



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Thursday, July 25, 2024, 9:00 AM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

Brian Perry, Board of Education	Jamie Lennox, Special Education Director
Kelley Arnold, Board of Education	Hilary Sloat, Director of Diversity, Equity & Inclusion
Melissa Swearingen, Treasurer/CFO	Matt Middleton, Principal Hilliard Darby High School
Mike McDonough, Deputy Superintendent	Katherine Hueter, Principal Hilliard Weaver MS
Jill Abraham, Assistant Superintendent	Matt Trombitas, Asst Principal Hilliard Station Sixth Grade
Stacie Raterman, Communications Director	Kevin Landon, Principal Avery Elementary
Herb Higginbotham, Director of Elementary Education	Monica Campana, Principal Washington Elementary
Jacob Grantier, Director of Secondary Education	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 District Administration

Status

1. GBIA (Also IGDFA) – Online Fundraising Campaigns/Crowdfunding
 - Not a required policy – HCSD adopted November 12, 2018
 - Review as requested by District Administration
 - Sample policy from District Legal Counsel and current policy from Mason School District have been included to reference/review
2. JN – Student Fess, Fines and Charges
 - A required policy – HCSD re-adopted February 12, 2024
 - Review as requested by District Administration to provide the technology protection plan free of charge to students receiving reduced-price lunch.
 - Add language in **bold-type**

Section III – Review of Policies/Regulations/Exhibits – OSBA JUNE 2024 PDQ

Status

June 2024 PDQ
Pages 6-7

1. **SENATE BILL 17 ADDS CAPITALISM TO FINANCIAL LITERACY REQUIREMENTS**
Senate Bill (SB) 17, effective June 12, 2024, amends Ohio Revised Code (RC) [3301.079](#) to require that academic content on free market capitalism be incorporated into the financial literacy and entrepreneurship model curriculum for grades nine through 12.



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IKF – Graduation Requirements

- A required policy – HCSD re-adopted November 6, 2023
- Under current law, students must complete one-half unit of financial literacy instruction as part of the high school curriculum, either as an elective or in lieu of one-half unit of mathematics instruction.
- Under the new law, students can fulfill the one-half unit requirement by completing Advanced Placement (AP) Microeconomics or AP Macroeconomics.
- RC [3319.238](#), as revised by the bill, allows math teachers to provide financial literacy instruction without a financial literacy license validation. Prior to the revision, this exemption from the appropriate validation requirement to teach financial literacy applied only to social studies, family and consumer sciences, and business education teachers.
- IKF - was updated to reflect new permissions allowing students to fulfill one-half unit of financial literacy by completing AP Microeconomics or AP Macroeconomics.
- Remove language with a ~~line drawn through it~~; add language in **bold-type**

Section IV – Review of Policies/Regulations/Exhibits – OSBA JUNE 2024 PDQ (Tabled for this meeting – will discuss with full committee at first meeting in 2024-25 school year)

T

1. HOUSE BILL 250 IMPACTS CELLPHONE POLICIES

June 2024 PDQ
Pages 1-2

JFCK – Use of Electronic Communications Equipment by Students

- New/updated policy required by July 1, 2025 – HCSD adopted current policy May 13, 2019
- Student cellphone use in schools is on the radar of school districts and the subject of recently passed legislation.
- Ohio Revised Code (RC) [3313.753](#) already authorizes the board to either adopt policies prohibiting possession of cellphones at school or allowing possession with restrictions. House Bill (HB) 250 modifies these provisions.
- Newly enacted section (C) *requires* that each board adopt a policy governing the use of cellular telephones by students during school hours no later than July 1, 2025.
- The policy must be adopted at a public meeting (which is true of all board policies) and posted on a prominent location of the district's publicly accessible website.
- JFCK has been updated to align with the new provisions of House Bill 250. ODEW model policy language is also available as an option that districts can use rather than the OSBA sample language.
- Remove language with a ~~line drawn through it~~; add language in **bold-type** (select OSBA language or ODEW language)

June 2024 PDQ
Pages 4-6

2. OSBA RELEASES SAMPLE AI AND CYBERSECURITY POLICIES

As technology progresses, questions around artificial intelligence (AI) and cybersecurity abound. At the same time, cyberattacks targeting K-12 schools are increasing. As a result, OSBA is releasing two new sample policies addressing AI and cybersecurity.

On drafting AI policies

EDEC – Artificial Intelligence (*New Policy*)

- Not a required policy

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- A major point of confusion among districts has been the distinction made between AI in general and generative AI.
- AI algorithms power GPS systems, banking, transportation, health care diagnostics, social media, streaming services and more. AI has become so well integrated into every major industry that it is difficult to distinguish it from other technologies.
- Generative AI is trained to use human prompts to create truly unique content that resembles content created by humans. Chatbots like ChatGPT or Claude.ai are examples of generative AI.
- Districts should continue to research AI developments as these tools become more relevant to the workforce and classroom. Staying informed about new technologies will empower districts and educators to better prepare staff and students for an increasingly technological future.
- EDEC-Artificial Intelligence, is an optional policy to set expectations for the management of AI in the district rather than establish protocols.
- The board policy should provide direction for district use of AI tools, enabling district administration to establish district procedures and protocols for managing AI.
- Adopt policy EDEC-Artificial Intelligence?

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On drafting cybersecurity policies

EHC – Cybersecurity (*New Policy*)

June 2024 PDQ
Pages 4-6

- Not a required policy
- In recent years, K-12 schools and other public entities have been designated as top targets for email phishing, ransomware and other cyberattacks.
- A key part of implementation is staff and student training on the basics of cybersecurity. Studies have shown that most data breaches are due to human error.
- It's important to understand the intersection of cybersecurity with other district policies and protocols.
- Districts also should contact their liability insurance providers to ensure appropriate coverage is in place and talk through their cybersecurity recommendations.
- This sample policy does not establish scripted protocols but sets general expectations for managing cybersecurity risks.
- Districts must ensure appropriate protocols, data protection measures and training are in place and regularly reviewed and evaluated.
- Adopt policy EHC-Cybersecurity?

3. CASH BALANCE POLICIES

June 2024 PDQ
Pages 7-8

In many districts, general revenue fund cash balances serve as a safeguard against budgetary uncertainties and allow districts to address various financial exigencies. Recently, a heightened level of scrutiny has been applied to these cash balances, with some viewing cash reserves as indications of over taxation or inefficient use of public funds.

DAB – General Revenue Fund Cash Balance (*New Policy*)

- Not a required policy
- School administrators and school board members should know and understand the district's rationale for the current level of the district's reserve balance account.

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- OSBA is working with the Ohio Association of School Business Officials (OASBO) and Buckeye Association of School Administrators (BASA) to communicate best practices for general reserve fund cash balances and resources available to help determine these balances while transparently explaining the rationale behind reserve levels and fostering trust and confidence in financial decision-making processes.
- District administrators and board members should review OASBO's 2022 white paper, [General Revenue Fund Cash Balances — Management, Guidance, and Best Practices](#). This white paper provides guidance for evaluating a district's fiscal responsibilities and obligations regarding cash balance practices.
- School boards are encouraged to establish a formal policy on the level of cash fund balance that should be maintained in the general fund. A board policy formalizes the district's reasoning and communicates the district's rationale.
- Because district needs vary and the local processes for reviewing and determining a local floor and ceiling is managed differently, OSBA is not releasing a model policy for this topic. OSBA has provided a shell document for policy DAB.
- Districts that have identified language to be included in board policy can contact policyupdates@ohioschoolboards.org for assistance in putting this language into their board policy manual with the appropriate formatting and coding.
- Adopt policy DAB-General Revenue Fund Cash Balance?

