regulation follows this policy that details the requirements for the secure storing and administration of proficiency tests.

Senate Bill 3 (2016) sets specific statutory limits for time spent on testing and preparing for testing effective July 1, 2017. The cumulative amount of time spent on the administration of the state achievement assessments for students in grades three through eight, the end-of-course examinations required in high school under the College and Work Ready Assessment System, and any assessment required by the District or school to be administered Districtwide or schoolwide to all students in a specified area or grade level now cannot exceed 2% of the school year. The cumulative amount of time used for taking practice or diagnostic assessments used to prepare for these assessments must be limited to 1% of the school year.

These limitations do not apply to the administration of assessments to students with disabilities; Advanced Placement and International Baccalaureate exams used as substitute exams for end-of-course exams in American History, American Government and Science; assessments for students who fail to attain a passing score on the third-grade English language arts assessment or additional assessments administered to students identified as gifted. The Board may pass a resolution to exceed these statutory limitations. In order to pass this resolution, the Board must conduct at least one public hearing on the proposed resolution prior to adoption.

THIS IS A REQUIRED POLICY

Legal

[ORC 3301.0710 through 3301.0713](#)

[ORC 3301.0715](#)

[ORC 3301.0717](#)

[ORC 3301.0729](#)

[ORC 3313.6029](#)

[ORC 3319.32](#)

[ORC 3319.321](#)

[OAC 3301-13-05](#)

[OAC 3301-35-02](#)

[OAC 3301-35-03](#)

[OAC 3301-35-04](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Student Assessment
Code	IL
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	01/10/2011

Student Assessment

The Board believes that a balanced assessment system can provide a meaningful source of information about the adopted curriculum and overall student achievement and growth. Therefore, the Board authorizes student assessments.

1. to evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing improvement;
2. to compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. to provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. to provide general information about a student's readiness and
5. to provide a longitudinal study of student achievement and growth.

Information gained through the use of a balanced assessment system is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these assessments.

The Board recognizes that all assessments provide only a limited source of information about an individual student. Information drawn from assessments is therefore used only in conjunction with all other information available about a student.

Students with disabilities are considered individually as to his/her participation in assessments.

Records of the results of assessments shall be maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

Legal	<u>ORC 3301.0710 through 3301.0713</u>
	<u>ORC 3301.0715</u>
	<u>ORC 3301.0717</u>
	<u>ORC 3301.0729</u>
	<u>ORC 3319.32</u>
	<u>ORC 3319.321</u>
	<u>OAC 3301-13-05</u>
	<u>OAC 3301-35-02</u>

OAC 3301-35-03

OAC 3301-35-04

Cross
References

AFE (Also IM) - Evaluation of Instructional Programs

IGBA - Programs for Students With Disabilities

JO - Student Records



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Student Absences and Excuses
Code	JED-R
Status	From OSBA

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

Student Absences and Excuses

Students Habitually Absent – Loss of Driving Privileges

When the Superintendent receives information that a student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours in a school month or a total of at least 90 hours in a school year, the following procedure applies.

1. The Superintendent notifies, in writing, the student and his/her parent(s) and states that information regarding the student's absences has been provided to the Superintendent, and, as a result of that information, the student's driving privileges **are will be suspended or** denied. This notification also states that the student and his/her parent(s) may appear before the Superintendent/designee to challenge the information provided to the Superintendent. **The hearing may be conducted by electronic means if requested by the parent. Notices may be sent by registered mail, regular mail with a certificate of mailing, or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.**
2. The notice from the Superintendent to the student includes the scheduled time, place, **and-date** **and participation method** of the hearing, which is scheduled between three and five days after the notification is given. Upon the request of the student or parent(s), an extension may be granted by the Superintendent. The Superintendent must then notify the student and the parent(s) of the new hearing time, place, **and-date** **and method**.
3. At the hearing before the Superintendent/designee, the student has an opportunity to present evidence that he/she has not been habitually absent without legitimate excuse. State law defines "legitimate excuses" for absence from school to include, but not be limited to:
 - A. enrollment in another school or school district in Ohio or another state;
 - B. possession of an age and schooling certificate (work permit);
 - C. a bodily or mental condition that prohibits attendance or
 - D. participation in a home **instruction education** program.
4. If a habitually absent student does not appear at a hearing before the Superintendent or designee, or if the student does not convince the Superintendent or designee that the absences were legitimate, the Superintendent must notify the registrar of motor vehicles and the juvenile judge. Such notification must be given to the registrar and the juvenile judge within two weeks of the receipt of the information regarding habitual absences or, if the hearing for the student is held, within two weeks after the hearing.