Section V – Review of Policies/Regulations/Exhibits – OSBA JUNE 2024 PDQ (Board Action Not Required)

June 2024 PDQ
Page 2

1. ADDITIONAL HOUSE BILL 250 CHANGES

In addition to the changes regarding student cellphone policies, House Bill (HB) 250 revised the military graduation seal and teacher certification requirements.

Military graduation seal

- HB 250 revises the requirements for the military seal. Under the revised provisions, the "military enlistment seal" becomes the "military seal."
- The bill extends the prior eligibility criteria under which a student may earn the seal. The following criteria were added:
 - providing evidence that the student has accepted a scholarship to enter the reserve officer training corps;
 - providing evidence that the student has been appointed to a U.S. military service academy

These revisions allow more students to earn the military seal as a pathway to graduation.

Teacher certifications

- HB 250 adds RC [3319.079](#), which clarifies grade band specifications for teachers who held a valid license prior to Oct. 3, 2023, when the budget bill changes to licensure took effect.
- At the time of license renewal, these teachers can choose to receive a license under the grade bands in effect prior to Oct 3, 2023, or reflective of the grade bands in effect at the time of renewal.
- All licenses issued under this provision must include a grade band specification that includes one or more of the grades the holder was authorized to teach under the prior license.



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- RC [3319.22](#) authorizes a district to employ a teacher to teach outside of the designated grade band on their license by not more than two grade levels and for not more than two years at a time. The district may renew this ability on a biennial basis.
- HB 250 adds a provision recognizing such teachers as “properly certified or licensed” for the purposes of RC [3319.074](#).

June 2024 PDQ
Pages 2-3

2. NEW TITLE IX REGULATIONS EFFECTIVE AUG. 1

The U.S. Department of Education released the long-awaited updates to the Title IX regulations in April. The regulations are effective Aug. 1, 2024.

- OSBA will provide an in-depth review of the regulations along with updated policy recommendations in a special PDQ issue this summer.
- Title IX coordinators and other district administrators should seek appropriate training in the new Title IX process to prepare for the Aug. 1 effective date.
- Recognizing these provisions take effect Aug. 1, districts may want to consider waiving any current practice requiring multiple readings of policies prior to adoption. This will allow boards of education to adopt the new policies in a timely manner.

June 2024 PDQ
Pages 3-4

3. HOUSE BILL 68 UPDATE

HB 68 had an effective date of April 24, 2024, but was subsequently delayed when the American Civil Liberties Union of Ohio (ACLU) filed suit against the state of Ohio.

- HB 68 would enact the Saving Ohio Adolescents from Experimentation (SAFE) Act and the Save Women’s Sports Act. The bill establishes several new Ohio Revised Code (RC) sections, setting requirements for gender transition services, counseling and sex-separate sports teams.
- In April, Franklin County Common Pleas Judge **Michael Holbrook**, who is deciding the ACLU lawsuit, ordered a temporary restraining order (TRO) to block HB 68 from going into effect until a decision could be made on a more permanent injunction.
- Recently, as the TRO was set to expire on May 20, Holbrook issued a continuance order to extend the TRO until the conclusion of the hearing on the motion for preliminary injunction and trial on the merits. The trial is set to begin July 15.
- With this order, the TRO will continue until at least July 15 and will continue day-to-day until the trial is concluded.
- Districts are not required to comply with the new HB 68 requirements until either the TRO expires and the bill requirements go into effect, or a more permanent injunction is ordered.
- OSBA is monitoring case law and reviewing HB 68 in conjunction with the new Title IX updates and will provide a policy update in a future PDQ issue or a special alert.



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OHIO SCHOOL BOARDS ASSOCIATION POLICY DEVELOPMENT QUARTERLY

JUNE 2024 ISSUE

HOUSE BILL 250 IMPACTS CELLPHONE POLICIES

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

Student cellphone use in schools is on the radar of school districts and the subject of recently passed legislation. Ohio Revised Code (RC) [3313.753](#) already authorizes the board to either adopt policies prohibiting possession of cellphones at school or allowing possession with restrictions. House Bill (HB) 250 modifies these provisions.

Existing law that continues under the revised provisions defines “electronic communications devices” as “any device that is powered by batteries or electricity and that is capable of receiving, transmitting, or receiving and transmitting communications between two or more persons or a communication from or to a person.” Boards are granted authority to adopt a policy prohibiting students from carrying an electronic communications device in any school building or on any school grounds or premises of the district. The policy may provide for exceptions to this prohibition as specified in the policy. The policy must specify any disciplinary measures that will be taken for violating this prohibition.

If a board of education adopts a policy under this section, the board must post the policy in a central location in each school building and make it available to students and parents upon request.

HB 250 adds to these provisions. Newly enacted section (C) *requires* that each board adopt a policy governing the use of cellular telephones by students during school hours no later than July 1, 2025.

The policy must:

- emphasize that student cellphone use be as limited as possible during school hours;
- reduce cellphone-related distractions in classroom settings;
- permit a student to use cellphones or other electronic communications devices for student learning or to monitor or address a health concern if determined appropriate by the board or if included in a student's individualized education program.

The bill does not require that a board adopt a policy prohibiting all student cellphone use, but the new provisions clearly state that adopting such a policy will be considered to have met the bill's requirements.

The policy must be adopted at a public meeting (which is true of all board policies) and posted on a prominent location of the district's publicly accessible website.

The Ohio Department of Education and Workforce (ODEW) was required to release a model policy aligned with the new requirements. To the extent possible, the model policy was to take into account available research concerning the effect of student cellphone use in schools. ODEW recently released this model policy and resources for districts. Districts may choose to use this policy but are not required to. The ODEW model policy prohibits student cellphone use at school at all times. District administrators and board members should review the ODEW guidance as they make decisions on how to proceed prior to the July 1, 2025, effective date.

Policy implications

Although the new policy is not required until July 1, 2025, we recommend you begin to have conversations in your district about what is working, what isn't and how you may want to move forward. We encourage you to include administrators, teachers, students and parents in these conversations and review data and research as you decide how to manage student cellphone use.

To help districts begin these conversations, OSBA model policy, JFCK, Use of Cellphones and Electronic Communications Devices by Students, has been updated to align with the new provisions. Within this updated policy, the ODEW model policy language is available as an option that districts can use rather than the OSBA sample language. Prior to adoption, districts must review the options provided and determine which best meets their local needs. Districts also may choose to revise the policy within the parameters set forth in HB 250.

ADDITIONAL HOUSE BILL 250 CHANGES

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

In addition to the changes regarding student cellphone policies, House Bill (HB) 250 revised the military graduation seal and teacher certification requirements.

Military graduation seal

Ohio Revised Code (RC) [3313.6114](#) requires that the Ohio Department of Education and Workforce (ODEW) establish a system of diploma seals that are part of Ohio's graduation requirements. HB 250 revises the requirements for the military seal. Under the revised provisions, the "military enlistment seal" becomes the "military seal." The bill extends the prior eligibility criteria under which a student may earn the seal. The following criteria were added:

- providing evidence that the student has accepted a scholarship to enter the reserve officer training corps;
- providing evidence that the student has been appointed to a U.S. military service academy.

These revisions allow more students to earn the military seal as a pathway to graduation. The bill also authorizes districts that already have purchased state diploma seals with the text "military enlistment seal" prior to the bill's effective date to attach or affix those seals to the high school diploma of students who earn a military seal.

Policy implications

OSBA sample policies do not include a detailed list of graduation seals or the criteria for earning them. However, districts should review local policies and handbooks to determine if updates are necessary.

Teacher certifications

HB 250 adds RC [3319.079](#), which clarifies grade band specifications for teachers who held a valid license prior to Oct. 3, 2023, when the budget bill changes to licensure took effect. At the time of license renewal, these teachers can choose to receive a license under the grade bands in effect prior to Oct 3, 2023, or reflective of the grade bands in effect at the time of renewal. All licenses issued under this provision must include a grade band specification that includes one or more of the grades the holder was authorized to teach under the prior license.

RC [3319.22](#) authorizes a district to employ a teacher to teach outside of the designated grade band on their license by not more than two grade levels and for not more than two years at a time. The district may renew this ability on a biennial basis. HB 250 adds a provision recognizing such teachers as "properly certified or licensed" for the purposes of RC [3319.074](#).

Policy implications

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

NEW TITLE IX REGULATIONS EFFECTIVE AUG. 1

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

The U.S. Department of Education released the long-awaited updates to the Title IX regulations in April. The regulations are effective Aug. 1, 2024. Please review the [OSBA Legal Ledger blog](#) for a summary of the key changes. OSBA will provide an in-depth review of the regulations along with our updated policy

recommendations in a special PDQ issue this summer. Several lawsuits have been filed that challenge the final regulations, and OSBA will continue to track the progress of the litigation as we prepare our policy recommendations.

Title IX coordinators and other district administrators should seek appropriate training in the new Title IX process to prepare for the Aug. 1 effective date. Many law firms are offering this training, so contact your legal counsel for more information.

Recognizing these provisions take effect Aug. 1, districts may want to consider waiving any current practice requiring multiple readings of policies prior to adoption. This will allow boards of education to adopt the new policies in a timely manner.

HOUSE BILL 68 UPDATE

by Gamy Narvaez, policy consultant

The February 2024 PDQ issue covered House Bill (HB) 68, which had an effective date of April 24, 2024, but was subsequently delayed when the American Civil Liberties Union of Ohio (ACLU) filed suit against the state of Ohio. ACLU filed on behalf of two 12-year-old transgender girls in Ohio and their families on the basis that the bill is a violation of the plaintiffs' constitutional rights.

To review, HB 68 would enact the Saving Ohio Adolescents from Experimentation (SAFE) Act and the Save Women's Sports Act. The bill establishes several new Ohio Revised Code (RC) sections, setting requirements for gender transition services, counseling and sex-separate sports teams.

The SAFE Act enacts RC [3129.03](#) to prohibit mental health professionals from diagnosing or treating a minor for a gender-related condition, as defined by law, without the consent of at least one parent of the minor; at least one legal custodian of the minor; or the minor's individual guardian. Mental health professionals, including school nurses, school psychologists and school counselors, would also need to screen for trauma and other comorbidities that might be influencing the gender-related condition.

The Save Women's Sports Act enacts RC [3313.5320](#), establishing requirements for single-sex sports teams. Accordingly, districts that participate in athletic competitions or events administered by an organization that regulates interscholastic athletic conferences or events must designate interscholastic athletic teams based on the sex of the participants. The bill also creates a private cause of action that participants can use for injunctive relief, damages and any other relief available against the school, district or interscholastic conference that violates these requirements or that subjects the participant to retaliation or other adverse action for reporting such violations.

For a more in-depth review of HB 68 requirements, review the February 2024 issue of PDQ.

In April, Franklin County Common Pleas Judge **Michael Holbrook**, who is deciding the ACLU lawsuit, ordered a temporary restraining order (TRO) to block HB 68 from going into effect until a decision could be made on a more permanent injunction.

Recently, as the TRO was set to expire on May 20, Holbrook issued a continuance order to extend the TRO until the conclusion of the hearing on the motion for preliminary injunction and trial on the merits. The trial is set to begin July 15. With this order, the TRO will continue until at least July 15 and will continue day-to-day until the trial is concluded. Districts are not required to comply with the new HB 68 requirements until either the TRO expires and the bill requirements go into effect, or a more permanent injunction is ordered.

Policy implications

OSBA is monitoring case law and reviewing HB 68 in conjunction with the new Title IX updates — see related article in this issue — to determine how school districts can best comply with state and federal law. We will provide a policy update in a future PDQ issue or a special alert.

OSBA RELEASES SAMPLE AI AND CYBERSECURITY POLICIES

by Gamy Narvaez, policy consultant, and Kenna S. Haycox, deputy director of board and management services

As technology progresses, questions around artificial intelligence (AI) and cybersecurity abound. At the same time, cyberattacks targeting K-12 schools are increasing. As a result, OSBA is releasing two new sample policies with this issue addressing AI and cybersecurity.

The goal of the policies is not to comprehensively cover both topics. Rather, each sample policy addresses basic expectations from which additional district-level procedures can be derived. Given the rapid innovation around AI and other technologies, districts must take ownership and control of these policies by developing detailed district-level procedures for staff and student use of AI and procedures to combat cyberattacks targeting K-12 schools.

While board policy is a critical safeguard school districts can use to guide the district's direction and set expectations, school boards are encouraged to empower their administrators to conduct the necessary research on AI and cybersecurity that will lead to effective procedures, tailored to their individual districts.

AI use, as well as cybersecurity measures, will largely depend on each district's community, culture, mission, vision and resources. It is unlikely that every rural, urban and suburban district will want to implement the same policies or be motivated by the same desired outcomes. Therefore, our sample policies focus on elements that OSBA considers essential around AI and cybersecurity, though the uses, prohibitions and measures discussed are by no means comprehensive. These templates are starting points for districts seeking to implement policy language on AI and cybersecurity — they are the floor, not the ceiling.

On drafting AI policies

A major point of confusion among districts has been the distinction made between AI in general and generative AI. AI is not a new invention, rather, it has become integral to society. AI algorithms power GPS systems, banking, transportation, health care diagnostics, social media, streaming services and more. It is similar to sidewalks and streetlights — AI has become so well integrated into every major industry that it is difficult to distinguish it from other technologies.

Generative AI, on the other hand, is a true innovation in AI technology. Where AI refers to systems that are programmed to perform tasks that normally require humans, such as basic problem-solving and pattern recognition, generative AI is trained to use human prompts to create truly unique content that resembles content created by humans. Chatbots like ChatGPT or Claude.ai are examples of generative AI. More recently, generative AI has evolved from creating text and image content to audio and video content. Districts should continue to research AI developments as these tools become more relevant to the workforce and classroom. Researching developments in AI does not necessitate that a district implement AI tools for staff and students, but staying informed about new technologies will empower districts and educators to better prepare staff and students for an increasingly technological future.