Notification to the registrar of motor vehicles and the county judge must comply with State and Federal law.

The registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or a license.

Denial of privileges remains in effect until the student reaches age 18 or until the denial is terminated for another reason allowed by State law. In accordance with State law, a student whose driving privileges have been denied can file a petition seeking their reinstatement.



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Truancy
Code	JEDA
Status	From OSBA

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

Truancy

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child. if found truant, and **notifv** the child's parent in writing of the legal consequences of being a "habitual" truant. **The written notice mav be delivered by regular mail with a certificate of mailing, or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.**

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual truants," the Board must take as an intervention strategy any appropriate action contained in Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;
5. notification to the registrar of motor vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

Beginning with the 2017-2018 school year, wWhen a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to

secure participation of the student's parent. If the student's parent is unresponsive, the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum, a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint With Juvenile Court

~~Beginning with the 2017-2018 school year, t~~The attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

Legal References

ORC 3313.663
ORC 3313.668
ORC 3321.03 through 3321.04
ORC 3321.07 through 3321.09
ORC 3321.19
ORC 3321.191
ORC 3321.22
ORC 3321.38
OAC 3301-47-01

Cross References

JED, Student Absences and Excuses
JEG, Exclusions and Exemptions From School Attendance
JK, Employment of Students

NOTE: House Bill 410 (2016) made significant changes to district requirements for managing truancy effective with the 2017-2018 school year. When developing truancy policies, districts are required to consult with the judge of the juvenile court of the county or counties in which the district is located, parents, guardians, or other persons having care of the students attending school in the district and appropriate state and local agencies.

Districts with a chronic absenteeism rate of less than 5% as reflected on the most recent state report card are exempt from the requirement to assign students to an absence intervention team and instead must take any appropriate action as an intervention strategy outlined in Board policy.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.663](#)
[ORC 3313.668](#)
[ORC 3321.03 through 3321.04](#)
[ORC 3321.07 through 3321.09](#)
[ORC 3321.19](#)
[ORC 3321.191](#)
[ORC 3321.22](#)
[ORC 3321.38](#)
[OAC 3301-47-01](#)



Book	Policy Manual
Section	Section J: Student
Title	Truancy
Code	JEDA
Status	Active
Adopted	August 14, 2001
Last Revised	November 11, 2019
Prior Revised Dates	05/11/2015, 04/17/2017, 03/12/2018

Truancy

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent/designee, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

A "habitual" truant is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive school hours, 42 or more school hours in one month or 72 or more school hours in a school year.

"Excessive absences" is defined as a child of compulsory school age who is absent with or without legitimate excuse for 38 or more school hours in one month or 65 school hours in one school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent/designee or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding habitual truants and excessively absent students, the Board must take as an intervention strategy any appropriate action contained in the Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant or excessively absent student;
3. requesting or requiring a parent having control of a habitual truant or excessively absent student to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant or excessively absent student to attend truancy prevention mediation programs;
5. notification to the Registrar of Motor Vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

Legal

[ORC 3313.663](#)

[ORC 3313.668](#)

[ORC 3321.03 through 3321.04](#)

[ORC 3321.07 through 3321.09](#)

[ORC 3321.19](#)

[ORC 3321.191](#)

[ORC 3321.22](#)

[ORC 3321.38](#)

[OAC 3301-47-01](#)

Cross

References

[JED - Student Absences and Excuses](#)

[JEG - Exclusions and Exemptions From School Attendance](#)

[JK - Employment of Students](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Intradistrict Open Enrollment (Version 1)
Code	JECBD
Status	From OSBA

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

Intradistrict Open Enrollment
(Version 1)

The Board permits students to apply for attendance at their school of choice based upon criteria established by the school administration. The specific criteria are consistent with State law and include application procedures, including deadlines for application and notification to students and principals of alternative schools, when a student's application is accepted or rejected (if applicable). Only students wishing to attend a school other than their assigned school need apply.

Procedures for admitting applicants to other schools include but are not limited to:

1. establishing capacity limits by grade level, school building and educational program;
2. requiring that students enrolled in a school building or living in the attendance area of the school building established by the Board be given preference over applicants and
3. ensuring that an appropriate racial balance is maintained in the schools.

The District annually notifies the Ohio Department of Education (ODE) of the number of students within the District attending another building under this policy. The District notifies ~~the Ohio Department of Education (ODE)~~ of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODE upon request.

Compliance with this policy is reported to ~~the~~ ODE by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

(Permissive language)

The Board may, in accordance with the District's intradistrict open enrollment procedures, permit a student to permanently transfer to a school other than the student's assigned school so that the student need not apply annually.