InnovateOhio recently released an [AI toolkit](#) for Ohio's K-12 school districts. The toolkit, created in partnership with the AI Education Project, serves as a resource for districts to advance AI literacy. Districts are encouraged to fully review the InnovateOhio toolkit and resources as they tackle AI in their districts. The toolkit echoes OSBA's

recommendations for AI, which emphasize that districts should use existing goals, mission and vision statements to inform the creation of new policies.

AI has both positive transformative potential and negative disruptive potential for districts, which merits a deeper discussion between boards and their administrations on the values that will guide the use of AI. What are the district goals driving your operations? Have they been reviewed and updated? How do those goals inform the integration of AI in the classroom and workplace?

The AI toolkit is broken into five parts to help districts translate high-level goals into actionable policies. Policy drafting does not occur until step four, which illustrates that much of the policy process around AI is focused on researching the topic, including existing state and federal laws and guidance, reviewing district resources and goals, and asking important preliminary questions about how and why AI will be used in the district.

Policy implications

A new optional policy EDEC, Artificial Intelligence, is included with this PDQ issue to set expectations for the management of AI in the district rather than establish protocols. The board policy should provide direction for district use of AI tools, enabling district administration to establish district procedures and protocols for managing AI. When reviewing this sample, ensure the policy's goals and objectives are aligned with the district's mission, vision and goals.

On drafting cybersecurity policies

In recent years, K-12 schools and other public entities have been designated as top targets for email phishing, ransomware and other cyberattacks. In light of the increase in schemes targeting these entities, the Ohio Auditor of State's Office (AOS) recently released [AOS bulletin 2024-003](#) addressing payment redirect and business email compromise schemes. The bulletin was released to set clear standards and expectations for public entities and employees regarding the handling of requests for payment redirects. Per the bulletin, "failure to follow the guidance in this bulletin may result in an AOS finding when a loss occurs, and the employee is considered liable as a result of negligence or performing duties without reasonable care." This guidance is a further reason to analyze current cybersecurity measures.

There are numerous free cybersecurity resources districts can take advantage of, which are addressed in the [April 2024 issue of the OSBA Journal](#). We recommend reviewing the April issue for tips and practical steps to implement to bolster district network and systems security.

A key part of implementation is staff and student training on the basics of cybersecurity. Studies have shown that most data breaches are due to human error. This suggests that prompt investment in cybersecurity training could be the most effective way to avoid costly cybersecurity incidents in the future.

Our review here focuses primarily on the AOS bulletin's recommendations regarding identification and prevention. All employees should be trained to identify requests from cybercriminals. Items to identify include, but are not limited to:

- subtle changes to an email address;
- receipt of unexpected invoices or emails;
- requests with a sense of urgency or promise of a reward or negative consequence;
- indicators in the "mailed by" and "signed by" fields in an email unencrypted emails;
- emails with obvious misspellings or strange diction and grammar.

Districts must identify potential fraudulent requests and establish measures to prevent cybercriminal attacks. The key steps recommended are outlined below, with more detail on each step included in the bulletin:

- stop and consider for a moment;
- verify and validate;
- provide continual training and education;
- use added layers of authentication and security;
- create security policies.

It's important to understand the intersection of cybersecurity with other district policies and protocols. Ohio Administrative Code [4501:5-1-01](#) establishes rules for district comprehensive safety and security plans. Under the rule, the district emergency operations plan must address “all hazards that may negatively impact the school; including but not limited to active shooter, hostage, bomb threat, act of terrorism, infectious diseases or pandemic, severe weather, bullying, threats of violence or threats to life, and any other natural, *technological*, or human-caused events that the administrator knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property.”

As you consider cybersecurity, confirm that technological events that could compromise the health or safety of the district are addressed in your emergency management plan.

Most districts work with an information technology center (ITC). Talk with your ITC about its cybersecurity protocols and their impact on the data and systems the ITC manages for your district. Solicit the ITC's expertise as you evaluate procedures for implementing cybersecurity measures in your district.

Districts also should contact their liability insurance providers to ensure appropriate coverage is in place and talk through their cybersecurity recommendations.

Policy implications

In light of all these moving parts, where are we headed with board policy? Though districts have written policies, procedures and protocols addressing cybersecurity in place at the district level, we recognize the benefit of board involvement in this process, and our new policy EHC, Cybersecurity, is included with this PDQ issue. This sample policy does not establish scripted protocols but sets general expectations for managing cybersecurity risks. In addition, districts must ensure appropriate protocols, data protection measures and training are in place and regularly reviewed and evaluated.

The level of detail in a district's local cybersecurity procedures depends on the threat level and resources available to the individual district, among other factors. We recommend conducting a risk assessment as you review existing cybersecurity protocols, with regular risk assessments conducted thereafter. Many risk assessments are available online, both as a paid and free service, including the [K-12 Cybersecurity Self Assessment](#). This free, vendor-neutral, anonymous risk assessment is based on the National Institute of Standards and Technology Cybersecurity Framework and was created by school district IT leaders and intended for K-12 IT and cybersecurity managers.

SENATE BILL 17 ADDS CAPITALISM TO FINANCIAL LITERACY REQUIREMENTS

by Gamy Narvaez, policy consultant

Senate Bill (SB) 17, effective June 12, 2024, amends Ohio Revised Code (RC) [3301.079](#) to require that academic content on free market capitalism be incorporated into the financial literacy and entrepreneurship model curriculum for grades nine through 12.

The revised financial literacy standards and model curriculum must include the following concepts related to free market capitalism:

- Raw materials, labor and capital are privately owned.

Individuals control their own ability to work and earn wages.

Private ownership of capital may take many forms, including via a family business, publicly traded corporation or bank, among others.

Market prices are the only method to inform consumers and producers about the constantly changing information about the supply and demand of goods and services.

Both sellers and buyers seek to profit in a free market transaction, and profit earned can be consumed, saved, reinvested or dispersed to shareholders.

Wealth creation involves asset value appreciation and depreciation, the voluntary exchange of equity ownership, and open and closed markets.

The free market positively correlates with entrepreneurship and innovation.

The free market may involve externalities and market failures in which the cost of certain economic activities is borne by third parties.

The free market often accords with policies like legally protected property rights, legally enforceable contracts, patent protections and the mitigation of externalities. Free market societies often embrace political and personal freedoms.

Under current law, students must complete one-half unit of financial literacy instruction as part of the high school curriculum, either as an elective or in lieu of one-half unit of mathematics instruction.

Under the new law, students can fulfill the one-half unit requirement by completing Advanced Placement (AP) Microeconomics or AP Macroeconomics.

RC 3319.238, as revised by the bill, allows math teachers to provide financial literacy instruction without a financial literacy license validation. Prior to the revision, this exemption from the appropriate validation requirement to teach financial literacy applied only to social studies, family and consumer sciences, and business education teachers.

Policy implications

OSBA sample policy IKF, Graduation Requirements, was updated to reflect new permissions allowing students to fulfill one-half unit of financial literacy by completing AP Microeconomics or AP Macroeconomics. A new item has been added under the itemized list of graduation requirements related to financial literacy to cover this change. Additionally, if districts have handbooks or local policies and procedures covering financial literacy requirements, we recommend reviewing them for compliance with the new law and updating as necessary.

CASH BALANCE POLICIES

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

In many districts, general revenue fund cash balances serve as a safeguard against budgetary uncertainties and allow districts to address various financial exigencies. Recently, a heightened level of scrutiny has been applied to these cash balances, with some viewing cash reserves as indications of overtaxation or inefficient use of public funds.

Both school administrators and school board members should know and understand the district's rationale for the current level of the district's reserve balance account. OSBA is working with the Ohio Association of School Business Officials (OASBO) and Buckeye Association of School Administrators (BASA) to communicate best practices for general reserve fund cash balances and resources available to help determine these balances while transparently explaining the rationale behind reserve levels and fostering trust and confidence in financial decision-making processes.

District administrators and board members should review OASBO's 2022 white paper, [General Revenue Fund Cash Balances — Management, Guidance, and Best Practices](#). This white paper provides guidance for evaluating

a district's fiscal responsibilities and obligations regarding cash balance practices. The white paper includes a series of questions to help the district maintain a fund balance that protects taxpayers and employees from any unexpected financial conditions the district may experience.

As you review the white paper and work through your local needs, consider the following tips we provided in a joint communication with OASBO and BASA.

Review your district's cash balance amount. School officials must monitor district cash flow reserves as they practice responsible stewardship of public tax dollars. Both school administrators and board members should know the percentage of operating expenses that their cash reserve balances represent and familiarize themselves with how this number compares to similarly situated districts and other districts in their counties. You can find this information on the Ohio Department of Education and Workforce [website](#).

Know your "why." Revenue sources, spending needs and circumstances vary widely among districts, so the applicable cash balance reserves also vary from district to district. The adequacy of a budget reserve balance should consider the district's unique circumstances and the community it serves and additional factors, such as the district's revenue predictability, expenditure volatility, exposure to significant one-time outlays, potential drain upon general fund resources from other funds, availability of resources from other funds, the district's bond rating and the district's exposure to other commitments and assignments.

Establish reserve policies. School boards are encouraged to establish a formal policy on the level of cash fund balance that should be maintained in the general fund. A board policy formalizes the district's reasoning and communicates the district's rationale.

Policy implications

OASBO's white paper includes sample school board cash balance policies for the board's consideration. Among other items, this policy should include language that defines the minimum and maximum levels of fund balances to be maintained annually, appropriate uses of fund balance reserves, individuals authorized to use fund balance reserves and guidance on how to replenish minimum level balances. Because district needs vary and the local processes for reviewing and determining a local floor and ceiling is managed differently, we are not releasing an OSBA model policy for this topic. However, for districts that have worked through this process and are ready to formalize goals, limits and other items in board policy, OSBA has assigned the policy code of DAB, General Revenue Fund Cash Balance. Districts that have identified language to be included in board policy can contact policyupdates@ohioschoolboards.org for assistance in putting this language into their board policy manual with the appropriate formatting and coding.

Cross References

DAB - **OSBA policy shell** General Revenue Fund Cash Balance

EDEC - **OSBA Sample** Artificial Intelligence

EHC - **OSBA Sample** Cybersecurity

JFCK - **OSBA Sample** Use of Cellphones and Electronic Communications Devices by Students

IKF - **OSBA Sample** Graduation Requirements

June 2024 - Update Review Form

Updating Quick Reference - Checklist



Book	Policy Manual
Section	Section G: Personnel
Title	Online Fundraising Campaigns/Crowdfunding
Code	GBIA (Also IGDFA)
Status	Active
Adopted	November 12, 2018

Online Fundraising Campaigns/Crowdfunding

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity. “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.

Legal	<u>Family Educational Rights and Privacy Act; 20 USC 1232g</u> <u>ORC 9.38</u> <u>ORC 2921.43</u> <u>ORC 3313.51</u> <u>ORC 3319.321</u>
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Cross References	<u>GBCA - Staff Conflict of Interest</u> <u>GBI - Staff Gifts and Solicitations</u> <u>IGDF - Student Fund-Raising Activities</u> <u>KH - Public Gifts to the District</u> <u>KI - Public Solicitations in the Schools</u>
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Sample Policy

GBIA: Online Fundraising Campaigns/Crowdfunding

The Board of Education permits the use of crowdfunding to raise money through internet-based donation sites. Crowdfunding is defined as the practice of funding a cause or seeking donations from the public over the internet. This policy is intended to establish rules for the use of crowdfunding to ensure that fundraising efforts are consistent with the Board of Education's mission and vision, as well as state and federal requirements.

All crowdfunding activities conducted by Board employees must be approved by the Superintendent or his/her designee and no donations will be accepted without Board of Education approval. Crowdfunding activities undertaken by school support organizations (ex. Booster groups, PTOs, etc.) shall follow all policies applicable to those organizations.

Crowdfunding Platform Approval

All crowdfunding websites or services that a Hilliard City School District staff member intends to use for a District-affiliated purpose must be reviewed and pre-approved by the Superintendent or his/her designee. The terms and conditions of a proposed crowdfunding website must be consistent with Board policy, as well as all applicable state and federal laws. The proposed crowdfunding website must send all donated money and materials directly to the Hilliard City School District. No District staff member shall directly receive donations.

The Superintendent or his/her designee must determine whether participation with a specific crowdfunding website or service obligates the District to assume any financial responsibility to file government-required reports of charitable activities.

Pre-Approval of Proposals

Before a proposed crowdfunding campaign is published, a District staff member must submit an application to the principal that includes the following information:

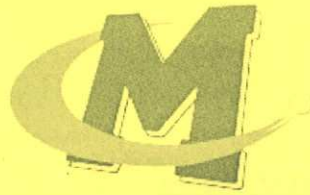
- A. A description of the project that the campaign will be raising the funds or educational materials for, and how the funds or materials donated will be utilized.
- B. A copy of all transcripts/narratives/testimonials that will be shared on the crowdfunding website. This includes any texts, images, videos and photographs. District staff members are prohibited from using images of students and identifying students or revealing confidential information about the student consistent with federal and state law, including the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

- C. An explanation of why the online crowdfunding website or service was chosen.
- D. Confirmation that the funds raised and/or materials purchased by the crowdfunding website will go directly from the crowdfunding website to the principal of the school for deposit in a public account that will benefit from the funds/materials.
- E. Affirmation that all funds raised and/or materials purchased will go to the intended beneficiaries of the project and be used for the stated purpose of the campaign.
- F. A designated District staff member who will be responsible for oversight of the project, including periodically updating the principal on the status of the campaign, once approved, as well as ensuring that the purpose of the project is fulfilled upon the conclusion of the campaign. The designated staff member will be responsible for preparing a final report for the Superintendent once the project is complete.
- G. A timeframe for the duration of the campaign.
- H. Assurance that the campaign will seek donations that are aligned to the Board of Education's mission, vision, and technical infrastructure.
- I. Documentation regarding whether the organization raising funds through the crowdfunding website is designated as a 501(c)(3). Information regarding the 501(c)(3) status of the organization should be included in the posting to ensure donors are aware of any potential tax liabilities and/or deductions regarding their donations.