Legal References:
ORC 3313.64
ORC 3313.65
ORC 3313.984
ORC 3313.97
OAC 3301-48-01

Cross References
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGDJ, Interscholastic Athletics
JECC, Assignment of Students to Schools

NOTE: Districts are required to notify ODE of any change to this policy within 30 days of adoption. ODE also may request a district to report any complaints filed or received regarding its open enrollment policy and may request documentation to verify open enrollment policies are being adhered to and complaints are being addressed. This oversight may include on-site visits.

Senate Bill 216 (2018) enacted Ohio Revised Code 3301.68 requiring ODE to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *training on the use of physical restraint or seclusion on students;*
- *training on harassment, intimidation, or bullying;*
- *training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*
- *training on crisis prevention intervention;*
- *the establishment of a wellness committee;*
- *the reporting of a district's or school's compliance with nutritional standards;*
- *screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*
- *compliance with interdistrict and intradistrict open enrollment requirements.*

If a district or school denotes "no" on any item it must provide a written explanation to the Board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.64](#)

[ORC 3313.65](#)

[ORC 3313.984](#)

[ORC 3313.97](#)

[OAC 3301-48-01](#)



Book	Policy Manual
Section	Section J: Student
Title	Intradistrict Open Enrollment
Code	JECBD
Status	Active
Adopted	August 14, 2001
Last Revised	February 11, 2019
Prior Revised Dates	07/26/2004, 05/11/2015

Intradistrict Open Enrollment

The Board approves attendance areas for schools within the District. Generally students will attend the school to which they are assigned according to their attendance area. Exceptions will be granted based on criteria established by the school administration. The specific criteria shall be consistent with Ohio Revised Code and will generally include:

1. Application procedures, including deadlines for application and for notification to students and principals of alternative schools whenever a student's application is accepted or rejected. Only students wishing to attend another school need apply.
2. Procedures for admitting applicants to other schools include but are not limited to:
 - A. requiring that students enrolled in a school building or living in the attendance area are of the school building established by the Board be given preference over applicant and
3. Students may be rejected or returned to the assigned school of residence for disciplinary or attendance reasons.
4. The final decision for all intradistrict enrollment requests and reassignments for other educational reasons rests with the Superintendent/designee.

The District notifies the Ohio Department of Education (ODE) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODE upon request.

Compliance with this policy is reported to the ODE by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Legal [ORC 3313.64](#)
[ORC 3313.65](#)
[ORC 3313.97](#)
[OAC 3301-48-01](#)

Cross
References [IE - Organization of Facilities for Instruction](#)
[IGBJ - Title I Programs](#)
[IGDJ - Interscholastic Athletics](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Emergency Closings
Code	EBCD
Status	From OSBA

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

Emergency Closings

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent takes such action only after consultation with transportation and other necessary authorities.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

The Board adopts a plan to make up a maximum of the number of hours equivalent to three days of instruction for closures due to disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use. This provision does not apply for schools operating blended or online learning programs.

(Permissive language)

~~The District may choose to make up a maximum of three days via online lessons and/or blizzard bags.~~

Legal References
ORC 3313.48
ORC 3313.482

Cross References
EBC, Emergency Management and Safety Plans
IC/ICA, School Year/School Calendar
ID, School Day

CONTRACT REFS.:
Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

NOTE: House Bill 33 (2023) establishes new requirements whereby school districts must adopt a plan to provide instruction via online delivery in order to make up hours in that school year for which it is necessary to close schools for disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use.

The plan must be designed to ensure continuity of learning for students during a school closure and include all of the following:

- a statement that the school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure;*
- the school's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure;*
- a description of how equitable access to quality instruction will be ensured, including how the school will address the needs of students with disabilities, English learners and other vulnerable student populations;*
- the process the school will use to notify staff, students and parents that the school will be using online instruction;*

- *information on contacting teachers by telephone, email, or virtual learning platform during the closure and*
- *a description of how the school will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.*

The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days.

The plan also must include the written consent of the teachers' union.

Joint vocational school districts may include additional hours in their plan as a result of one or more of their member schools being closed; such additional hours may include additional online lessons, planned student internships, student projects or other options specified in the plan.

THIS IS A REQUIRED POLICY

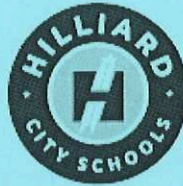
Legal

[ORC 3313.48](#)

[ORC 3313.482](#)

CONTRACT REF.: Teachers' Negotiated Agreement

CONTRACT REF.: Support Staff Negotiated Agreement



Book	Policy Manual
Section	Section E: Support Services
Title	Emergency Closings
Code	EBCD
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	12/14/2009, 07/07/2011, 10/08/2012, 04/22/2013, 04/28/2014

Emergency Closings

The Transportation Coordinator, in cooperation with the Director of Business, shall determine road conditions and make a recommendation to the Superintendent.