The principal will review the complete application and make a recommendation to the Superintendent or his/her designee. The Superintendent or his/her designee shall have final decision-making authority on all crowdfunding proposals. Upon approval of the Superintendent or his/her designee, the campaign may begin. All donations shall be subject to Board approval and acceptance.

All campaigns must be registered in the name of the Hilliard City School District. All funds raised and/or materials donated are considered the property of the Hilliard City School District and shall be paid directly to the District. Upon receipt, all donations shall be entered into the District property inventory or District bank accounts and shall be subject to financial oversight and auditing.

Adopted DATE



Book	MCSO POLICY MANUAL
Section	Section G: Personnel
Title	Online Fundraising Campaigns/Crowdfunding
Code	GBIA
Status	Active
Adopted	November 27, 2018

Online Fundraising Campaigns/Crowdfunding

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent/designee.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent/designee must review all images and text used as part of the campaign.
2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Superintendent/designee a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.
3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.
4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent/designee maintains documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign provided the purposes are lawful and do not remove the authority of the Board.

Legal

Family Educational Rights and Privacy Act; 20 USC 1232g

ORC 9.38

ORC 2921.43

ORC 3313.51

ORC 3319.321

Cross References

GBCA - Staff Conflict of Interest

GBI - Staff Gifts and Solicitations

IGDF - Student Fundraising Activities

KH - Public Gifts to the District

KI - Public Solicitations in the Schools



Book	Policy Manual
Section	Section J: Student
Title	Student Fees, Fines and Charges
Code	JN
Status	Active
Adopted	August 14, 2001
Last Revised	February 12, 2024
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, 07/05/2017

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.

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.

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	Section J: Student
Title	Copy of Student Fees, Fines and Charges
Code	JN
Status	
Adopted	August 14, 2001
Last Revised	February 12, 2024
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, 07/05/2017

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.

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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.

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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.

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 2 of 2024 June PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Graduation Requirements
Code	IKF
Status	From OSBA

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

Graduation Requirements

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

The requirements for graduation from high school are as follows.

District Minimum		Statutory Graduation Requirements	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units	Social Studies *	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science **	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science **	3 units
Math, including one unit of Algebra II or its equivalent ***	4 units	Math, including one unit of Algebra II or its equivalent ***	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives ****	5 units	Electives ****	5 units
Financial literacy *****		Financial literacy *****	
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
2. ** students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
3. *** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODEW as an alternative to Algebra II;
4. **** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
5. ***** financial literacy requirements:
 - A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. students entering ninth grade for the first time on or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which ~~the State Board of Education~~ ODEW requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits; ~~and~~
 - C. **students entering ninth grade for the first time on or after July 1, 2022 can apply credit earned in Advanced Placement (AP) Microeconomics or AP Macroeconomics to satisfy the financial literacy requirement and**
6. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Summer School

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

Educational Options

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

College Credit Plus Options

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

Correspondence Courses

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

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

Course Work Prior to Ninth Grade

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

(Permissive options from here on)

Physical Education Exemption

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

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

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

Community Service

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

Legal References

- ORC 3301.07(D)(3)
- ORC 3313.60
- ORC 3313.6014
- ORC 3313.603
- ORC 3313.605
- ORC 3313.61
- ORC 3313.617
- ORC 3345.06
- OAC 3301-16-05
- OAC 3301-35-04

Cross References

- IGBM - Credit Flexibility
- IGCA - Summer Schools
- IGCD (Also LEB) - Educational Options
- IGCH (Also LEC) - College Credit Plus
- IGCI - Community Service
- IKFC - Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
- JN - Student Fees, Fines and Charges

NOTE: Although the minimum requirements for graduation are listed in the policy as 20 units of credit, boards are permitted to require more than 20 units in order for its students to graduate from high school and should edit this policy accordingly. District requirements should be reflected in the District minimum column.

Senate Bill (SB) 311, passed in 2006, permits boards to adopt a policy that excuses from high school physical education those students who have participated in interscholastic athletics, cheerleading or marching band for at least two full seasons. However, excused (exempted) students must complete one-half unit of at least 60 hours of instruction in another course of study in order to graduate from high school. House Bill (HB) 166 (2019) added show choir to the list of approved activities noted above.

HB 166 also added language to Ohio Revised Code 3313.603 stating that if a district requires a foreign language as an additional graduation requirement, a student may apply one unit of instruction in computer coding to satisfy one unit of foreign language. If more than one unit of computer coding is used to satisfy the foreign language requirement, the courses must be sequential and progressively more difficult.

HB 290, passed in 2009, adds participation in Junior Reserve Officer Training Corps (JROTC) programs approved by the United States Congress to the list of permitted electives within the Ohio Core curriculum. Boards may also excuse (exempt) participating students from high school physical education courses if participation in JROTC is for at least two full years.

In addition, under HB 290, boards are permitted to grant high school credit for two full years of participation in JROTC without the student having to take another course of study in order to graduate from high school.

Based on the date of entry into the ninth grade, students are subject to different assessment/competency and readiness criteria for graduation. Districts should be familiar with these criteria and the different pathways available under the law and utilize resources provided by the Ohio Department of Education and Workforce.

HB 166 requires boards to develop local graduation seals. Each board is required to develop guidelines for at least one of the locally defined seals listed below:

- *Community service seal.* A student shall meet the requirement for this seal by completing a community service project that is aligned with guidelines adopted by the student's district board or school governing authority.
- *Fine and performing arts seal.* A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines adopted by the student's district board or school governing authority.
- *Student engagement seal.* A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by guidelines adopted by the student's district board or school governing authority.

These seals can be integrated into the manual as a regulation IKF-R, Graduation Requirements (Local Seals).

HB 110 (2021) added additional requirements for students transferring into the District and alternate ways they can meet competency requirements as well as the requirement to recognize a locally defined diploma seal that a student earned at another district regardless of whether the district to which the student transfers has developed guidelines for that seal.

When developing guidelines for one of the locally defined diploma seals, districts must include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers.

THIS IS A REQUIRED POLICY

Legal [ORC 3301.07\(D\)\(3\)](#)
 [ORC 3313.60](#)
 [ORC 3313.6014](#)
 [ORC 3313.603](#)
 [ORC 3313.605](#)
 [ORC 3313.61](#)

[ORC 3313.617](#)

[ORC 3345.06](#)

[OAC 3301-16-05](#)

[OAC 3301-35-04](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Graduation Requirements
Code	IKF
Status	Active
Adopted	August 14, 2001
Last Revised	November 6, 2023
Prior Revised Dates	03/09/2004, 04/09/2007, 05/12/2008, 01/12/2009, 12/14/2009, 01/10/2011, 02/13/2012, 04/25/2012, 04/22/2013, 04/28/2014, 11/24/2014, 05/11/2015, 10/26/2015, 04/25/2016, 07/05/2017, 03/12/2018, 11/11/2019, 02/10/2020, 06/15/2020, 11/08/2021, 02/14/2022

Graduation Requirements

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

The requirements for graduation from high school are as follows:

Statutory Graduation Requirements	
English Language Arts	4 units
Social Studies, including one-half unit of world history and civilization, one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology*	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education	½ unit
Electives ***	5 units
Financial Literacy****	
Total	20 units

The statutory graduation requirements also include:

1. **students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
2. ** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
3. *** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
4. **** financial literacy requirements:
 - A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. students entering ninth grade for the first time one or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which the State Board of Education requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half-unit of financial literacy as part of their required elective credits.
5. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Hilliard City Schools Graduation Requirements Class of 2018 and Beyond

English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Science - Including one credit each in Biology and a physical science	3 units
Math - Must include Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education - Students may waive the physical education requirement with participation in athletics, marching band and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject area to meet the minimum credit requirement for graduation.	½ unit
Future Ready	½ unit

Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Sophomore, Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship, Life Skills 1 or CBI 3 Related. Note: Taking one of these prior to the Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10th graders who are interested in Tolles Career & Technical Center.	½ unit
Senior Capstone - The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts course work were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the fine arts graduation requirement. Elective credits must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5 units

Summer School

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

Educational Options

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

College Credit Plus Options

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

Correspondence Courses

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

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

Course Work Prior to Ninth Grade

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

Physical Education Exemption

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

Junior Reserve Officer Training Corps (JROTC) Exemption

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

Community Service

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

Legal

[ORC 3301.07\(D\)\(3\)](#)

[ORC 3313.60](#)

[ORC 3313.6014](#)

[ORC 3313.603](#)

[ORC 3313.605](#)

[ORC 3313.61](#)

[ORC 3313.617](#)

[ORC 3345.06](#)

[OAC 3301-16-05](#)

[OAC 3301-35-04](#)

Cross References

[IGBM - Credit Flexibility](#)

[IGCA - Summer Schools](#)

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

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

[IGCI - Community Service](#)

[IKFC - Graduation Plans and Students at Risk of not Qualifying for a High School Diploma](#)

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



Book	Policy Manual
Section	Issue 2 of 2024 June PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Use of Cellphones and Electronic Communications Devices by Students
Code	JFCK
Status	From OSBA

****This is the OSBA Sample****

Use of Cellphones and Electronic Communications ~~Equipment~~ Devices by Students

~~Students may be allowed to possess electronic communications devices while on school property or while attending school-sponsored activities on or off school property, as long as these devices are used in compliance with building regulations.~~

~~Students violating District procedures for use of electronic devices may have their device confiscated and may be subject to discipline.~~

~~The District assumes no liability if these devices are broken, lost or stolen. Notices of this policy are posted in a central location in every school building and in the student handbooks.~~

(Select one of the following options.)

Recognizing the impact of student cellphone use on student mental health and achievement and the distractions cellphones present within the classroom, use of student cellphones must be as limited as possible during school hours.

The Board directs the Superintendent/designee to develop procedures governing student use of cellphones that:

1. limit student use of cellphones during the school day as much as possible;
2. reduce cellphone related distractions in the classroom as much as possible and
3. permit a student to use a cellphone or other electronic communications device for student learning or to monitor or address a health concern if included in a student's individualized education program or plan, a 504 plan or other reason deemed appropriate by the Superintendent/designee to monitor a student health concern.

Such procedures must be included in all student handbooks. Student cellphones and electronic communications devices may only be used in compliance with these procedures. Students violating District procedures or building regulations for use of cellphones and other electronic communications devices may have their phone or device confiscated and may be subject to discipline.

The Board reserves the right to restrict all student cellphone use during the school day.

The District assumes no liability if a student's phone or electronic communications device is broken, lost or stolen. Notices of this policy are posted in a central location in every school building, in the student handbooks and posted in a prominent location on the District website.

- OR -

Ohio's Cellphones in Schools Model Policy

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board has determined the use of cellphones by students during school hours should be limited.

The objective of this policy is to strengthen the District's focus on learning, in alignment with our mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

Research

Research shows that student use of cellphones in schools has negative effects on student performance and mental health. Cellphones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cellphone use has led to higher levels of depression, anxiety, and other mental health disorders in children.

Applicability

This policy applies to the use of cellphones by students while on school property during school hours.

Use of Cellphones

Students are prohibited from using cellphones at all times.

Exception

Nothing in this policy prohibits a student from using a cellphone for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794.

A student may use a cellphone to monitor or address a health concern.

Cellphone Storage

Students shall keep their cellphones in a secure place, such as the student's locker, a closed backpack, or a storage device provided by the district, at all times when cellphone use is prohibited.

Discipline

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures (*customize to reflect District disciplinary measures*):

- Give the student a verbal warning and require the student to store the student's cellphone in accordance with this policy.
- Securely store the student's cellphone in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.
- Place the student's cellphone in the school's central office for the remainder of the school day.
- Place the student's cellphone in the school's central office to be picked up by the student's parent or guardian.
- Schedule a conference with the student's parent or guardian to discuss the student's cellphone use.
- Other (*insert as needed*).

Legal References

729 Rehabilitation Act of 1973, Section 504, 29 USC
ORC 3313.20

Cross References

AC - Nondiscrimination
EDE - Computer/Online Services (Acceptable Use and Internet Safety)
JFC - Student Conduct (Zero Tolerance)
JFCEA - Gangs
JFCF - Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Student Handbooks

NOTE: House Bill 250 (2024) requires boards to adopt a policy governing the use of cellular telephones by students during school hours no later than July 1, 2025. The policy must:

- *emphasize that student cellphone use be as limited as possible during school hours;*
- *reduce cellphone-related distractions in classroom settings and*
- *permit a student to use cellphones or other electronic communications devices for student learning or to monitor or address a health concern if determined appropriate by the Board or if included in a student's individualized education program.*

The bill does not require that a board adopt a policy prohibiting all student cellphone use, but the new provisions clearly state that adopting such a policy will be considered to have met the bill's requirements.

The policy must be adopted at a public meeting (which is true of all Board policies) and posted on a prominent location of the District's publicly accessible website.

The Ohio Department of Education and Workforce (ODEW) was required to release a model policy aligned with the new requirements. Districts may choose to use the ODEW model but are not required to do so.

THIS IS A REQUIRED POLICY

Legal

[Rehabilitation Act of 1973, Section 504, 29 USC 729](#)

[ORC 3313.20](#)

[ORC 3313.753](#)

[ORC Chapter 3323](#)



Book	Policy Manual
Section	Section J: Student
Title	Use of Electronic Communications Equipment by Students
Code	JFCK
Status	Active
Adopted	May 13, 2019

Use of Electronic Communications Equipment by Students

Students may be allowed to possess electronic communications devices (personal or district-provided) while on school property or while attending school-sponsored activities on or off school property, as long as these devices are used in compliance with building regulations.

Students violating District procedures for use of electronic devices may have their device confiscated and may be subject to discipline.

The District assumes no liability if these devices are broken, lost or stolen. Notices of this policy are posted in a central location in every school building and in the student handbooks.