The Superintendent/CEO or designee may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent/CEO determines a closure, dismissal or delay is necessary. It is understood that the Superintendent/CEO takes such action only after consultation with transportation and other necessary authorities.

In case of impassable side roads, bus drivers shall be instructed to pick up students where the road conditions will not endanger lives and property. Bus drivers shall be given the authority to determine which stops must be avoided for the safety of the bus and passengers. Students not transported due to impassable roads will be considered in school and given ample opportunity to make up any schoolwork missed.

There may be times when it is necessary to dismiss school during the day because of some emergency. Parents shall be urged to make arrangements with a neighbor or friend so that the child will have a place to go if the parents are not home.

The District may choose to make up a maximum of three days via online lessons and/or alternate make-up plan.

CROSS REFS.: Student Handbook

Legal [ORC 3313.48](#)
 [ORC 3313.482](#)
 [ORC 3313.642](#)
 CONTRACT REF.: Teachers' Negotiated Agreement
 CONTRACT REF.: Classified Staff Negotiated Agreement

Cross [EBC - Emergency Management and Safety Plans](#)
References [IC/ICA - School Year/School Calendar](#)



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Emergency Closings
Code	EBCD-R
Status	From OSBA

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

Emergency Closings

~~In accordance with State law, the District may choose to make up missed days via online lessons. A plan for online lessons must be adopted by the Board prior to August 1 of each year.~~

~~The District must also secure written consent of the teachers' union.~~

~~The plan must include:~~

- ~~1. the number of days the District plans to make up via online lessons (maximum of three);~~
- ~~2. a statement requiring each classroom teacher to develop enough lesson plans to cover the number of makeup days specified in the plan;~~
- ~~3. a statement requiring the District to make the lessons available to students on the District's website as soon as practicable after school closure;~~
- ~~4. a statement granting students a two-week period from the date of posting to complete the lesson;~~
- ~~5. a statement specifying that teachers will grade the online lessons in the same manner as other lessons and that students may receive an incomplete or failing grade if the lesson is not completed on time;~~
- ~~6. a statement allowing students to work on posted lessons at school after it reopens if the student does not have access to a computer at his/her residence. The District may provide the student access to a computer before, during or after the regularly scheduled school day, or may provide a substantially similar paper lesson. Students without access to a computer at home are granted two weeks from the date of reopening, rather than the date of posting, to complete the lesson and~~
- ~~7. a statement indicating whether the District will utilize blizzard bags in addition to posting classroom lessons online. Blizzard bags are paper copies of the online lessons. If the District uses blizzard bags, teachers must also prepare paper copies of the online lessons, and the Board's plan must specify the method of distributing the blizzard bags, which may include distribution by a set deadline or distribution prior to an anticipated school closure.~~

In accordance with State law, the Board annually adopts a plan by August 1 of each year designed to ensure continuity of learning for students during a school closure due to disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use. The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days.

The District must also secure written consent of the teacher's union.

The plan includes all of the following:

- a statement that the school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure;
- the school's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure;

3. **a description of how equitable access to quality instruction will be ensured, including how the school will address the needs of students with disabilities, English learners and other vulnerable student populations;**
4. **the process the school will use to notify staff, students and parents that the school will be using online instruction;**
5. **information on contacting teachers by telephone, email, or virtual learning platform during the closure and**
6. **description of how the school will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.**

(add for joint vocational school districts only)

7. the plan may include additional hours missed as a result of one or more of the member schools being closed. These options may include additional online lessons, planned student internships, student projects, or other options specified in the Board approved plan.



Book	Policy Manual
Section	Issue 3 of 2023 September PDQ (Revised)
Title	**OSBA Sample** Food Services Management/Free and Reduced-Price Food Services
Code	EF / EFB
Status	From OSBA

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

Food Services Management/Free and Reduced-Price Food Services

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

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

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

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

As required for participation in the National Child Nutrition Programs **and in compliance with State law**, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify **for free or reduced-price meals** receive free ~~or reduced-price~~ meals;
4. all meals must meet USDA nutritional standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a state-mandated summer remedial program.

In addition to those required by Federal law, the District complies with all State law requirements for the provision of school breakfast programs.

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

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

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

Meal Charges

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

Students With Special Dietary Needs

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

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

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

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

Legal References

Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
Rehabilitation Act; 29 USC 794
ORC 3301.91
ORC 3313.719
ORC 3313.81
ORC 3313.812
ORC 3313.813
ORC 3313.815
ORC 3313.818
ORC 3314.18
OAC 3301-91-01 through 3301-91-09

Cross References

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

NOTE: Pursuant to Ohio Revised Code 3313.818 public schools, community schools and STEM schools must offer breakfast to all students either before or during the school day in the following situations. In the 2020-21 school year this applies to a school in which 70% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches. In the 2021-22 school year this applies to a school in which 60% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches. In the 2022-23 school year this applies to a school in which 50% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches.

House Bill (HB) 33 (2023) provides funding to reimburse districts the cost of providing free breakfast and lunch to students qualifying for reduced-price meals. Starting on the bill's effective date of Oct. 3, 2023, the budget language requires public schools that participate in the National School Breakfast or Lunch Program to provide a breakfast and lunch at no cost to each student eligible for a reduced-price breakfast or lunch. The state will reimburse the school 30 cents per reduced-price breakfast served and 40 cents per reduced-price lunch served. Schools will continue to certify students for free or reduced-price meals and count meals as free, reduced, or paid. As of Oct. 3, 2023, schools will not collect money from reduced-price eligible students for breakfasts or lunches they receive.

HB 1 (2009) requires all school districts, community schools and STEM schools to establish a written policy with respect to protecting students with peanut or other food allergies. In developing the policy, administrators must consult with parents, school nurses and other school employees, school volunteers, students and community members.

The United States Department of Agriculture (USDA) memo SP 46-2016 requires all districts participating in the National School Lunch Program and School Breakfast Program to have a written and clearly communicated meal charge policy. Districts should develop a District-level policy meeting the requirements of the USDA memo. Considerations for the policy include but are not limited to clearly setting forth the District process regarding whether the District allows meals to be charged, whether alternate meals are provided and how unpaid meal charges are handled, including the collection of delinquent meal charge debt. The policy must be provided in writing to all households at the start of each school year and to households that transfer to a school during the school year. The meal charge policy must also be provided to all school or District-level staff responsible for policy enforcement.

Details on food services management may be included in the Support Services Manual, Food Service section.

THIS IS A REQUIRED POLICY

Legal

[Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 \(Title I, Section 204\), 118 Stat. 729](#)
[National School Lunch Act; 42 USC 1751 et seq.](#)
[Child Nutrition Act of 1966; 42 USC 1771 et seq.](#)
[Americans with Disabilities Act; 42 USC 12101 et seq.](#)
[Rehabilitation Act; 29 USC 794](#)

[ORC 3301.91](#)

[ORC 3313.719](#)

[ORC 3313.81](#)

[ORC 3313.812](#)

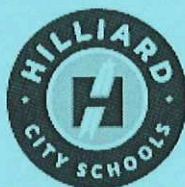
[ORC 3313.813](#)

[ORC 3313.815](#)

[ORC 3313.818](#)

[ORC 3314.18](#)

[OAC 3301-91-01 through 3301-91-09](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Food Services Management/Free and Reduced-Price Food Services
Code	EF / EFB
Status	Active
Adopted	August 14, 2001
Last Revised	August 9, 2021
Prior Revised Dates	09/23/2002, 08/14/2006, 06/28/2010, 05/11/2015, 08/08/2016, 07/05/2017

Food Services Management/Free and Reduced-Price Food Services

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

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

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

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

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

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

In addition to those required by Federal law, the District complies with all State law requirements for the provision of school breakfast programs.

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

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

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

Meal Charges

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

Students With Special Dietary Needs

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

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

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

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

Legal

[Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 \(Title I, Section 204\), 118 Stat. 729](#)

[National School Lunch Act; 42 USC 1751 et seq.](#)

[Child Nutrition Act of 1966; 42 USC 1771 et seq.](#)

[Americans with Disabilities Act; 42 USC 12101 et seq.](#)

[Rehabilitation Act; 29 USC 794](#)

[ORC 3313.719](#)

[ORC 3313.81](#)

[ORC 3313.812](#)

[ORC 3313.813](#)

[ORC 3313.815](#)

[ORC 3313.818](#)

[ORC 3314.18](#)

[OAC 3301-91-01 through 3301-91-09](#)

Cross References

[ACB - Nondiscrimination on the Basis of Disability](#)

[EFF - Food Sale Standards](#)

[EFG - Wellness](#)

[EFH - Food Allergies](#)

[JHCD - Administering Medicines to Students](#)

[JN - Student Fees, Fines and Charges](#)