CROSS REFS.: Student Handbooks

Legal [ORC 3313.20](#)
 [ORC 3313.753](#)

Cross References [AC - Nondiscrimination](#)
 [EDE - Computer/Online Services](#)
 [JFC - Student Conduct \(Zero Tolerance\)](#)
 [JFCEA - Gangs](#)
 [JFCF - Hazing and Bullying \(Harassment, Intimidation and Dating Violence\)](#)



Book	Policy Manual
Section	Issue 2 of 2024 June PDQ (New)
Title	**OSBA Sample** Artificial Intelligence
Code	EDEC
Status	From OSBA

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

Artificial Intelligence

The Board recognizes the need to prepare staff and students for an increasingly technological future. Thus, the Board is committed to providing staff and students with the knowledge and skills necessary to navigate emerging technological innovations effectively and appropriately, including generative artificial intelligence (AI).

For purposes of this policy, "AI tool" is defined as AI applications, algorithms or systems that make use of AI to generate outputs based on human inputs, with an emphasis on generative AI.

All AI tools used by the District must be reviewed by and receive prior approval from the Superintendent/designee. Such approval is required for free and fee-based AI tools used in connection with staff work and student assignments.

The Board directs the Superintendent/designee to develop procedures for staff and students concerning the use of AI and AI tools, consistent with the following:

1. Prohibits use inconsistent with District policies and procedures, classroom instructions and requirements, or State and Federal law;
2. Prohibits use inconsistent with expectations for staff and student conduct, including for discrimination, harassment or hazing and bullying;
3. Prohibits input of confidential staff and student data;
4. Prohibits representing content created using AI or AI tools as their own work product;
5. Requires transparency and accountability regarding disclosure of use of AI and AI tools;
6. Requires vetting of AI and AI tools prior to recommending use by staff and students;
7. Clarifies AI and AI tools approved for use and guidelines for seeking approval of new AI tools and
8. Clarifies that staff and students are held responsible for all reasonably foreseeable negative consequences of use of AI and AI tools.

All District staff and students must comply with all provisions of the District's policies and procedures on the use of generative AI and other emerging technologies and State and Federal law.

Reporting AI Concerns and Misuse

Staff and students with concerns about the safety and effectiveness of the use of AI or AI tools, or who suspect misuse that violates District policies and procedures or other applicable law, should contact the Superintendent/designee.

Data Privacy and Management

The District recognizes the importance of effective data privacy and management, including the protection of District data and information. The District will ensure that confidential data and other sensitive staff and student information is protected while using AI and AI tools.

Review of AI Use

The District will regularly review its use of AI and recommend updates to the Board that address safety, privacy, staff and student needs and other relevant areas. Recommendations to the Board will also address relevant updates to State and Federal laws and guidance concerning regulation of AI.

Training

The District will train staff and students on the requirements of this policy, other District policies and procedures regarding data privacy and management, acceptable uses of AI and AI prohibitions.

Staff and students may be disciplined for use of AI and AI tools inconsistent with District policies and procedures.

NOTE: *This sample policy was created to address developments in artificial intelligence (AI) related specifically to generative AI and is not meant to limit more common uses of AI in schools. Some examples of more common uses of AI in schools include AI used in predictive text, spell check, AI used by search engine algorithms, social media algorithms or other similar applications of AI that are already prolific and widely accepted as standard practice in schools.*

AI refers broadly to any hardware or software programmed to perform tasks that generally require humans by applying probabilistic algorithms. These tasks include problem-solving, decision-making and pattern recognition.

Generative AI is an innovation in AI. Generative AI refers to any subset of AI trained to create new and unique content based on human prompts that is programmed to resemble content created by humans. This includes large language models (LLMs) that produce text content like ChatGPT, but also includes generative AIs that produce audio, picture, video or other content.

The policy is designed to establish goals, from which additional District-level procedures can be developed for implementation. Districts also can review the InnovateOhio AI toolkit for practical guidance.



Book	Policy Manual
Section	Issue 2 of 2024 June PDQ (New)
Title	**OSBA Sample** Cybersecurity
Code	EHC
Status	From OSBA

****This is the OSBA Sample****

Cybersecurity

To accomplish the District's mission and comply with the law, the District must collect, create and store confidential and critical information. The District must maintain and protect this data for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. Individuals with access to District data are required to follow State and Federal law, District policies and procedures created to protect the information.

The Board is concerned with preventing incidents that actually or potentially jeopardize the confidentiality, integrity or availability of an information system or the information that it processes, stores or transmits, and protect against loss of District funds through cybersecurity threats and incidents.

The Board directs the Superintendent/designee to develop procedures to effectively prevent cyberattacks, protect against data loss or breaches, ensure overall safety and security of technology and protect against loss of District funds. Such procedures should include at minimum:

1. Staff training on recognizing attempted cyberattacks including, but not limited to, spear phishing emails. Such training may also be provided to students where deemed appropriate.
2. Measures and training to prevent payment re-direct schemes. Such training must include how to recognize these schemes and include procedures to verify and validate requests prior to any fund transfers, including requiring in-person change requests where appropriate and use of added layers of authentication and security such as those available through the District's financial institutions.
3. Data protection measures to prevent data breaches of confidential information and prompt identification of any breaches that may occur. Such measures will include encryption to the extent feasible. If an employee suspects, discovers and/or determines that a security breach of confidential databases has occurred, the employee must promptly notify their immediate supervisor and the Superintendent. The Superintendent/designee will determine and implement the steps necessary to correct the unauthorized access and notify those individuals whose personal information may have been compromised.
4. Regular risk assessments to identify, assess and prioritize potential cybersecurity risks to District networks and systems.
5. Password procedures that ensure strong passwords and password updates as deemed appropriate.
6. Approval of software and applications, free or paid, used by District staff to ensure the provider complies with all applicable laws regarding data storage and collection and aligns with District's established risk prevention measures.
7. Incident response plans detailing how to respond in the case of a cyberattack, including an analysis of the incident to prevent future incidents.

District staff, students and other authorized users of District networks and data systems are required to comply with established cybersecurity procedures. Failure to comply may result in discipline.

Legal References

Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Family Educational Rights and Privacy Act; 20 USC 1232g
Family Educational Rights and Privacy Act; 20 USC 1232h
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
ORC 1347.12

NOTE: *In addition to this policy, districts should develop district-level procedures for management of cybersecurity risks. Districts also should review Auditor of State (AOS) bulletin 2024-03 addressing payment redirect and business email compromise schemes. The bulletin was released to set clear standards and expectations for public entities and employees regarding the handling of requests for payment redirects. Per the bulletin, "failure to follow the guidance in this bulletin may result in an AOS finding when a loss occurs, and the employee is considered liable as a result of negligence or performing duties without reasonable care."*

Legal

[Children's Internet Protection Act; 47 USC 254 \(h\)\(5\)\(b\)\(iii\); \(P.L. 106-554, HR 4577, 2000, 114 Stat 2763\).](#)
[Family Educational Rights and Privacy Act; 20 USC 1232g](#)
[Family Educational Rights and Privacy Act; 20 USC 1232h](#)
[Individuals with Disabilities Education Act; 20 USC 1400 et seq.](#)
[ORC 1347.12](#)



Book	Policy Manual
Section	Issue 2 of 2024 June PDQ (New)
Title	**OSBA policy shell** General Revenue Fund Cash Balance
Code	DAB
Status	From OSBA

General Revenue Fund Cash Balance

Please paste locally developed language here: