



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Friday, October 3, 2025, 9:00 AM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

Brian Perry, Board of Education

Kelley Arnold, Board of Education

Melissa Swearingen, Treasurer/CFO

Mike McDonough, Deputy Superintendent

William Warfield, Assistant Superintendent

Stacie Raterman, Communications Director

Jacob Grantier, Director of Measurement, Intervention & Enrichment

Herb Higginbotham, Director of Elementary Education

Jamie Lennox, Special Education Director

Matt Middleton, Principal Hilliard Darby High School

Katherine Hueter, Principal Hilliard Weaver MS

Matt Trombitas, Principal Hilliard Station Sixth Grade

Kevin Landon, Principal Avery Elementary

Monica Woodson, Principal Washington Elementary

Angie Rader, HEA Representative

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. GCBC-R – Professional and Certificated Staff Fringe Benefits

- GCBC-R is not a required regulation – HCSD re-adopted November 6, 2023
- Review as requested by District Administration – Update as result of negotiations
- Remove language with a line drawn through it; add language in **bold-type**

Section III – Review of Policies/Regulations/Exhibits – OSBA SEPTEMBER 2025 PDQ

Status

1. **UPDATED POLICY ADOPTION PROCESS RECOMMENDATIONS**

BF - Policy Development and Adoption

- BF is not a required policy – HCSD re-adopted February 13, 2023
- Most changes in this PDQ take effect Sept. 30, 2025. Considering this timeline, boards may want to consider waiving any current practice of multiple policy readings and adopting the updated recommendations as close to the bill's effective date as practical.
- The recommended revisions provide more flexibility and clarification for boards regarding when the board may need to adopt policies at the first meeting they are presented.

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- The revisions also include language authorizing the superintendent to make certain editorial changes that do not impact the meaning of the policy.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

2. ATTENDANCE OVERHAUL

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Pages 1-3

IKE - Promotion and Retention of Students

JED - Student Absences and Excuses

JEDA - Truancy

JEDC - Religious Expression Days

- JED is a required policy – HCSD re-adopted August 25, 2025
- JEDA is a required policy – HCSD re-adopted August 25, 2025
- JEDC is a required policy – HCSD re-adopted December 9, 2024
- IKE is a required policy – HCSD re-adopted February 12, 2024
- House Bill (HB) 96 includes several changes to attendance, including new allowances for absences relating to driver's education and an overhaul of existing absence intervention and truancy provisions.

Driver's education absences

- Allows high school students enrolled in a district to be absent from school to attend a private driver training course approved by the director of public safety under RC Chapter 4508.
- High school students can be excused from attendance for no more than two hours per day, up to a maximum of eight hours. The excused absences cannot exceed four consecutive days or can be nonconsecutive.
- Students cannot be released from a core curriculum subject course to attend a driver education course, and districts must also require students absent under the new provision to complete any classroom assignments missed to attend.

Attendance and retention

- HB 96 removes the requirement that a district or community school prohibit the grade level promotion of a student that is truant for more than 10% of the required attendance days in a school year.

Absence intervention and truancy

- District obligations for absence interventions and truancy are significantly modified by HB 96.
- Districts are required to adopt a policy addressing student absences by Aug. 1, 2026, in consultation with the county juvenile court, parents, guardians and other individuals who care for students within the district.
- The bill also makes changes (listed on page 2 in the PDQ) to Ohio's attendance and truancy provisions, effective Sept. 30, 2025.
- IKE has been updated to remove requirement in RC 3313.609 that a district prohibit promotion of a student that is truant for more than 10% of required attendance days in a school year.
- JED has been updated to reflect attendance changes removing the distinction between medical and nonmedical absences and new allowance for students to be excused to attend a private driver training course.
- JEDA and JEDC have been updated to reflect changes to law.



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- Remove language with a ~~line drawn through it~~; add language in **bold type**

3. RELEASED TIME FOR RELIGIOUS INSTRUCTION

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JEFB-Released Time for Religious Instruction

- JEFB is a required policy – HCSD re-adopted June 9, 2025
- House Bill 96 modifies existing released time for religious instruction requirements of Ohio Revised Code (RC) 3313.6022.
- Students must be excused from school to attend a released time course for at least one period per week. Under new RC 3313.6022(E), such excusal cannot exceed two periods total in a week for elementary or middle school, and the amount of time equivalent to attending two units of high school credit per week for high school students.
- Under new RC 3313.6022(D), the released time for religious instruction policy must not prohibit students from bringing external educational and program materials into school. Districts should review locally adopted policies and procedures on distributing materials in schools.
- JEFB has been updated to reflect the changes for how often a student must be excused. The OSBA sample does not prohibit the distribution of materials; therefore, no updates are necessary to address this change.
- A statement was also added stating the District, Board members and employees are not liable for damages in a civil action for injury arising during a student's transportation when private transportation is used.
- Add language in **bold type**

4. AI AND CYBERSECURITY UPDATE

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EDEC – Artificial Intelligence

EHC – Cybersecurity

- EDEC is not a required policy – not a current HCSD policy
- EHC is not a required policy – HCSD adopted December 9, 2024
- House Bill (HB) 96 requires changes to school district operations regarding artificial intelligence (AI) and cybersecurity.

Artificial Intelligence

- HB 96 enacts Revised Code (RC) 3301.24, requiring the Ohio Department of Education and Workforce (ODEW) to develop a model policy on the use of AI in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025.
- The new provision also requires school districts, community schools and STEM schools to adopt a policy on AI use by July 1, 2026.
- Schools can adopt the ODEW model or another policy on AI use.

Cybersecurity

- HB 96 enacts RC 9.64, requiring boards of education to adopt a cybersecurity program by Sept. 30, 2025 "that safeguards (the district's) data, information technology, and information technology resources to ensure availability, confidentiality and integrity."
- The Auditor of State (AOS) has stated that compliance checks for implementation of cybersecurity programs will begin by Jan. 1, 2026 for cities and counties, and by July 1, 2026 for all other entities, including school districts.



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- RC 9.64 prohibits districts under a ransomware attack from paying or otherwise complying with any ransom demand unless formally approved by a board resolution that specifically states why payment or compliance with the ransom demand is in the district's best interest.
- Effective Sept. 30, 2025, districts must also report all cybersecurity and ransomware incidents, as defined by RC 9.64 sections (1) and (3), as soon as possible after discovering the incident, no later than seven days to the Ohio Cyber Integration Center and no later than 30 days to AOS.
- RC 9.64 specifies that any records, documents or reports related to the cybersecurity program and framework, as well as reports of a cybersecurity incident or ransomware incident, are not public records under RC 149.43.
- No changes to OSBA sample policy EDEC are required at this time. A copy of the OSBA sample is included for reference.
- Adopt policy EDEC – Artificial Intelligence?
- EHC has been updated to reflect new RC 9.64 requiring districts to establish a cybersecurity program that meets State law requirements.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

5. CELLPHONE USE UPDATE

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EBC – Emergency Management and Safety Plans

JFCK – Use of Cellphones and Electronic Communications Devices by Students

- EBC is a required policy – HCSD re-adopted November 7, 2022
- JFCK is a required policy – HCSD re-adopted June 9, 2025
- House Bill (HB) 96 modifies Ohio Revised Code (RC) 3313.753 regarding student cellular telephone use.
- The amended law requires boards to adopt a policy by Jan. 1, 2026, that prohibits all cellphone use by students during the instructional day. ODEW defines "instructional day" as "any period of time in which a student is expected to be in attendance and includes not only formal instruction time but also supervised activities, such as transitioning between classes, recess, meal periods and field trips."
- RC 3313.753 now also requires the board to permit a student to use a cellphone or other electronic communications device to monitor or address a health concern if the board receives a written statement from the student's physician requiring such use.
- Cellphones also may be used by students if permitted under the building's comprehensive emergency management plan.
- EBC has been updated to reflect changes to RC 3313.753 addressing the use of student cellular devices during an active threat or emergency.
- JFCK has been updated to reflect changes in RC 3313.753 prohibiting student cell phone use during the "instructional" day unless otherwise specified by the law.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

6. CHANGES TO BUDGET, FORECAST AND LEVY PROCESS

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DBD – Long-Term Financial Planning (Five-Year Forecast)

DE – Revenues from Tax Sources

FD (also KBE) Tax Issues



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- DBD is a required policy – HCSD re-adopted May 11, 2015
- DE is a required policy – HCSD re-adopted December 9, 2024
- FD is not a required policy – HCSD re-adopted July 8, 2015
- House Bill (HB) 96 makes various revisions to the district budgeting and forecasting process.

“Five-year” forecast

- The “five-year” forecast process districts are accustomed to is replaced with the required submission of current budget information and three-year projects.
- The board must submit appropriations, revenue and fund balance assumptions contained in the budget adopted by the board for that fiscal year and projections of expenditures, revenues and fund balances for the three succeeding fiscal years to the Ohio Department of Education and Workforce (ODEW) by Aug. 31 each fiscal year.
- By the last day of February each year, the board must submit updated appropriations, revenue and fund balance information for the budget adopted for the fiscal year and updated projections of expenditures, revenue and fund balance for the three succeeding fiscal years.
- HB 96 Sec. 265.660 requires information for the 2026 fiscal year to be submitted to ODEW by Oct. 15, 2025, in accordance with rules existing as of Sept. 30, 2025.
- ODEW and the Auditor of State (AOS) must adopt rules governing such submissions.

Levy changes

- RC 5705.314 currently requires boards of education to hold a public hearing solely on a proposal to change its levy within the ten-mill limitation if it will result in an increase in the amount of real property taxes levied by the board in the tax year that the change takes effect.
- The provision has been amended to also require the board to obtain approval from the county budget commission of each county in which the district has territory before adopting a resolution to implement the proposal.
- DBD had been updated to reflect HB 96 changes to required budgeting and forecasting process.
- DE and FD (also KBE) have been updated to reflect HB 96 levy changes.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

7. CONSTITUTION DAY

IND/INDA – School Ceremonies and Observances/Patriotic Exercises

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- IND/INDA is a required policy – HCSD re-adopted November 7, 2022
- All districts receiving Federal funds must hold an educational program on the United States Constitution on Sept. 17 annually for the students served by the district.
- The U.S. Department of Education (USDOE) has created a webpage dedicated to Constitution Day. The webpage reminds districts of their obligations to hold the educational program and provides resources districts may choose to use.
- Districts should consider documenting the educational program provided to verify compliance with this requirement.
- IND/INDA has been updated to place the language around Constitution Day in a place more closely tied to other mandatory recognitions (Veterans Day) and provide flexibility for what process the district may use for the educational program.



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- Remove language with a ~~line drawn through it~~; add language in **bold type**

8. PUBLIC RECORDS DEFINITION UPDATE

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Pages 7-8

EHA – District Records Commission, Records Retention and Disposal

KBA – Public's Right to Know

- EHA is a required policy – HCSD re-adopted November 6, 2023
- KBA is a required policy – HCSD re-adopted June 9, 2025
- House Bill (HB) 96 modifies the Ohio Revised Code (RC) 149.011 definition of "records." The revisions create a new exception to items meeting the definition of a "record," meaning that such items must not be retained in accordance with a district's records retention schedule.
- The updated definition of records (new exception in bold font), effective Sept. 30, 2025, is: *"Records" includes any document, device, or item, regardless of physical form or characteristic, including an electronic record as defined in section 1306.01 of the Revised Code, created or received by or coming under the jurisdiction of any public office of the state or its political subdivisions, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the office. "Records" does not include personal notes or any document, device, or item, regardless of physical form or whether an assistive device or application was used, of a public official, or of the official's attorney, employee, or agent, that is used, maintained, and accessed solely by the individual who creates it or causes its creation.*
- HB 96 also exempts several items from the definition of a public record under RC 149.43. The items most likely to impact schools are listed on pages 7 and 8 in the PDQ.
- Districts should review records retention schedules for any necessary revisions and follow the statutory process for such updates.
- When responding to requests for public records, districts also must review the changes to RC 149.43 to ensure items that are not public records are not disclosed under a public records request.
- EHA has been updated to reflect the amended definition of "record."
- KBA has been updated to clearly indicate public record where applicable.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

9. TEACHER ASSIGNMENTS

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GCI – Professional and Certificated Staff Assignments and Transfers

- GCI is not a required policy – HCSD re-adopted May 11, 2015
- House Bill 96 enacts Ohio Revised Code (RC) 3319.173, effective Sept. 30, 2025, requiring superintendents to assign teachers to positions based on the best interests of the students enrolled in the district.
- When assigning, reassigning or transferring a teacher — whether voluntary or involuntary on the part of the teacher — the superintendent is prohibited from using seniority or continuing contract status as the primary factor in determining the teacher's assignment.
- GCI has been updated to reflect RC 3319.173 requiring superintendents to assign teachers to positions based on the best interests of the students.



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- Remove language with a ~~line drawn through it~~; add language in **bold type**

10. UPDATE TO MILITARY INTERDISTRICT OPEN ENROLLMENT

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JECBB – Interdistrict Open Enrollment (Do Not Participate)

- JECBB is a required policy – HCSD re-adopted June 9, 2025
- Senate Bill 208, effective April 9, 2025, modified Ohio Revised Code (RC) 3313.98 to allow a student with a parent who is an active-duty member of the armed forces stationed in Ohio to apply for open enrollment in a district that would not otherwise accept open enrollment students. House Bill 96, effective Sept. 30, 2025, further modifies these provisions.
- Districts are prohibited from requiring a student to comply with any open enrollment application deadlines if the student's parent is an active-duty member of the armed forces stationed in Ohio.
- The bill also removes the ability of districts receiving impact aid to adopt a resolution objecting to the enrollment of their native students in adjacent or other districts if at least 10% of a district's students meet the requirements to be included in the calculation of that aid.
- JECBB has been updated to remove the application deadline requirement for these students.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

11. HB 96 AMENDS SEVERAL LAWS RELATED TO READING ASSESSMENT AND INSTRUCTION

IGBEA – Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)

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

- IGBEA is a required policy – HCSD re-adopted December 9, 2024
- IGBEA-R is a required regulation – HCSD re-adopted May 13, 2024
- House Bill (HB) 96 revised several laws related to reading requirements.

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Third Grade Reading Guarantee

- HB 96 amends the high dosage tutoring requirements of Ohio Revised Code (RC) 3313.608.
- HB 96 also eliminates language in RC 3313.608 that exempted students with significant cognitive disabilities or other disabilities authorized by ODEW on a case-by-case basis from the annual reading assessment requirements in K-three.
- IGBEA and IGBEA-R have been updated to reflect changes HB 96 made to reading requirements.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

12. HB 96 ADVANCED STANDING, GRADING AND CLASS RANKING CONSIDERATIONS

IKA - Grading Systems

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

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Advanced Standing Programs

- Ohio Revised Code (RC) 3313.6013 requires districts to provide at least one advanced standing program for students in grades nine-12. House Bill (HB) 96 adds the following to the potential programs that can be provided to meet a district's statutory obligations:



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- Courses that comply with the career-tech education credit transfer criteria, policies and procedures established under RC 3333.162
- College-level examination program (CLEP)

Weighted Grading Considerations

- Newly enacted RC 3313.6031 requires districts to adopt and implement a policy for awarding grades and calculating class standing for courses that comply with career-technical education credit transfer criteria, policies and procedures established under RC 3333.162.
- IKA has been updated to include a general statement on compliance with law for development of grading scales. Districts also should review locally established grading and class ranking policies and procedures (typically included in student handbooks) for compliance with the applicable HB 96 changes.
- Add language in **bold type**

13. FINANCIAL LITERACY INSTRUCTION EXEMPTION

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IKF – Graduation Requirements

- IKF is a required policy – HCSD re-adopted March 10, 2025
- House Bill (HB) 96 has added a provision that permits boards to adopt a policy to excuse a student from the financial literacy instruction graduation requirement if the student, while in high school, participates in a financial literacy program offered through a student branch of a credit union or by a bank.
- The financial literacy program must meet or exceed the academic content standards and model curriculum for financial literacy and entrepreneurship adopted under RC 3301.079, and students must participate in the program for the equivalent of at least one-half unit of instruction to qualify for an exemption.
- IKF has been updated to add permissive language to allow boards to excuse students from the financial literacy instruction graduation requirement pursuant to these new changes.
- Add language in **bold type**

14. EXTRACURRICULAR ACTIVITY PARTICIPATION CHANGES

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IGD – Cocurricular and Extracurricular Activities

IGDJ – Interscholastic Athletics

- IGD is a required policy – HCSD re-adopted December 9, 2024
- IGDJ is a required policy – HCSD re-adopted December 9, 2024

Ice Hockey Participation

- House Bill (HB) 96 enacts Ohio Revised Code (RC) 3313.536, effective Sept. 30, 2025, allowing a district superintendent to permit a student enrolled in another district the opportunity to participate in ice hockey as an interscholastic athletic activity at a school of the superintendent's district if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity.

Interscholastic Participation by Nonresident Homeschooled Victims of Harassment

- HB 96 also amends RC 3313.5313, enacted last year, which permits superintendents to allow certain students to participate in interscholastic activities.
- HB 96 now limits participation in this program to home-educated students meeting certain criteria.



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- IGD and IGDJ have been updated to reflect permitting students in another district the opportunity to participate in ice hockey and amendments to RC 3313.5313 relating to home-educated students.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

15. ADVANCED MATHEMATICS PLACEMENT

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Pages 12-13

IKEB – Acceleration

- IKEB is a required policy – HCSD re-adopted July 8, 2015
- House Bill 96 enacts Ohio Revised Code (RC) 3313.6032, effective Sept. 30, 2025. This law requires districts to provide each student achieving an advanced level of skill on a mathematics achievement assessment as prescribed in RC 3301.0710, or an end-of-course examination under RC 3301.0712, with advanced learning opportunities in mathematics, including advanced mathematics courses in the following school year.
- IKEB has been updated to address this new requirement.
- Add language in **bold type**

16. COMPETITIVE BIDDING CHANGES

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DJC – Bidding Requirements

FEF – Construction Contracts Bidding and Awards

- DJC is not a required policy – HCSD re-adopted December 9, 2024
- FEF is not a required policy – HCSD re-adopted May 11, 2015
- House Bill 96 makes changes to school district competitive bidding.
 - Expands the requirement for competitive bidding from any school building to any building or other property
 - The 2025 threshold requiring competitive bidding is \$77,250. Ohio law provides that the threshold is adjusted annually.
 - Subjects multifunction school activity buses purchased under amended RC 3327.08 to the same competitive bidding requirements as other school buses.
 - Amends existing bid guaranty requirements of RC 153.54 to allow a new electronic verification option for bids accepted electronically under RC 153.08.
- DJC has been updated to reflect which contracts now require competitive bidding under RC 3313.46. Additional edits have been made to clarify the individual involved in the bidding process if the district does not have a business manager.
- FEF has been updated to reflect the revised bid guaranty options.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

17. IN-SERVICE TRAINING UPDATES

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JHG – Reporting Child Abuse and Mandatory Training

- JHG is a required policy – HCSD re-adopted June 9, 2025
- Ohio Revised Code (RC) 3319.073 establishes in-service training requirements for school employees. House Bill 96 makes the following changes:
 - Eliminates the option for the board to adopt or adapt curriculum developed by the Ohio Department of Education and Workforce under RC 3301.221 for youth suicide awareness and prevention training. Instead, boards must develop their own curriculum for this purpose, and such training can no



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longer be accomplished through self-review of suitable suicide prevention materials approved by a board.

- Eliminates language authorizing child sexual abuse education training to be presented by law enforcement officers or prosecutors at their discretion. Instead, it requires the board to develop its own curriculum in consultation with public or private agencies or persons involved in child sexual abuse prevention or child sexual violence prevention.
- JHG has been updated to reflect changes to in-service training provisions.
- Remove language with a ~~line drawn through it~~; add language in **bold type**

18. OEC FREQUENT FLYER OPINION

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DLC – Expense Reimbursements

- DLC is a required policy – HCSD re-adopted May 11, 2015
- The Ohio Ethics Commission (OEC) recently issued Advisory Opinion 2025-02, in which it concluded that Ohio public officials are permitted to benefit, for their personal use, from frequent flyer miles, credit card rewards, hotel points or other rewards earned during official business.
- The OEC opinion reiterates that public agencies can prohibit their officials or employees from accepting frequent flyer miles or other reward points by adopting more restrictive policies than the ethics law.
- DLC has been updated to remove prohibition of employees earning frequent flyer miles and other rewards due to OEC opinion. If the district still wants to prohibit such rewards, work with legal counsel to determine whether to make the proposed edits to DLC.
- Remove language with a ~~line drawn through it~~

19. OHIO ADMINISTRATIVE CODE CHANGES REQUIRE POLICY UPDATES: GIFTED STUDENTS AND TRANSPORTATION

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EEA – Student Transportation Services

EEAC – School Bus Safety Program

EEACC-R (Also JFCC-R) – Student Conduct on District Managed Transportation

EEACD – Drug Testing for Motor Can Drivers and District Personnel Required to Hold a Commercial Driver’s License

EEACD-R-2 – Drug Testing for Motor Van Drivers (**New Regulation**)

EEAD – Non-Routine Use of School Buses and Motor Vans

GBQ – Criminal Records Check

IGBB – Programs for Students Who Are Gifted

- EEA is not a required policy – HCSD re-adopted December 9, 2024
- EEAC is a required policy – HCSD re-adopted February 12, 2024
- EEACC-R (Also JFCC-R) is not a required regulation – not a current HCSD regulation
- EEACD is a required policy – HCSD re-adopted February 8, 2016
- EEACD-R-2 is a new regulation – not required
- EEAD is not a required policy – HCSD re-adopted December 9, 2024
- GBQ is a required policy – HCSD re-adopted November 8, 2021
- IGBB is a required policy – HCSD re-adopted December 9, 2024



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- Ohio Administrative Code (OAC) provisions for gifted students and student transportation were updated with an effective date of July 1, 2025.
- Information on the gifted changes (OAC 3301-51-15) is available in the Ohio Department of Education and Workforce (ODEW) [crosswalk](#).
- Information on the transportation changes (OAC Chapter 3301-83) is available in this [ODEW summary](#).
- IGBB has been updated to align with OAC gifted changed.
- EEA, EEAC, EEACC-R (also JFCC-R), EEACD, EEAD and GBQ have been updated to reflect the OAC transportation changes.
- Remove language with a ~~line drawn through it~~; add language in **bold type**
- Adopt EEACD-R-2?

20. MAHMOUD V. TAYLOR AND DISTRICT OPT-OUT POLICIES

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IGAE – Health Education

- IGAE is not a required policy – HCSD re-adopted December 9, 2024
- The U.S. Supreme Court issued a decision in *Mahmoud v. Taylor* in June. The case involved a challenge to a Maryland school district’s curriculum, which featured “LGBTQ+-inclusive” content and storybooks aimed at students in kindergarten through fifth grade.
- Initially, the Montgomery County Public Schools’ board policy required parental notice before using the storybooks and allowed parents to opt their children out of this instruction. However, the district later revised its notice and opt-out policy, stating that it was “difficult to accommodate the growing number of opt-out requests without causing significant disruptions to the classroom environment.”
- In a 6-3 decision, the court agreed and held that the Maryland school board’s introduction of the LGBTQ+-inclusive storybooks, combined with its no-opt out policy, burdened the parents’ rights to the free exercise of their religion.
- In Ohio, parents are provided certain statutory opt-out rights. Several of OSBA’s existing model policies reflect these rights and outline the process the district will follow when it receives a parent’s request to opt-out or excuse their children from instruction, materials or activities. These policies include:
 - IGAE- Health Education
 - IGBLA – Promoting Parental Involvement
 - INB – Teaching About Controversial Issues
 - KLB – Public Complaints about the Curriculum or Instructional Materials
- The U.S. Supreme Court’s decision does not impact these state statutory rights, and, as a result, very few changes are being recommended to OSBA’s model policies.
- Districts are encouraged to use this opportunity to review their district practices around opt-out requests.
- IGAE has been updated to clarify that districts will comply with any parental opt-out or opt-in provisions required not only by state law but also by federal law.
- Remove language with a ~~line drawn through it~~; add language in **bold type**



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Section IV – Review of Policies/Regulations/Exhibits – OSBA SEPTEMBER 2025 PDQ (Board Action Not Required)

1. HB 96 AMENDS SEVERAL LAWS RELATED TO READING ASSESSMENT AND INSTRUCTION

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Science of Reading Professional Development

- Formerly uncodified law required districts and schools to ensure that all teachers and administrators completed a science of reading course provided by ODEW no later than June 30, 2025. HB 96 enacts RC 3319.2310, codifying the requirements for the science of reading.
- Districts must continue to review and comply with the new requirements, including the requirement that training count toward the hours required for the educator licensure renewal process.

Science of Reading Instructional Materials

- RC 3313.6028 establishes requirements for ODEW to establish a list of high-quality core curriculum and instructional materials in English language arts and a list of evidence-based intervention programs that are aligned with the science of reading and strategies for effective literacy instruction.
- Existing law requires districts to use curriculum from these lists in English language arts and evidence-based reading intervention programs beginning in the 2024-25 school year.
- HB 96 clarifies that these requirements just apply for selection of core curriculum and instructional materials in English language arts for students in pre-K-five and for the evidence-based reading intervention programs in pre-K through 12th grade.

Diagnostic Assessments

- HB 96 makes significant changes to the diagnostic assessments to be approved by ODEW and administered by districts under RC 3301.079. However, districts are operating under RC 3301.079 as it existed prior to these changes for the 2025-26 school year.
- Monitor ODEW guidance in this year as they begin the process to review, approve and communicate changes prior to the 2026-27 school year.

Kindergarten Readiness Assessment

- RC 3301.0714 requires districts to use and score the kindergarten readiness assessment (KRA) in accordance with rules established by the Ohio Department of Children and Youth (DCY).
- RC 3302.03 revisions eliminate the requirement that ODEW must include KRA data on the state report card. ODEW is removed from KRA data collection and reporting so that DCY alone is responsible.

2. HB 96 ADVANCED STANDING, GRADING AND CLASS RANKING CONSIDERATIONS Guaranteed Admission

September 2025 PDQ
Pages 10-11

- Students in the top 10% of a graduating class as determined by the chancellor of higher education are entitled to admission to any state institution of higher education. If the student does not meet the standards for unconditional admission (RC 3345.06(A)) the institution may delay main campus admission and admit to a university branch campus.
- Each graduate who is in the top 5% of a graduating class as determined by the chancellor are entitled to admission to the main campus of a state institution of higher education so long as they meet the application and acceptance deadlines for admission to the main campus.
- The chancellor of higher education, in consultation with the director of education and workforce, must identify a process to provide each state institution of higher education with information on students who are eligible for admission under these provisions.



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Friday, October 3, 2025, 9:00 AM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Governor's Merit Scholarships

- HB 96 Sec. 381.400 creates scholarships of \$5,000 per academic year for eligible students in the top 5% of their graduating class at the end of their junior year, as determined by their school using criteria established by the chancellor in consultation with the director of education and workforce.



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Friday, October 3, 2025, 9:00 AM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

OHIO SCHOOL BOARDS ASSOCIATION POLICY DEVELOPMENT QUARTERLY

SEPTEMBER 2025 ISSUE

UPDATED POLICY ADOPTION PROCESS RECOMMENDATIONS

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

As you review the changes addressed in this PDQ, most changes take effect Sept. 30, 2025.

Considering this timeline, boards may want to consider waiving any current practice of multiple policy readings and adopting the updated recommendations as close to the bill's effective date as practical.

Policy implications

OSBA recommends revisions to policy BF, Policy Development and Adoption, available with this PDQ issue. The revisions here provide more flexibility and clarification for boards regarding when the board may need to adopt policies at the first meeting they are presented. The revisions also include language authorizing the superintendent to make certain editorial changes (as addressed in the policy) that do not impact the meaning of the policy. Boards should adopt this updated policy for more flexibility and clear authorization for nonsubstantive editorial changes.

ATTENDANCE OVERHAUL

by Gamy Narvaez, policy consultant

House Bill (HB) 96 includes several changes to attendance, including new allowances for absences relating to driver's education and an overhaul of existing absence intervention and truancy provisions.

Driver's education absences

New Ohio Revised Code (RC) [3321.043](#), effective Sept. 30, 2025, allows high school students enrolled in a district to be absent from school to attend a private driver training course approved by the director of public safety under RC Chapter [4508](#). High school students can be excused from attendance for no more than two hours per day, up to a maximum of eight hours. The excused absences cannot exceed four consecutive days or can be nonconsecutive.

Students cannot be released from a core curriculum subject course to attend a driver education course, and districts must also require students absent under the new provision to complete any classroom assignments missed to attend.

Policy implications

Policy JED, Student Absences, has been updated to include this new excuse.

Attendance and retention

HB 96 removes the requirement that a district or community school prohibit the grade level promotion of a student that is truant for more than 10% of the required attendance days in a school year (RC [3313.609](#)).

Policy implications

Policy IKE, Promotion and Retention of Students, has been updated to remove this requirement.

Absence intervention and truancy

District obligations for absence interventions and truancy are significantly modified by HB 96. Most significantly, the bill repeals and reenacts RC [3321.191](#), which addresses how schools must handle student absences. The

reenacted section now requires districts, community and STEM schools to adopt a policy addressing student absences by Aug. 1, 2026, in consultation with the county juvenile court, parents, guardians and other individuals who care for students within the district. The policy must align with district improvement plans and do the following:

- acknowledge that student absences from school for any reason, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning;
- identify strategies to prevent students from becoming chronically absent;
- include procedures for notifying a student's parent, guardian or custodian when the student has been absent from school for a number of hours determined by the board, not to exceed 5% of the minimum required hours under RC [3313.48](#);
- establish a tiered system that provides more intensive interventions and supports for students with greater numbers of absences and includes resources to help students and their families address the root causes of the absences;
- provide for one or more absence intervention teams to work with students at risk of becoming chronically absent and their families to improve attendance at school;
- prohibit suspending, expelling or otherwise preventing a student from attending school based on the student's absences under RC [3313.668](#);
- permits public school districts, community and STEM schools to consult or partner with private, public and nonprofit agencies to assist students and families in reducing absences.

The bill also makes the following changes to Ohio's attendance and truancy provisions, effective Sept. 30, 2025:

- Repeals requirements in RC 3321.191 that districts, community schools and STEM schools assign habitual truants to an absence intervention team and adopt a prescribed absence intervention plan. Districts will be required to follow the process outlined in their updated policy as outlined above.
- Defines "chronically absent" as missing at least 10% of the minimum number of hours required under RC 3313.48 in a school year, which may vary by grade level (RC 3321.191).
 - Definition of "habitual truant" is unchanged under RC [2151.011](#). Defined as a student absent without a legitimate excuse for 30 consecutive hours, 42 hours or more in one school month or 72 hours or more in one school year.
- Removes the requirement that a district notify a student's parent or guardian of excessive absences from school with a nonmedical excuse or without legitimate excuse. Also removes excessive absence as a category, previously defined as 38 or more hours in one school month, or 65 or more hours in a school year. Differentiating between excused and medically excused absences is no longer necessary because all absences count toward chronic absenteeism.
- Eliminates the timeline under which a school district attendance officer must file a complaint in juvenile court against a habitually truant student on the 61st day after implementing an absence intervention plan. Instead, filing a complaint is now required only if the school determines the student has not made satisfactory progress in improving their attendance. If the school does not determine that the student and family are making adequate progress or the student and their family stop making progress toward improving attendance, the school must file a complaint (RC [3321.16](#)).
- Relocates an existing requirement from RC 3321.19 to RC 3321.16 that a complaint filed in juvenile court must allege that the student is an unruly child for being a habitual truant and that the parent or guardian violated a duty to make the child attend school under RC [3321.38](#).

Policy implications

Policy JED, Student Absences and Excuses, has been updated to remove the distinction between medically and nonmedically excused absences. Policies JEDA, Truancy, and JEDC, Religious Expression Days, have also been updated to reflect changes to law.

Please note that the board policy that must be adopted by Aug. 1, 2026 (OSBA sample policy JEDA), must be developed in consultation with the juvenile court in the county or counties where the district is located and the parents, guardians and others that care for students attending school within the district. In its recently released [attendance guidance](#), the Ohio Department of Education and Workforce (ODEW) recommends beginning to adopt practices aligned with new policy requirements now, prior to the Aug. 1, 2026, deadline. For more updates, including a link to the updated attendance FAQ webpage, visit the ODEW [Attendance Support website](#). OSBA continues to monitor guidance in this area and will provide future policy updates if deemed appropriate.

RELEASED TIME FOR RELIGIOUS INSTRUCTION

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

House Bill 96 modifies existing released time for religious instruction requirements of Ohio Revised Code (RC) [3313.6022](#) in the following manner:

- The required board adopted released time for religious instruction policy must authorize a student to be excused from school to attend a released time course for at least one period per week (RC 3313.6022(B)). Under new RC 3313.6022(E), such excusal cannot exceed two periods total in a week for elementary or middle school, and the amount of time equivalent to attending two units of high school credit per week for high school students.
- Under new RC 3313.6022(D), the released time for religious instruction policy must not prohibit students from bringing external educational and program materials into school. When considering the distribution of such materials that a student brings into the school, districts should review locally adopted policies and procedures on distributing materials in schools. When establishing time, place and manner restrictions, districts must apply these in a content-neutral manner. Districts also must consider students' rights to express their religious opinions as outlined in federal law and Ohio's "Student Religious Liberties Act." RC [3320.02](#) allows students to engage in religious expression before, during and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during and after school hours. A frequent question we receive is what districts may do if students bring food items, such as candy, back to school. Again, districts should follow existing policies regarding the distribution of these items and apply them consistently (not just for students bringing food from released time programs). Such policies may include wellness or allergy policies.

Policy implications

Policy JEFB, Released Time for Religious Instruction, has been updated to reflect the changes for how often a student must be excused. When reviewing the updated sample, districts need to select the applicable option provided regarding the number of periods a student may be released (which can be no less than one period per week, but districts can provide for up to two). The OSBA sample does not prohibit the distribution of materials; therefore, no updates are necessary to address this change. OSBA continues to receive questions regarding a district's ability to add additional requirements to the released time for religious instruction policy beyond what is included in the OSBA sample; such questions must be directed to legal counsel.

AI AND CYBERSECURITY UPDATE

by Gamy Narvaez, policy consultant

House Bill (HB) 96 requires changes to school district operations regarding artificial intelligence (AI) and cybersecurity.

Artificial intelligence

HB 96 enacts Revised Code (RC) [3301.24](#), requiring the Ohio Department of Education and Workforce (ODEW) to

develop a model policy on the use of AI in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025. The new provision also requires school districts, community schools and STEM schools to adopt a policy on AI use by July 1, 2026. Schools can adopt the ODEW model or another policy on AI use.

Policy implications

No changes to OSBA sample policies are required at this time, but we recommend reviewing policy EDEC, Artificial Intelligence, for current OSBA recommendations regarding best practices and essential AI requirements and prohibitions. We will continue to monitor any updates to law and guidance regarding AI use and will release another update after reviewing ODEW's model policy on AI use.

Cybersecurity

HB 96 also enacts RC [9.64](#), requiring boards of education to adopt a cybersecurity program by Sept. 30, 2025 "that safeguards (the district's) data, information technology, and information technology resources to ensure availability, confidentiality and integrity." The program must be consistent with generally accepted best practices for cybersecurity, such as the National Institute of Standards and Technology [cybersecurity framework](#) and the Center for Internet Security [cybersecurity best practices](#), and may include:

- Identifying and addressing the critical functions and cybersecurity risks of the district.
- Identifying the potential impacts of a cybersecurity breach.
- Specifying mechanisms to detect potential threats and cybersecurity events.
- Specifying procedures for the district to establish communication channels, analyze incidents and take actions to contain cybersecurity incidents.
- Establishing procedures for the repair of infrastructure impacted by a cybersecurity incident and the maintenance of security after the incident.
- Establishing cybersecurity training requirements for all district employees, the frequency, duration and detail of which will correspond to the duties of each employee. Annual cybersecurity training provided by the state, and training provided for local governments by the Ohio Persistent Cyber Initiative (O-PCI) program of the Ohio Cyber Range Institute, satisfy the requirements of this division.

CyberOhio strongly recommends cybersecurity training for all staff and provides information on cybersecurity grants for local governments and free training through O-PCI on its [website](#). The Auditor of State (AOS) has [stated](#) that compliance checks for implementation of cybersecurity programs will begin by Jan. 1, 2026 for cities and counties, and by July 1, 2026 for all other entities, including school districts.

RC 9.64 prohibits districts under a ransomware attack from paying or otherwise complying with any ransom demand unless formally approved by a board resolution that specifically states why payment or compliance with the ransom demand is in the district's best interest.

Effective Sept. 30, 2025, districts must also report all cybersecurity and ransomware incidents, as defined by RC 9.64 sections (1) and (3), as soon as possible after discovering the incident, no later than seven days to the [Ohio Cyber Integration Center](#) and no later than 30 days to [AOS](#). OSBA recommends reviewing [CyberOhio](#)'s coverage of the new provision and related requirements for more information.

RC 9.64 specifies that any records, documents or reports related to the cybersecurity program and framework, as well as reports of a cybersecurity incident or ransomware incident, are not public records under RC [149.43](#). Records identifying cybersecurity-related software, hardware, goods and services that are being considered for procurement, have been procured, or are being used by the district -- including the vendor name, product name, project name, or project description -- are security records under RC [149.433](#) and are also exempt from disclosure.

Policy implications

OSBA policy sample EHC, Cybersecurity, has been updated to reflect the new requirements. The updated policy states that the board will adopt a compliant cybersecurity program and comply with other state law requirements. Districts must still develop the program details and review current cybersecurity practices for compliance.

CELLPHONE USE UPDATE

by Julie S. Towns, policy consultant

House Bill (HB) 96 modifies Ohio Revised Code (RC) [3313.753](#) regarding student cellular telephone use. The amended law requires boards to adopt a policy by Jan. 1, 2026, that prohibits all cellphone use by students during the instructional day. HB 96 also removes the requirement of ODEW to develop a model policy for student cellphone use in schools.

As under continuing law, if determined appropriate by the district board, or if included in a student's Individualized Education Plan or 504 plan, students may use cellphones or other electronic communications devices for student learning or to monitor or address a health concern.

RC 3313.753 now also requires the board to permit a student to use a cellphone or other electronic communications device to monitor or address a health concern if the board receives a written statement from the student's physician requiring such use.

Cellphones also may be used by students if permitted under the building's comprehensive emergency management plan. An amendment to [RC 5502.262](#) requires administrators to incorporate a protocol that addresses student use of cellular telephones during an active threat or emergency into the comprehensive emergency management plans.

One open question is how to define "instructional day." RC 3313.753 does not define the term. However, the Ohio Department of Education and Workforce (ODEW) has several [cellphone resources](#). In those resources, ODEW defines "instructional day" as "any period of time in which a student is expected to be in attendance and includes not only formal instruction time but also supervised activities, such as transitioning between classes, recess, meal periods and field trips."

Policy implications

The following OSBA policies have been updated to reflect cellphone law updates:

- JFCK, Use of Cellphones and Electronic Communications Devices by Students
- EBC, Emergency Management and Safety Plans

For more practical information on student cellphones, review the [ODEW](#) resources.

CHANGES TO BUDGET, FORECAST AND LEVY PROCESS

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

House Bill (HB) 96 makes various revisions to the district budgeting and forecasting process.

"Five-year" forecast

The "five-year" forecast process districts are accustomed to is replaced with the required submission of current budget information and three-year projects. Ohio Revised Code (RC) [5705.391](#), as amended, requires the following:

- The board must submit appropriations, revenue and fund balance assumptions contained in the budget adopted by the board for that fiscal year and projections of expenditures, revenues and fund balances for the three succeeding fiscal years to the Ohio Department of Education and Workforce (ODEW) by Aug. 31 each fiscal year. However, HB 96 Sec. 265.660 requires information for the 2026 fiscal year to be submitted to ODEW by Oct. 15, 2025, in accordance with rules existing as of Sept. 30, 2025.
- By the last day of February each year, the board must submit updated appropriations, revenue and fund balance information for the budget adopted for the fiscal year and updated projections of expenditures, revenue and fund balance for the three succeeding fiscal years.
- ODEW and the Auditor of State (AOS) must adopt rules governing such submissions. The rules must specify the information required for both the current budget information and three-year forecast submissions, as well as any additional school district financial and operating information necessary for the audits and analyses conducted by AOS or ODEW, including special and federal funds expenditures, revenues and balances.
- The rules must allow AOS or ODEW to examine the current budget information and three-year projections and determine whether any further fiscal analysis is needed to ascertain whether the district has the potential to incur a deficit during the first two years of the three-year period (previously the first three of five years).
- The district may submit the most recent projections prepared under RC 5705.391 to the county budget commission with its tax budget, as required by RC [5705.28](#) or other information allowable under RC [5705.281](#). If a district submits this information, the county budget commission must examine the projections under the RC [5705.31](#) process. Using the budget, and if applicable, included projections, the budget commission will still ascertain the total amount to be raised in the county for the district and the need for these amounts. Except as otherwise provided by RC 5705.31, the county budget commission may reduce the amount to be raised by any levy pursuant to RC [5705.32](#). Note, potential changes to the RC 5705.32 adjustments were vetoed by **Gov. Mike DeWine**.

Levy changes

RC [5705.314](#) currently requires boards of education to hold a public hearing solely on a proposal to change its levy within the ten-mill limitation if it will result in an increase in the amount of real property taxes levied by the board in the tax year that the change takes effect. The provision has been amended to also require the board to obtain approval from the county budget commission of each county in which the district has territory before adopting a resolution to implement the proposal.

When the district provides a copy of the notice of required hearing under RC [5705.314](#) to the county auditor, the county auditor must certify a copy of the notice to the county budget commission. Upon certification, the county budget commission must schedule a hearing for a date that is not less than 10 days or more than 30 days after the date of certification. The hearing cannot be on the same day as the hearing the school board must hold on the proposed levy, and if multiple county budget commissions must hold hearings, the meetings cannot be on the same day. The commission(s) must publish the date, time, location and purpose of the meeting on the county auditor's website, and the school district must also publish the information on its website. During the commission hearing, the school district must present evidence demonstrating the need for the levy to the county budget commission. The district is prohibited from changing the levy unless, by a majority vote, the county budget commission approves the need to change the levy.

Districts should review various other HB 96 changes impacting the levy process and monitor OSBA communications in this area as we monitor the proposed legislative veto override process. Districts also should review changes to the property tax valuation appeal process.

Policy implications

The following policies have been updated to reflect these changes:

- DBD, Budget Planning
- DE, Revenues from Tax Sources
- FD (also KBE), Tax Issues

CONSTITUTION DAY

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

All districts receiving Federal funds must hold an educational program on the United States Constitution on Sept. 17 annually for the students served by the district ([section 111\(b\) of title I of Division J of Public Law 108-447](#)).

The U.S. Department of Education (USDOE) has created a [webpage](#) dedicated to Constitution Day. The webpage reminds districts of their obligations to hold the educational program and provides resources districts may choose to use.

President Donald Trump's Jan. 29, 2025, Executive Order No. [14190](#) also reminded districts of their obligation to provide an educational program on the United States Constitution on Sept. 17 annually.

Review the resources provided on the USDOE website or other educational programs you have used in the past as you prepare for the required Sept. 17 Constitution Day program. Districts should consider documenting the educational program provided to verify compliance with this requirement.

Policy implications

In review of the updated resources and increased focus on compliance regarding Constitution Day, OSBA sample IND/INDA, School Ceremonies and Observances/Patriotic Exercises, has been updated with this PDQ issue. These revisions both place the language in a place more closely tied to other mandatory recognitions (Veterans Day) and provide flexibility for what process the district may use for the educational program.

PUBLIC RECORDS DEFINITION UPDATE

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

House Bill (HB) 96 modifies the Ohio Revised Code (RC) [149.011](#) definition of "records." The revisions create a new exception to items meeting the definition of a "record," meaning that such items must not be retained in accordance with a district's records retention schedule. The updated definition of records (new exception in bold font), effective Sept. 30, 2025, is:

*"Records" includes any document, device, or item, regardless of physical form or characteristic, including an electronic record as defined in section 1306.01 of the Revised Code, created or received by or coming under the jurisdiction of any public office of the state or its political subdivisions, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the office. **"Records" does not include personal notes or any document, device, or item, regardless of physical form or whether an assistive device or application was used, of a public official, or of the official's attorney, employee, or agent, that is used, maintained, and accessed solely by the individual who creates it or causes its creation.***

HB 96 also exempts several items from the definition of a public record under RC [149.43](#). Changes to these items most likely to impact schools are:

- New exception: Attorney work product record defined as: "a record that is not specific investigatory work product or a trial preparation record and that is created by an attorney, or by the agent of an

attorney, in reasonable anticipation of or for litigation, trial, or administrative proceedings, when acting in an official capacity on behalf of the state, a political subdivision of the state, a state agency, a public official, or a public employee, that documents the independent thought processes, mental impressions, legal theories, strategies, analysis, or reasoning of an attorney or the agent of an attorney.”

- Amended exception: Trial preparation records, prior to the conclusion of all direct appeals or, if no appeal is filed, prior to the expiration of the time during which an appeal may be filed, or, if no trial has occurred, until the civil or criminal action or proceeding has ended without the possibility of direct appeal or each agency, office, or official responsible for the matter has made a decision not to proceed with the matter. "Trial preparation record" is now defined as: any record created by or for another party or by or for that party's representative, in reasonable anticipation of, or in defense of, a civil or criminal action or proceeding, that is not a confidential law enforcement investigatory record or attorney work product record and that contains factual information that is specifically compiled for that civil or criminal action or proceeding.
- New exception: Any entry on the public calendar of an elected official that is for any date that is after the date the record is requested. "Elected official" is defined as a person who is elected or appointed to an elective office of the state or a political subdivision. "Public calendar" means a calendar or appointment book maintained by an elected official to schedule the elected official's activities in relation to the elected official's position as an elected official. "Public calendar" does not include a personal calendar or appointment book maintained solely for an elected official's personal convenience that does not serve to document the elected official's official activities or functions or the official activities or functions of the elected official's public office.

Newly enacted RC [9.64](#) also states that a record identifying cybersecurity-related software, hardware, goods and services that are being considered for procurement, have been procured, or are being used by a political subdivision, including the vendor name, product name, project name or project description, is considered a security record under RC [149.433](#).

Policy implications

EHA, District Records Commission, Records Retention and Disposal, has been updated to reflect the amended RC 149.011 definition of “record.” Districts should review records retention schedules for any necessary revisions and follow the statutory process for such updates. When responding to requests for public records, districts also must review the changes to RC 149.43 to ensure items that are not public records are not disclosed under a public records request. In our review of these changes, we also are recommending changes to policy KBA, Public’s Right to Know.

TEACHER ASSIGNMENTS

by Julie S. Towns, policy consultant

House Bill 96 enacts Ohio Revised Code (RC) [3319.173](#), effective Sept. 30, 2025, requiring superintendents to assign teachers to positions based on the best interests of the students enrolled in the district. When assigning, reassigning or transferring a teacher — whether voluntary or involuntary on the part of the teacher — the superintendent is prohibited from using seniority or continuing contract status as the primary factor in determining the teacher’s assignment. These requirements prevail over any conflicting provisions of collective bargaining agreements entered into on or after Sept. 30, 2025. Districts with existing conflicting language in a collective bargaining agreement should work closely with legal counsel to determine the timing and impact of any policy adjustments.

Policy implications

Policy GCI, Professional Staff Assignments and Transfers, has been updated to reflect this change.

UPDATE TO MILITARY INTERDISTRICT OPEN ENROLLMENT

by Julie S. Towns, policy consultant

Senate Bill 208, effective April 9, 2025, modified [Ohio Revised Code \(RC\) 3313.98](#) to allow a student with a parent who is an active-duty member of the armed forces stationed in Ohio to apply for open enrollment in a district that would not otherwise accept open enrollment students (the district does not participate or only accepts adjacent district students).

House Bill 96, effective Sept. 30, 2025, further modifies these provisions, now prohibiting districts from requiring a student to comply with any open enrollment application deadlines if the student's parent is an active-duty member of the armed forces stationed in Ohio. The new requirement to exempt these students from the applicable deadlines applies to districts that allow for statewide open enrollment, adjacent districts only, or those that do not otherwise participate in open enrollment. The bill also removes the ability of districts receiving impact aid to adopt a resolution objecting to the enrollment of their native students in adjacent or other districts if at least 10% of a district's students meet the requirements to be included in the calculation of that aid.

Policy implications

OSBA's open enrollment policies have been updated to remove the application deadline requirement for these students. When reviewing the updated samples, carefully select the version applicable to your district:

- JECBB, Interdistrict Open Enrollment (Do Not Participate)
- JECBB, Interdistrict Open Enrollment (Adjacent District)
- JECBB, Interdistrict Open Enrollment (Statewide)

HB 96 AMENDS SEVERAL LAWS RELATED TO READING ASSESSMENT AND INSTRUCTION

by Julie S. Towns, policy consultant

House Bill (HB) 96 revised several laws related to reading requirements. Here is a summary of these changes and recommended policy revisions. Districts should monitor updated guidance from the Ohio Department of Education and Workforce (ODEW).

Third Grade Reading Guarantee

HB 96 amends the high dosage tutoring requirements of Ohio Revised Code (RC) [3313.608](#). The revisions now expressly permit a district to incorporate the high dosage tutoring provided to students on reading improvement and monitoring plans into a student's regular instruction time. High dosage tutoring programs must align with best practices identified by ODEW.

ODEW must remove from the list of tutoring program providers in English language arts any program it determines is not aligned to the science of reading or uses a three-cueing approach. The qualifications of tutoring program providers must include efficacy data. In accordance with RC [3301.136](#), ODEW must provide an opportunity for entities to submit qualifications for inclusion on the list at least every three years.

HB 96 also eliminates language in RC 3313.608 that exempted students with significant cognitive disabilities or other disabilities authorized by ODEW on a case-by-case basis from the annual reading assessment requirements in K-three. Districts should continue to review and abide by other applicable laws for assessments for these students.

Policy implications

IGBEA, Reading Skills Assessment and Intervention (Third Grade Reading Guarantee), and accompanying regulation IGBEA-R, Reading Skills Assessment and Intervention (Third Grade Reading Guarantee), have been updated to reflect these changes.

Science of reading professional development

Formerly uncodified law required districts and schools to ensure that all teachers and administrators completed a science of reading course provided by ODEW no later than June 30, 2025. HB 96 enacts RC [3319.2310](#), codifying the requirements for the science of reading. Review ODEW's science of reading professional development [webpage](#) for more information. No substantive changes are required for OSBA sample policies. However, districts must continue to review and comply with the new requirements, including the requirement that training count toward the hours required for the educator licensure renewal process.

Science of reading instructional materials

RC [3313.6028](#) establishes requirements for ODEW to establish a list of high-quality core curriculum and instructional materials in English language arts and a list of evidence-based intervention programs that are aligned with the science of reading and strategies for effective literacy instruction. Existing law requires districts to use curriculum from these lists in English language arts and evidence-based reading intervention programs beginning in the 2024-25 school year. HB 96 clarifies that these requirements just apply for selection of core curriculum and instructional materials in English language arts for students in pre-K-five and for the evidence-based reading intervention programs in pre-K through 12th grade. OSBA policies already require instructional materials to comply with all state law requirements, so no further changes are necessary to OSBA sample policies in this area.

Diagnostic assessments

HB 96 makes significant changes to the diagnostic assessments to be approved by ODEW and administered by districts under RC [3301.079](#). However, districts are operating under RC 3301.079 as it existed prior to these changes for the 2025-26 school year. Monitor ODEW guidance in this year as they begin the process to review, approve and communicate changes prior to the 2026-27 school year.

Kindergarten readiness assessment

RC [3301.0714](#) requires districts to use and score the kindergarten readiness assessment (KRA) in accordance with rules established by the Ohio Department of Children and Youth (DCY).

RC [3302.03](#) revisions eliminate the requirement that ODEW must include KRA data on the state report card. ODEW is removed from KRA data collection and reporting so that DCY alone is responsible.

HB 96 ADVANCED STANDING, GRADING AND CLASS RANKING CONSIDERATIONS

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

Advanced standing programs

Ohio Revised Code (RC) [3313.6013](#) requires districts to provide at least one advanced standing program for students in grades nine-12. House Bill (HB) 96 adds the following to the potential programs that can be provided to meet a district's statutory obligations:

- Courses that comply with the career-tech education credit transfer criteria, policies and procedures established under RC [3333.162](#);
- College-level examination program (CLEP).

Weighted grading considerations

Newly enacted RC [3313.6031](#) requires districts to adopt and implement a policy for awarding grades and calculating class standing for courses that comply with career-technical education credit transfer criteria, policies and procedures established under RC 3333.162. The policy must be equivalent to the district or school's policy for courses taken under the advanced standing programs in RC 3313.6013(A)(1)-(3) (College Credit Plus, Advanced Placement, International Baccalaureate) or for other courses designated as honors courses, including procedures for awarding a weighted grade or enhancing a student's class standing for those courses.

Guaranteed admission

HB 96 makes the following RC [3345.06](#) revisions:

- Students in the top 10% of a graduating class as determined by the chancellor of higher education are entitled to admission to any state institution of higher education. If the student does not meet the standards for unconditional admission (RC 3345.06(A)) the institution may delay main campus admission and admit to a university branch campus.
- Each graduate who is in the top 5% of a graduating class as determined by the chancellor are entitled to admission to the main campus of a state institution of higher education so long as they meet the application and acceptance deadlines for admission to the main campus.
- The chancellor of higher education, in consultation with the director of education and workforce, must identify a process to provide each state institution of higher education with information on students who are eligible for admission under these provisions.

OSBA recommends that districts continue to monitor Ohio Department of Higher Education (ODHE) resources for more information on the new guaranteed admission process.

Governor's merit scholarships

HB 96 Sec. 381.400 creates scholarships of \$5,000 per academic year for eligible students in the top 5% of their graduating class at the end of their junior year, as determined by their school using criteria established by the chancellor in consultation with the director of education and workforce. More information on these scholarships, including FAQs for school districts, is available on this [ODHE website](#).

Policy implications

OSBA sample policy IKA, Grading Systems, has been updated to include a general statement on compliance with law for development of grading scales. Districts also should review locally established grading and class ranking policies and procedures (typically included in student handbooks) for compliance with the applicable HB 96 changes.

FINANCIAL LITERACY INSTRUCTION EXEMPTION

by Julie S. Towns, policy consultant

House Bill (HB) 96, in accordance with [Ohio Revised Code \(RC\) 3313.603](#), has added a provision that permits boards to adopt a policy to excuse a student from the financial literacy instruction graduation requirement if the student, while in high school, participates in a financial literacy program offered through a student branch of a credit union or by a bank. The financial literacy program must meet or exceed the academic content standards and model curriculum for financial literacy and entrepreneurship adopted under [RC 3301.079](#), and students must participate in the program for the equivalent of at least one-half unit of instruction to qualify for an exemption.

Not later than July 1, 2026, the Ohio Department of Education and Workforce (ODEW) must develop and post on its website a model policy and guidelines that districts may use in developing a policy.

Policy implications

OSBA policy IKF, Graduation Requirements, adds permissive language to allow boards to excuse students from the financial literacy instruction graduation requirement pursuant to these new changes.

EXTRACURRICULAR ACTIVITY PARTICIPATION CHANGES

by Julie S. Towns, policy consultant

Ice hockey participation

House Bill (HB) 96 enacts [Ohio Revised Code \(RC\) 3313.536](#), effective Sept. 30, 2025, allowing a district superintendent to permit a student enrolled in another district the opportunity to participate in ice hockey as an interscholastic athletic activity at a school of the superintendent's district if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity. This is permissible if:

- The student's district is less than 20 miles away;
- The student is of the appropriate age and grade level and fulfills the same academic, nonacademic and financial requirements as any other participant, including trying out for a position on the team.

The student is not required to enroll in or be a resident of the district that offers ice hockey to participate. In order for the student to participate, both the superintendent of the district that offers ice hockey and the district in which the student is enrolled must enter into an agreement approving the student's participation in ice hockey at the school district in which the student is not enrolled.

Interscholastic participation by nonresident homeschooled victims of harassment

HB 96 also amends [RC 3313.5313](#), enacted last year, which permits superintendents to allow certain students to participate in interscholastic activities. HB 96 now limits participation in this program to home-educated students meeting certain criteria. To be allowed to participate, the home-educated or otherwise enrolled student must have been subject to conduct or qualifying offenses by a school official, employee or volunteer, or by another student, from the district or school where the home-educated student is participating in athletics.

Policy implications

OSBA has updated the following policies on extracurricular activity participation to reflect these changes:

- IGD, Cocurricular and Extracurricular Activities
- IGDJ, Interscholastic Athletics

ADVANCED MATHEMATICS PLACEMENT

by Julie S. Towns, policy consultant

House Bill 96 enacts Ohio Revised Code (RC) [3313.6032](#), effective Sept. 30, 2025. This law requires districts to provide each student achieving an advanced level of skill on a mathematics achievement assessment as prescribed in RC [3301.0710](#), or an end-of-course examination under [RC 3301.0712](#), with advanced learning opportunities in mathematics, including advanced mathematics courses in the following school year. Each student must take any corresponding required achievement assessment or end-of-course examination for any mathematics course the student takes under those sections.

The bill also:

- Defines advanced learning opportunities in mathematics or advanced mathematics course as "a learning opportunity or a course that provides academic content or rigor that exceeds the standard

mathematics curriculum for the student's grade level, including a mathematics course that is two grade levels above the student's current grade level, as determined by the district.”

- Clarifies that districts that do not offer advanced learning opportunities in mathematics or an advanced mathematics course for the grade level in which the student is enrolled for the next school year are not subject to this provision. For districts that do offer such opportunities, the [Ohio Department of Education and Workforce states](#) the requirement to provide these courses will not take effect until the 2026-27 school year.
- Requires the district to notify the parent or guardian of a student who qualifies for advanced learning opportunities in mathematics. The parent or guardian may submit a written request for that student to not receive the advanced learning opportunities in mathematics or to not be enrolled in the advanced mathematics course. In this case, the district is not required to provide that student with advanced mathematics instruction.

Policy implications

Policy IKEB, Acceleration, (Version 1) has been updated to address this new requirement.

COMPETITIVE BIDDING CHANGES

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

House Bill 96 makes the following changes to school district competitive bidding:

- Amends Ohio Revised Code (RC) [3313.46](#), which formerly required that boards competitively bid any contract “to build, repair, enlarge, improve or demolish any school building.” The amended law will require competitive bidding if a board plans to “build, repair, enlarge, improve, or demolish any building or other property,” expanding the requirements for competitive bidding. The 2025 threshold requiring competitive bidding is \$77,250. [Ohio law](#) provides that the threshold is adjusted annually.
- Subjects multifunction school activity buses purchased under amended RC [3327.08](#) to the same competitive bidding requirements as other school buses.
- Amends existing bid guaranty requirements of RC 153.54 to allow a new electronic verification option for bids accepted electronically under RC [153.08](#).

Review the recently released [Auditor of State bulletin](#) for more information.

Policy implications

Policy DJC, Bidding Requirements, has been updated to reflect which contracts now require competitive bidding under RC 3313.46. Additional edits have been made to clarify the individual involved in the bidding process if the district does not have a business manager. Policy FEF, Construction Contracts Bidding and Awards, has been updated to reflect the revised bid guaranty options.

IN-SERVICE TRAINING UPDATES

by Julie S. Towns, policy consultant

[Ohio Revised Code \(RC\) 3319.073](#) establishes in-service training requirements for school employees. House Bill 96 makes the following changes:

- Eliminates the option for the board to adopt or adapt curriculum developed by the Ohio Department of Education and Workforce under [RC 3301.221](#) for youth suicide awareness and prevention training. Instead, boards must develop their own curriculum for this purpose, and such training can no longer be accomplished through self-review of suitable suicide prevention materials approved by a board.
- Eliminates language authorizing child sexual abuse education training to be presented by law enforcement officers or prosecutors at their discretion. Instead, it requires the board to develop its

own curriculum in consultation with public or private agencies or persons involved in child sexual abuse prevention or child sexual violence prevention.

Policy implications

JHG, Reporting Child Abuse and Mandatory Training, has been updated to reflect changes to in-service training provisions.

OEC FREQUENT FLYER OPINION

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

The Ohio Ethics Commission (OEC) recently issued [Advisory Opinion 2025-02](#), in which it concluded that Ohio public officials are permitted to benefit, for their personal use, from frequent flyer miles, credit card rewards, hotel points or other rewards earned during official business. They may do so provided that such rewards are earned in the same way as any other member of the public would earn them and that they do not incur any additional cost to the public agency. Officials are still prohibited from choosing a vendor just to accrue such credits or awards for themselves. This opinion marks a shift from previous interpretations by OEC.

Policy implications

The language aligned with prior OEC opinions in this area has been removed from OSBA sample policy DLC, Expense Reimbursements. Districts should also review district-level procedures to determine if any changes are required. The OEC opinion reiterates that public agencies can prohibit their officials or employees from accepting frequent flyer miles or other reward points by adopting more restrictive policies than the ethics law. If your district still wants to prohibit such rewards, work with legal counsel to determine whether to make the proposed edits to DLC, Expense Reimbursements, provided with this PDQ issue.

OHIO ADMINISTRATIVE CODE CHANGES REQUIRE POLICY UPDATES: GIFTED STUDENTS AND TRANSPORTATION

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

Ohio Administrative Code (OAC) provisions for gifted students and student transportation were updated with an effective date of July 1, 2025.

More information on the gifted changes ([OAC 3301-51-15](#)) is available in this Ohio Department of Education and Workforce (ODEW) [crosswalk](#).

More information on the transportation changes ([OAC Chapter 3301-83](#)) is available in this [ODEW summary](#).

Policy implications

Policy IGBB, Programs for Students Who are Gifted, has been updated to align with the OAC gifted changes.

The following policies have been updated to reflect the OAC transportation changes:

- EEA, Student Transportation Services
- EEACC-R (Also JFCC-R), Student Conduct on District Managed Transportation
- EEACD, Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
- EEACD-R-2, Drug Testing for Motor Van Drivers
- EEAD, Non-Routine Use of School Buses and Motor Vans
- GBQ, Criminal Records Check

MAHMOUD V. TAYLOR AND DISTRICT OPT-OUT POLICIES

by Gamy Narvaez, policy consultant

The U.S. Supreme Court issued a decision in *Mahmoud v. Taylor* in June. The case involved a challenge to a Maryland school district's curriculum, which featured "LGBTQ+-inclusive" content and storybooks aimed at students in kindergarten through fifth grade.

Initially, the Montgomery County Public Schools' board policy required parental notice before using the storybooks and allowed parents to opt their children out of this instruction. However, the district later revised its notice and opt-out policy, stating that it was "difficult to accommodate the growing number of opt-out requests without causing significant disruptions to the classroom environment." Parents sued the district, claiming that the revised policy and curriculum violated their First Amendment rights to the free exercise of their religion. In a 6-3 decision, the court agreed and held that the Maryland school board's introduction of the LGBTQ+-inclusive storybooks, combined with its no-opt out policy, burdened the parents' rights to the free exercise of their religion. For a more detailed summary of the court's decision, review OSBA's [legal ledger article](#) covering *Mahmoud*.

Policy implications

In Ohio, parents are provided certain statutory opt-out rights. Several of OSBA's existing model policies reflect these rights and outline the process the district will follow when it receives a parent's request to opt-out or excuse their children from instruction, materials or activities. These policies include:

- IGAE, Health Education
- IGBLA, Promoting Parental Involvement
- INB, Teaching About Controversial Issues
- KLB, Public Complaints about the Curriculum or Instructional Materials

The U.S. Supreme Court's decision does not impact these state statutory rights, and, as a result, very few changes are being recommended to OSBA's model policies. IGAE, Health Education, has been updated to clarify that districts will comply with any parental opt-out or opt-in provisions required not only by state law but also by federal law.

However, districts are encouraged to use this opportunity to review their district practices around opt-out requests. The Mahmoud decision identifies a list of factors districts should consider when reviewing any opt-out request they receive from a parent who asserts that particular instruction or materials impose a substantial burden on their religious beliefs. These factors include:

- What are the specific religious beliefs and practices asserted?
- What is the specific nature of the educational requirement or curricular feature at issue?
- What is the specific context in which the instruction or materials are presented?
- What is the age of the student?

Because these matters require a fact-intensive analysis, OSBA recommends that districts work with legal counsel when reviewing their district practices or responding to such requests.

Cross References

EEACD-R-2 - **OSBA Sample** Drug Testing for Motor Van Drivers

DJC - **OSBA Sample** Bidding Requirements

IGBB - **OSBA Sample** Programs for Students Who Are Gifted

IGD - **OSBA Sample** Cocurricular and Extracurricular Activities

IGDJ - **OSBA Sample** Interscholastic Athletics

IKA - **OSBA Sample** Grading Systems
IKEB - **OSBA Sample** Acceleration (Version 1)
IKF - **OSBA Sample** Graduation Requirements
IND / INDA - **OSBA Sample** School Ceremonies and Observances/Patriotic Exercises
JEDC - **OSBA Sample** Religious Expression Days
JEFB - **OSBA Sample** Released Time for Religious Instruction
BF - **OSBA Sample** Board Policy Development and Adoption
DBD - **OSBA Sample** Budget Planning
DE - **OSBA Sample** Revenues From Tax Sources
DLC - **OSBA Sample** Expense Reimbursements
EBC - **OSBA Sample** Emergency Management and Safety Plans
EEA - **OSBA Sample** Student Transportation Services
EEAC - **OSBA Sample** School Bus Safety Program
EEACC-R (Also JFCC-R) - **OSBA Sample** Student Conduct on District Managed Transportation
EEACD - **OSBA Sample** Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
EEAD - **OSBA Sample** Non-Routine Use of School Buses and Motor Vans
EHA - **OSBA Sample** District Records Commission, Records Retention and Disposal
EHC - **OSBA Sample** Cybersecurity
FD (Also KBE) - **OSBA Sample** Tax Issues
FEF - **OSBA Sample** Construction Contracts Bidding and Awards
GBQ - **OSBA Sample** Criminal Records Check
GCI - **OSBA Sample** Professional Staff Assignments and Transfers
IGAE - **OSBA Sample** Health Education
IGBEA - **OSBA Sample** Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBEA-R - **OSBA Sample** Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)
IKE - **OSBA Sample** Promotion and Retention of Students
JECBB - **OSBA Sample** Interdistrict Open Enrollment (Adjacent District)
JECBB - **OSBA Sample** Interdistrict Open Enrollment (Do Not Participate)
JECBB - **OSBA Sample** Interdistrict Open Enrollment (Statewide)
JED - **OSBA Sample** Student Absences and Excuses
JEDA - **OSBA Sample** Truancy
JFCK - **OSBA Sample** Use of Cellphones and Electronic Communications Devices by Students
JHG - **OSBA Sample** Reporting Child Abuse and Mandatory Training
KBA - **OSBA Sample** Public's Right to Know
September 2025 - Update Review Form
Updating Quick Reference - Checklist



Book	Policy Manual
Section	Section G: Personnel
Title	Professional and Certificated Staff Fringe Benefits
Code	GCBC-R
Status	Active
Adopted	August 14, 2001
Last Revised	November 6, 2023
Prior Revised Dates	12/11/2001, 01/23/2006, 07/09/2008, 02/10/2014, 05/11/2015, 05/17/2021

Professional and Certificated Staff Fringe Benefits

Insurance

The Board shall provide each leadership team member with group term life and accidental death and dismemberment insurance coverage in the amount of \$40,000. The Board shall pay 100 % of the premium. In addition, each leadership team member may purchase additional life insurance at his/her own expense.

The Board shall make available a medical, surgical and major medical insurance program to all leadership team members. The Board shall pay 85% of the premium.

The Board shall provide leadership team members a family dental insurance plan. The Board shall pay 90 % of the premium.

The Board shall continue to carry on its payroll record all employees whose sick leave accumulation has expired or who are on a disability leave of absence or an approved leave of absence, for the purpose of providing group term life, hospitalization, surgical, major medical and other group insurance plans. Except as provided under the Family and Medical Leave Act, the cost of this insurance program shall be the responsibility of the person being granted the leave of absence. Arrangements must be made with the Treasurer for payment of this insurance premium.

Board Pickup of Employee Contribution to Retirement System

For the purposes of this policy, the term "employee" will refer to leadership team members who contribute to STRS or SERS.

The total annual salary and salary per pay period for each employee shall be payable by the Board in two parts: 1) deferred salary and 2) cash salary. An employee's deferred salary shall be equal to that percentage of said employee's total annual salary or salary per pay period, which is required from time to time by the State Teachers' Retirement System (STRS) or the School Employees' Retirement System (SERS) to be paid as an employee's contribution by said employee and shall be paid by the Board to STRS or SERS on behalf of said employee as a "pickup" of the STRS or SERS employee contribution otherwise payable by said employee. An employee's cash salary shall be equal to said employee's total annual salary or salary per pay period less the amount of pickup for said employee and shall be payable, subject to applicable payroll deductions, to said employee. The Board's total combined expenditures for employee's total annual salaries otherwise payable under their contracts and applicable Board policies (including pickup amounts) and its employer contributions to STRS or SERS shall not be greater than the amounts it would have paid for those items had this provision not been in effect.

The Board shall compute and remit its employer contributions to STRS or SERS based upon total annual salary, including the "pickup." The Board shall report for federal and Ohio income tax purposes as an employee's gross income said employee's total annual salary less the amount of the "pickup." The Board shall report for municipal income tax purposes as an employee's gross income said employee's total annual salary including the amount of the "pickup." The Board shall compute income tax withholding based upon gross income as reported to the respective taxing authorities.

The pickup shall be included in the employee's total annual salary for the purpose of computing daily rate of pay, for determining paid salary adjustments to be made due to absence or for any other similar purposes.

The pickup shall apply to payroll in accordance with retirement system policies.

Fee Waivers/Tuition Reimbursement

All leadership team members and certificated confidential employees shall have access to the utilization of fee waiver cards pursuant to the established guidelines of the Fee Waiver Committee.

All leadership team members and certificated confidential employees who earn additional professional growth college credit are eligible for tuition reimbursement for the cost of one course per semester.



Book	Policy Manual
Section	Section G: Personnel
Title	Copy of Professional and Certificated Staff Fringe Benefits
Code	GCBC-R
Status	
Adopted	August 14, 2001
Last Revised	November 6, 2023
Prior Revised Dates	12/11/2001, 01/23/2006, 07/09/2008, 02/10/2014, 05/11/2015, 05/17/2021

Professional and Certificated Staff Fringe Benefits

Insurance

The Board shall provide each leadership team member with group term life and accidental death and dismemberment insurance coverage in the amount of ~~\$40,000~~ **50,000**. The Board shall pay 100 % of the premium. In addition, each leadership team member may purchase additional life insurance at his/her own expense.

The Board shall make available a medical, surgical and major medical insurance program to all leadership team members. The Board shall pay ~~85~~ **84**% of the premium.

The Board shall provide leadership team members a family dental insurance plan. The Board shall pay 90 % of the premium.

The Board shall continue to carry on its payroll record all employees whose sick leave accumulation has expired or who are on a disability leave of absence or an approved leave of absence, for the purpose of providing group term life, hospitalization, surgical, major medical and other group insurance plans. Except as provided under the Family and Medical Leave Act, the cost of this insurance program shall be the responsibility of the person being granted the leave of absence. Arrangements must be made with the Treasurer for payment of this insurance premium.

Board Pickup of Employee Contribution to Retirement System

For the purposes of this policy, the term "employee" will refer to leadership team members who contribute to STRS or SERS.

The total annual salary and salary per pay period for each employee shall be payable by the Board in two parts: 1) deferred salary and 2) cash salary. An employee's deferred salary shall be equal to that percentage of said employee's total annual salary or salary per pay period, which is required from time to time by the State Teachers' Retirement System (STRS) or the School Employees' Retirement System (SERS) to be paid as an employee's contribution by said employee and shall be paid by the Board to STRS or SERS on behalf of said employee as a "pickup" of the STRS or SERS employee contribution otherwise payable by said employee. An employee's cash salary shall be equal to said employee's total annual salary or salary per pay period less the amount of pickup for said employee and shall be payable, subject to applicable payroll deductions, to said employee. The Board's total combined expenditures for employee's total annual salaries otherwise payable under their contracts and applicable Board policies (including pickup amounts) and its employer contributions to STRS or SERS shall not be greater than the amounts it would have paid for those items had this provision not been in effect.

The Board shall compute and remit its employer contributions to STRS or SERS based upon total annual salary, including the "pickup." The Board shall report for federal and Ohio income tax purposes as an employee's gross income said employee's total annual salary less the amount of the "pickup." The Board shall report for municipal income tax purposes as an employee's gross income said employee's total annual salary including the amount of the "pickup." The Board shall compute income tax withholding based upon gross income as reported to the respective taxing authorities.

The pickup shall be included in the employee's total annual salary for the purpose of computing daily rate of pay, for determining paid salary adjustments to be made due to absence or for any other similar purposes.

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All leadership team members and certificated confidential employees who earn additional professional growth college credit are eligible for tuition reimbursement for the cost of one course per semester.



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Board Policy Development and Adoption
Code	BF
Status	From OSBA
Adopted	September 1, 2025

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

Board Policy Development and Adoption

Proposals regarding Board policies and operations may originate at any of several sources, including students, community residents, employees, Board members, consultants or civic groups. A careful and orderly process is used when examining policy proposals prior to Board action.

The formulation and adoption of written policies constitute the basic method by which the Board exercises its leadership in the operation of the District. The study and evaluation of reports concerning the execution of its written policies constitute the basic method by which the Board exercises its control over District operations.

The formal adoption of policies is recorded in the minutes of the Board. Only those written statements so adopted and recorded are regarded as official Board policy.

Final action by the Board on proposals shall be in accordance with this policy. The Board takes action on most matters on the basis of recommendations presented by the Superintendent.

The Superintendent bases his/her recommendations upon the results of a study and upon the judgment of the staff and study committees.

Policies introduced and recommended to the Board should not be adopted until a subsequent meeting in order to permit further study and provide opportunity for interested parties to react. ~~However, temporary approval may be granted by the Board in lieu of formal adoption to address emergency conditions or special events, which may occur before formal action can be taken.~~ However, policies may be adopted at the first meeting at which they are presented in order to address emergency conditions or special events or as otherwise deemed appropriate by the Board.

Unless otherwise specified, a new policy or policy amendment is effective as of the date of adoption by the Board and supersedes all previous policies in that area. Unless otherwise specified, the repeal of a policy is effective as of the date the Board takes such action.

Editorial Revisions

The Board recognizes that editorial revisions to existing policies or regulations may be required from time to time. These revisions are confined to changes that do not alter the substantive meaning or application of a policy or regulation.

Editorial revisions may include, but are not limited to:

1. **Retitling sections or policies, including changing the policy codes assigned by the Board for organizational purposes. This also includes corrections to internal cross-references when sections or policies are retitled or recoded;**
2. **Correcting clerical errors, including grammatical, typographical, formatting, or other non-substantive alterations or omissions;**
3. **Updating the name(s) of individuals serving as District contacts, provided that the position or title remains consistent with that identified in applicable Board policy;**
4. **Replacing terms with updated terminology when such changes do not change the intent of the policy but are administrative in nature, such as terminology used for staff classifications;**
5. **Updating the name of a state agency or governmental body when such name has been changed by legislative or regulatory action and**
6. **Updating statutory or regulatory citations when amended or renumbered by law.**

The Superintendent is authorized to identify and implement such editorial revisions as described herein. Upon completion of any revisions, the Superintendent prepares and submit to the Board a written summary of the changes.

Should the Board determine that any revision constitutes a substantive change, such amendment is processed in accordance with Board policy.

Legal References

ORC 3313.20(A)

Cross References

AD, Development of Philosophy of Education
BDDG, Minutes
BFCA, Board Review of Regulations (Also CHB)
BFD, Policy Dissemination
BFE Administration in Policy Absence (Also CHD)
BFF, Suspension of Policies
BFG, Policy Review and Evaluation
CH, Policy Implementation

Legal

[ORC 3313.20\(A\)](#).



Book	Policy Manual
Section	Section B: School Board Governance And Operations
Title	Board Policy Development and Adoption
Code	BF
Status	Active
Adopted	August 14, 2001
Last Revised	February 13, 2023
Prior Revised Dates	07/12/2005, 05/11/2015, 08/08/2022

Board Policy Development and Adoption

The formulation and adoption of written policies constitute the basic method by which the Board exercises its leadership in the operation of the District. The study and evaluation of reports concerning the execution of its written policies constitute the basic method by which the Board exercises its control over District operations.

The formal adoption of policies is recorded in the minutes of the Board. Only those written statements so adopted and recorded are regarded as official Board policy.

Proposals regarding Board policies and operations may originate at any of several sources, including students, parents, community residents, employees, Board members, the Superintendent, the policy service provider, consultants, or civic groups. Regardless of where the proposal originated, the Superintendent/designee shall share the proposal with all Board members.

All proposed new policies, revisions of current policies or additions to current policies shall be reviewed by the Policy Review Committee prior to being presented to the Board for adoption unless there is an emergency as described herein. The Policy Review Committee shall be composed of two Board members, representation of building and District level administrators and other staff members as appointed by the Board President or the Superintendent/designee.

The agenda for the Policy Review Committee will be set by the Superintendent/designee in consultation with the Board members on the Policy Review Committee. A proposal will automatically be placed on the agenda at the written request of any two Board members or when the proposal has been made by the Board's policy service provider.

The Policy Review Committee will review and discuss all proposals placed on the agenda and will make recommendations to the Board to accept, modify or reject proposals made. The Committee's recommendations will be made by consensus. If consensus cannot be reached, any differing recommendations will be recorded in the Committee's minutes. The Superintendent/designee will provide the minutes to all Board members. After considering the work of the Committee, the Superintendent, in consultation with the Board President, will determine what policies will be placed on the Board agenda per Board policy BDDC. Final action on proposals, whatever their sources, is by the Board in accordance with this policy.

Two readings at two separate meetings shall normally be required before a new policy or a policy amendment can be adopted. Action to adopt will take place at a subsequent or third meeting of the Board. The Board does have the option, however, of voting for adoption at the second meeting.

All policy proposals that come before the Board for a third reading, or that come before the Board for a second reading if the Board intends to vote for adoption at a second reading, shall be included in full with the publicly released agenda. Once

the agenda including the full policy language has been released, the Board may not move to amend the language prior to a vote, except to correct spelling or grammatical errors, or to add a citation. If the Board wishes to amend proposed policy language that would change the substance, source, or effect of the policy, it may do so if properly moved, seconded and adopted by a majority of the Board. However, the policy vote must then be tabled to a subsequent meeting.

Unless otherwise specified, a new policy or policy amendment shall be effective upon the date of adoption by the Board and shall supersede all previous policies in that area. Unless otherwise specified, the repeal of a policy shall be effective on the date the Board takes such action.

When the superintendent determines there is an emergency, policies may be adopted or amended at a single meeting of the Board without review by the Policy Review Committee. An emergency shall be defined for the purposes of this policy as any situation or set of circumstances which the Superintendent has reason to believe that the education or operations of the District will be substantially disrupted or the safety or welfare of the students, employees or school community will be jeopardized.

Legal

[ORC 3313.20](#)

Cross References

[AD - Development of Philosophy of Education](#)

[BDDG - Minutes](#)

[BFCA \(Also CHB\) - Board Review of Regulations](#)

[BFD - Policy Dissemination](#)

[BFE \(Also CHD\) - Administration in Policy Absence](#)

[BFF - Suspension of Policies](#)

[BFG - Policy Review and Evaluation](#)

[CH - Policy Implementation](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Promotion and Retention of Students
Code	IKE
Status	From OSBA
Adopted	September 1, 2025

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

Promotion and Retention of Students

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

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

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

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

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

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

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education and Workforce.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
6. A student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student be promoted to the fourth grade, regardless of whether the student is reading at a fourth grade level. A student who is promoted at their parent or guardian's request shall continue to receive intensive reading instruction in the same manner as a student retained under this section until the student is able to read at grade level.

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

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

Legal References

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

Cross References

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

NOTE: This policy also applies to community schools.

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

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

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

THIS IS A REQUIRED POLICY

Legal

[ORC 3301.07](#)

[ORC 3301.0710](#)

[ORC 3301.0711](#)

[ORC 3301.0712](#)

[ORC 3301.0715](#)

[ORC 3313.608](#)

[ORC 3313.609](#)

[ORC 3313.6010](#)

[ORC 3313.6012](#)

[ORC 3314.03](#)

[ORC Chapter 3323](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Promotion and Retention of Students
Code	IKE
Status	Active
Adopted	August 14, 2001
Last Revised	February 12, 2024
Prior Revised Dates	03/09/2004, 10/11/2005, 04/22/2013, 02/10/2014, 09/22/2014, 05/11/2015

Promotion and Retention of Students

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

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

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

Secondary 6-12 Promotion and Retention

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

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

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

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

Third Grade Reading Guarantee

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

1. promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared for the fourth grade;
2. promotion to the fourth grade and provide "intensive intervention" services;
3. a student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student be promoted to the fourth grade, regardless of whether the student is reading at a fourth grade level. A student who is promoted at their parent or guardian's request shall continue to receive intensive reading instruction in the same manner as a student retained under this section until the student is able to read at grade level; or
4. retention in the third grade.

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

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

Legal

[ORC 3301.07](#)

[ORC 3301.0710](#)

[ORC 3301.0711](#)

[ORC 3301.0712](#)

[ORC 3301.0715](#)

[ORC 3313.608](#)

[ORC 3313.609](#)

[ORC 3313.6010](#)

[ORC 3313.6012](#)

[ORC 3314.03](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

Cross References

[AFI - Evaluation of Educational Resources](#)

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

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

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

[IKEB - Acceleration](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Student Absences and Excuses
Code	JED
Status	From OSBA
Adopted	September 1, 2025

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

Student Absences and Excuses

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be ~~medically~~ excused include, but are not limited to ~~(customize to reflect District reasons)~~:

1. personal illness of the student;
2. illness in the student's family necessitating the presence of the child;
3. quarantine for contagious disease; ~~or~~
4. emergency or other set of circumstances in which the judgment of the Superintendent constitutes a good and sufficient cause for absence from school, which may include but not be limited to absences due to documented medical, behavioral or dental appointments; ~~or~~

~~Reasons for which students may be nonmedically excused include, but are not limited to (customize to reflect District reasons):~~

5. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved in advance by the Superintendent (applies to students over 14 years of age only when all statutory obligations have been met for such excusal);
6. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);
7. up to three religious expression days per school year in accordance with Ohio Revised Code 3320.04;
8. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);
9. post-secondary visitation, for which a student may be marked as "present" for such absences for up to three days per school year;
10. pre-enlistment reporting to a military enlistment processing station, for which a student may be marked as "present" if the absence is used to help fulfill graduation requirements;

11. absences of a student of a military family for purposes of visiting their parent, legal guardian or custodian who is an active duty member of the uniformed services that has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting;
12. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
13. absences due to a student being homeless ~~or~~;
14. **attending a driver education course outside of core curriculum (applies to absences for two hours per day up to eight hours maximum, which cannot exceed four consecutive days or can be nonconsecutive) or**
15. as determined by the Superintendent.

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Student make-up work for religious expression days is managed in accordance with State law and Board policy for such absences.

Each student who is absent for reasons other than religious expression days must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures. Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness in accordance with procedures and timelines defined in District level policies and procedures.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

Legal References

ORC 3313.609
 ORC 3313.66
 ORC 3320.04
 ORC 3321.01
 ORC 3321.03
 ORC 3321.04
 ORC 3321.043
 ORC 3321.13
 ORC 3321.14
 ORC 3321.141
 ORC 3321.19
 ORC 3321.38
 OAC 3301-69-02

Cross References

IGAC - Teaching About Religion
 IKB - Homework
 JEDB - Student Dismissal Precautions
 JEE - Student Attendance Accounting (Missing and Absent Children)
 JHC - Student Health Services and Requirements
 JHCC - Communicable Diseases

NOTE: Boards should ensure that policies and procedures clearly reflect reasons for which a student's absence is deemed excused. Districts should review the reasons outline in Ohio Administrative Code (OAC) 3301-69-02 when making these determinations. This policy can be further customized to reflect these determinations. OAC 3301-69-02(B)(2)(m) authorizes

a district to excuse a student for "any additional reason stated in a policy adopted by the local school board of education." Districts that want to add additional reasons should clearly state them within this policy.

House Bill (HB) 96 (2025) added an allowance for high school students to be excused from attendance to attend a private driver training course for no more than two hours a day, up to a maximum of eight hours. This training can be no more than four consecutive days or can be nonconsecutive.

HB 166 added a requirement that districts will attempt to contact the parent, guardian, or other person having care of a student regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day using a method consistent with State law. The following methods are acceptable:

- *A telephone call placed in-person*
- *An automated telephone call (via a system that includes verification that each call was actually placed)*
- *A notification sent through the school's automated student information system*
- *A text message*
- *An email*
- *An in-person visit*
- *Any other notification procedure that has been adopted by resolution of the Board of Education*

Schools are not required to notify a parent who notifies the school of the student's absence within the first 120 minutes after the beginning of the school day. In addition, an immunity provision is included in the new law, which states that a school district or any officer, director, employee or any member of the District Board of Education is not liable in a civil action for injury, death or loss to person or property from an employee's action or inaction in good faith compliance with the law.

HB 491 requires boards to adopt a policy establishing parameters for completing and grading assignments missed due to a student's suspension. The policy must permit the completion of classroom assignments missed and students must receive at least partial credit for completed assignments. The policy may permit grade reductions and must prohibit the receipt of a failing grade solely on account of the student's suspension. Districts may further customize this policy to reflect parameters or outline in detail in student handbooks.

THIS IS A REQUIRED POLICY

Legal

- [ORC 3313.609](#)
- [ORC 3313.66](#)
- [ORC 3320.04](#)
- [ORC 3321.01](#)
- [ORC 3321.03](#)
- [ORC 3321.04](#)
- [ORC 3321.043](#)
- [ORC 3321.13](#)
- [ORC 3321.14](#)
- [ORC 3321.141](#)
- [ORC 3321.19](#)
- [ORC 3321.38](#)
- [OAC 3301-69-02](#)



Book	Policy Manual
Section	Section J: Student
Title	Copy of Student Absences and Excuses
Code	JED
Status	
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	01/28/2008, 11/12/2014, 05/11/2015, 07/08/2015, 02/06/2017, 04/17/2017, 05/14/2018, 05/13/2019, 06/15/2020, 10/26/2020, 08/14/2023, 11/06/2023

Student Absences and Excuses

Achievement and attendance are highly correlated. Each student should attempt to attend school daily. Rules and regulations regarding excessive absenteeism and tardiness shall be enforced.

Parents and/or guardians are legally responsible for the student's attendance in school; therefore, the parent or guardian of any student is required to accompany the student to the school's attendance office each time the student has accumulated five days of unexcused absence in a semester. If the school has no attendance office, the principal's office shall serve as such.

Students are required to be in their designated place at all times during the school day. Any student found otherwise shall be considered truant and shall be subject to the same policies and procedures as out-of-school truancy.

Family Trips

It is recognized that planned family trips often provide enrichment to regular classroom instruction. It is further recognized that employers cannot always grant vacation periods which fall within the school vacation and holiday period, and for families to be together, some trips must necessarily be scheduled during the academic year. Application for approval (JED-E) must be made by a parent or guardian at least two weeks in advance. If the student is not a member of the immediate family, his/her parent or guardian must complete the application. Each student is limited to one approved trip of 5 school days or less per school year without loss of academic standing, provided proper assignment make-up work is completed, including tests and final examinations. More than one trip with a cumulative of 5 days or less may be approved by the building principal or his/her designee. Trips of more than 5 school days shall not be approved except in extraordinary circumstances as determined by the Superintendent or his/her designee. If a student is absent for family travel outside of the 5 days of excused absences allowed by the District, he/she will be considered unexcused from school and subject to truancy regulations. The school district may be obligated to report the parent/guardian to the Franklin County Juvenile Court System and file charges of lack of compliance with the compulsory education rules. Communication with the school and family is crucial and attempts can be made to design online or other opportunities when applicable.

Medically Excused Absence

Medically excused absences shall be those that are included as reason for absence according to the Ohio Revised Code. These reasons are:

1. Personal illness. The approving authority may require a medical certification if he/she deems it advisable. Mental Health absences are included in Personal Illness.
2. Illness in the family. The absence under this condition shall not apply to children under fourteen years of age.
3. Quarantine of the home. The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials.
4. Emergency or set of circumstances which in the judgment of the Superintendent/ designee constitutes a good and sufficient cause for absence from school which may include but not be limited to absences due to documented medical, behavioral or dental appointments.

Nonmedically Excused Absence

Reasons for which students may be nonmedically excused include, but are not limited to:

1. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved in advance by the Superintendent (applies to students over 14 years of age only when all statutory obligations have been met for such excusal);
2. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);
3. ~~observance of religious holidays consistent with the sincerely held religious beliefs of the student or the student's family;~~ **up to three religious expression days per school year in accordance with Ohio Revised Code 3320.04;**
4. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);
5. ~~college visitation;~~ **post-secondary visitation, for which a student may be marked as "present" for such absences for up to three days per school year;**
6. pre-enlistment reporting to a military enlistment processing station **for which a student may be marked as "present" if the absence is used to help fulfill graduation requirements;**
7. absences of a student of a military family for purposes of visiting an immediate family member who is an active duty member of the uniformed services that has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting;
8. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
9. absences due to a student being homeless or
10. as determined by the Superintendent.

~~Students may be excused from school for up to three religious expression days per school year in accordance with State law.~~

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Student make up work for religious expression days is managed in accordance with State law and Board policy for such absences.

Each student who is absent for reasons other than religious expression days must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal. Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures.

Unexcused Absences

An unexcused absence, whether resulting from truancy or other unacceptable reasons, may eliminate the opportunity to earn credit for work missed. This shall not preclude the student from completing assignments to keep current.

Disciplinary action may result from unexcused absence.

~~The Board authorizes the Superintendent/designee to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.~~

Legal

[ORC 3313.609](#)

[ORC 3313.66](#)

[ORC 3321.01](#)

[ORC 3321.03](#)

[ORC 3321.04](#)

[ORC 3321.13](#)

[ORC 3321.14](#)

[ORC 3321.141](#)

[ORC 3321.19](#)

[ORC 3321.38](#)

[ORC 4510.32](#)

[OAC 3301-69-02](#)

Cross References

[IGAC - Teaching About Religion](#)

[IKB - Homework](#)

[JEDB - Student Dismissal Precautions](#)

[JEE - Student Attendance Accounting \(Missing and Absent Children\)](#)

[JHC - Student Health Services and Requirements](#)

[JHCC - Communicable Diseases](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Truancy
Code	JEDA
Status	From OSBA
Adopted	September 1, 2025

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

Truancy

The Board acknowledges that student absences from school for any reason, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning. The District consults with the county juvenile court, parents, guardians and other persons having care of a student attending school in the District in developing this policy.

A student cannot be suspended, expelled or removed from school solely because of unexcused absences.

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the Ohio Department of Education and Workforce for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and notify the child's parent in writing of the legal consequences of being a "habitual" truant. The written notice may be delivered by regular mail with a certificate of mailing, or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual truants," the Board **must will** take as an intervention strategy any appropriate action contained in Board policy.

The Board directs the administration, in consultation with the county juvenile court to:

1. **identify strategies to prevent students from becoming chronically absent;**
2. **establish procedures for notifying a student's parent, guardian or custodian when the student has been absent from school for a number of hours determined by the Board, not to exceed 5% of minimum required hours under Ohio Revised Code (RC) 3313.48;**
3. **establish a tiered system that provides more intensive interventions and supports for students with greater numbers of absences and includes resources to help students and their families address the root causes of the absences;**
4. **provide for one or more absence intervention teams to work with students at risk of becoming chronically absent and their families to improve attendance at school.**

The Board may consult or partner with private, public and nonprofit agencies to assist students and families in reducing absences.

This policy and any procedures developed must align with the District or school improvement plan developed pursuant to State or Federal Law.

~~The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:~~

- ~~1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;~~
- ~~2. providing counseling for a habitual truant;~~
- ~~3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;~~
- ~~4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs or~~
- ~~5. taking appropriate legal action.~~

~~The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. The number of hours for which a student is absent on an approved religious expression day is not considered in the calculations. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.~~

~~Absence Intervention Plan~~

~~When a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive, the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.~~

~~Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum, a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.~~

~~The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.~~

~~If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.~~

Filing a Complaint With Juvenile Court

The attendance officer must file a complaint against the student in juvenile court alleging a child is an unruly child for being a habitual truant and that the parent, guardian or other person having care of the child has violated RC 3321.38 when any of the following apply:

1. the student was absent without legitimate excuse for 30 or more consecutive hours;
2. the student was absent without legitimate excuse for 42 or more hours in a school month;
3. the student was absent without legitimate excuse for 72 hours or more in a school year.

If the District determines that the student and the student's family are making satisfactory progress in improving the student's attendance at school, the attendance officer will not file a complaint.

If no determination of satisfactory progress is made by the District, or the student and the student's family cease to continue making progress in improving the student's attendance, the attendance officer must file a complaint in juvenile court against the student.

~~The attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:~~

1. ~~the student's absences have surpassed the threshold for a habitual truant;~~
2. ~~the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and~~
3. ~~the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.~~

~~If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.~~

~~Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.~~

Legal References

ORC 3313.663
 ORC 3313.668
 ORC 3320.04
 ORC 3321.03 through 3321.04
 ORC 3321.07 through 3321.09
 ORC 3321.16
 ORC 3321.19
 ORC 3321.191
 ORC 3321.22
 ORC 3321.38
 OAC 3301-47-01

Cross References

JED - Student Absences and Excuses

JEG - Exclusions and Exemptions From School Attendance
JK - Employment of Students

NOTE: House Bill (HB) 96 (2025) made significant changes to District requirements for managing truancy. Districts are required to adopt a compliant policy by Aug. 1, 2026, that must be developed in consultation with the juvenile court of the county or counties in which the District is located, parents, guardians or other persons having care of the students attending school in the District. The bill also allows districts not to file a complaint with the juvenile court against a habitually truant student if the District determines that satisfactory progress has been made toward improving attendance.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.663](#)

[ORC 3313.668](#)

[ORC 3320.04](#)

[ORC 3321.03 through 3321.04](#)

[ORC 3321.07 through 3321.09](#)

[ORC 3321.16](#)

[ORC 3321.19](#)

[ORC 3321.191](#)

[ORC 3321.22](#)

[ORC 3321.38](#)

[OAC 3301-47-01](#)



Book	Policy Manual
Section	Section J: Student
Title	Copy of Truancy
Code	JEDA
Status	
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	05/11/2015, 04/17/2017, 03/12/2018, 11/11/2019, 02/12/2024

Truancy

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the Ohio Department of Education and Workforce for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent/designee, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and notify the child's parent in writing of the legal consequences of being a "habitual" truant. The written notice may be delivered by regular mail with a certificate of mailing, or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.

A "habitual" truant is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive school hours, 42 or more school hours in one month or 72 or more school hours in a school year.

"Excessive absences" is defined as a child of compulsory school age who is absent with or without legitimate excuse for 38 or more school hours in one month or 65 school hours in one school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent/designee or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding habitual truants and excessively absent students, the Board must take as an intervention strategy any appropriate action contained in the Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;

2. providing counseling for a habitual truant or excessively absent student;
3. requesting or requiring a parent having control of a habitual truant or excessively absent student to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant or excessively absent student to attend truancy prevention mediation programs; **or**
5. ~~notification to the Registrar of Motor Vehicles or~~
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. The number of hours for which a student is absent on an approved religious expression day is not considered in the calculations. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

When a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint with Juvenile Court

The attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

Legal

[ORC 3313.663](#)

[ORC 3313.668](#)

[ORC 3321.03 through 3321.04](#)

[ORC 3321.07 through 3321.09](#)

[ORC 3321.19](#)

[ORC 3321.191](#)

[ORC 3321.22](#)

[ORC 3321.38](#)

[OAC 3301-47-01](#)

Cross References

[JED - Student Absences and Excuses](#)

[JEG - Exclusions and Exemptions From School Attendance](#)

[JK - Employment of Students](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Religious Expression Days
Code	JEDC
Status	From OSBA
Adopted	September 1, 2025

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

Religious Expression Days

The Board reasonably accommodates the sincerely held religious beliefs and practices of individual students with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief systems in accordance with State law.

Students in grades kindergarten through 12 will be excused for up to three religious expression days per school year to take holidays for reasons of faith or religious or spiritual belief systems, or participate in activities conducted under the auspices of a religious denomination, church or other religious or spiritual organization. No academic penalty will be imposed on a student who is absent for such reasons in accordance with this policy and all requirements of State law. The number of hours for which a student is absent on an approved religious expression day is not considered in the calculations for determining absence hours for the purpose of parental notification under Ohio Revised Code 3321.191 ~~(C)(1)~~.

Students are provided with alternative accommodations with regard to examinations or other academic requirements due to an absence for a religious expression day in accordance with the following procedures:

1. The parent/guardian must provide the school principal with written notice of up to three specific dates for which alternative accommodations are requested within 14 days of the start of the school year, or within 14 days after the date of enrollment if transferring or enrolling into the District after the start of the school year.
2. The principal will approve the request without inquiry into the sincerity of the student's religious or spiritual belief system. The principal may contact the parent/guardian whose signature appears on the request to verify the request; if the parent/guardian disputes signing the request, the request may be denied.
3. If the approved absence creates a conflict, the principal requires the appropriate classroom teachers to schedule a date and time for an alternative examination or other academic requirement that may be before or after the originally scheduled time and date.

Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days.

The District develops a nonexhaustive list of major religious holidays or festivals for which a religious expression day will not be unreasonably withheld or denied. The list is nonexhaustive and may not be used to deny a student's request for accommodation for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list. The list will include a statement to this effect. A student will not be denied a request under this policy for a religious expression day because it is not included on the list.

This policy and the list of holidays developed by the District are posted in a prominent location on the District website.

Further information about this policy can be provided by (*customize to reflect District information*):

Title: _____
Address: _____
Phone number: _____
Email: _____

The Board directs the Superintendent/designee to annually convey this policy to parents and guardians, including a description of the general procedure for requesting accommodations in a manner deemed appropriate by the Superintendent/designee. Each time the policy is posted, printed or published it will include a statement that the holiday list is nonexhaustive and may not be used to deny accommodation for a student for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. If a parent, guardian or student has any grievance with regard to implementation of this policy, the staff member about whom there are concerns should be given the opportunity to consider the issues and attempt to resolve the problems. If the complaint is not resolved at that level, proper channeling of complaint is to the principal or other immediate supervisor, the Superintendent and then the Board.

Legal References

ORC 3320.04
ORC 3321.191

Cross References

IGD - Cocurricular and Extracurricular Activities
JED - Student Absences and Excuses
JEDA - Truancy

NOTE: House Bill 214 (2024) adds Ohio Revised Code (RC) 3320.04, requiring school districts, community schools, STEM schools and college-preparatory boarding schools to adopt a policy that reasonably accommodates the sincerely held religious beliefs and practices of students. This includes accommodations with regard to examinations and other academic requirements, as well as excused absences for what are deemed "religious expression days."

When developing the local list of holidays, districts may choose to use a list developed by the state superintendent of public instruction. The RC provisions provide the following "example" major holidays districts may consider including on their list: Eid, Good Friday, Rosh Hashanah, Yom Kippur and Passover.

THIS IS A REQUIRED POLICY

Legal [ORC 3320.04](#)
[ORC 3321.191](#)



Book	Policy Manual
Section	Section J: Student
Title	Religious Expression Days
Code	JEDC
Status	Active
Adopted	December 9, 2024

Religious Expression Days

The Board reasonably accommodates the sincerely held religious beliefs and practices of individual students with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief systems in accordance with State law.

Students in grades kindergarten through 12 will be excused for up to three religious expression days per school year to take holidays for reasons of faith or religious or spiritual belief systems, or participate in activities conducted under the auspices of a religious denomination, church or other religious or spiritual organization. No academic penalty will be imposed on a student who is absent for such reasons in accordance with this policy and all requirements of State law. The number of hours for which a student is absent on an approved religious expression day is not considered in the calculations for determining absence hours for the purpose of parental notification under Ohio Revised Code 3321.191(C)(1).

Students are provided with alternative accommodations with regard to examinations or other academic requirements due to an absence for a religious expression day in accordance with the following procedures:

1. The parent/guardian must provide the school principal with written notice of up to three specific dates for which alternative accommodations are requested within 14 days of the start of the school year, or within 14 days after the date of enrollment if transferring or enrolling into the District after the start of the school year.
2. The principal will approve the request without inquiry into the sincerity of the student's religious or spiritual belief system. The principal may contact the parent/guardian whose signature appears on the request to verify the request; if the parent/guardian disputes signing the request, the request may be denied.
3. If the approved absence creates a conflict, the principal requires the appropriate classroom teachers to schedule a date and time for an alternative examination or other academic requirement that may be before or after the originally scheduled time and date.

Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days.

The District develops a nonexhaustive list of major religious holidays or festivals for which a religious expression day will not be unreasonably withheld or denied. The list is nonexhaustive and may not be used to deny a student's request for accommodation for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list. The list will include a statement to this effect. A student will not be denied a request under this policy for a religious expression day because it is not included on the list.

This policy and the list of holidays developed by the District are posted in a prominent location on the District website.

Further information about this policy can be provided by:

Title: Director of Diversity, Equity and Inclusion
Address: 2140 Atlas Street, Columbus, OH 43228
Phone number: (614) 921-7000

The Board directs the Superintendent/designee to annually convey this policy to parents and guardians, including a description of the general procedure for requesting accommodations in a manner deemed appropriate by the Superintendent/designee. Each time the policy is posted, printed or published it will include a statement that the holiday list is nonexhaustive and may not be used to deny accommodation for a student for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. If a parent, guardian or student has any grievance with regard to implementation of this policy, the staff member about whom there are concerns should be given the opportunity to consider the issues and attempt to resolve the problems. If the complaint is not resolved at that level, proper channeling of complaint is to the principal or other immediate supervisor, the Superintendent and then the Board.

Legal [ORC 3320.04](#)
[ORC 3321.191](#)

Cross References [IGD - Cocurricular and Extracurricular Activities](#)
[JED - Student Absences and Excuses](#)
[JEDA - Truancy](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Released Time for Religious Instruction
Code	JEFB
Status	From OSBA
Adopted	September 1, 2025

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

Released Time for Religious Instruction

The Board permits students to be released from school for religious instruction consistent with law. The Board collaborates with a sponsoring entity of a released time for religious instruction program to identify a time to offer the course during the school day. Absence during the school day for religious instruction is permitted, provided:

1. the student's parent or guardian submits a written request to the building principal and consents to participation in the released time course in religious instruction;
2. the sponsoring entity providing instruction maintains attendance records and makes them available to the District;
3. the sponsoring entity makes provisions for and assumes liability for the student and
4. the student is not absent from core curriculum subject courses.

(Choose one of the following paragraphs.)

A student is permitted to be excused from school to attend a course in religious instruction for at least one period per week. Students in elementary and middle school may be excused for up to two periods per week. Students in high school may be excused for up to the amount of time equivalent to attending two units of high school credit per week.

-OR-

A student is permitted to be excused from school to attend a course in religious instruction for one period per week.

The District is not responsible for transportation to and from the place of instruction. Transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent or student. **The District, Board members and employees are not liable for damages in a civil action for injury allegedly arising during a student's transportation to or from a place of instruction when private transportation is used.**

Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up and students assume responsibility for any missed schoolwork. Students are not considered absent from school while attending a released time course in religious instruction. The District does not aid, assist or enforce attendance in a religious instruction program. The District does not discriminate against students who participate in such program.

No public funds are expended and no public school personnel are involved in providing religious instruction. This policy does not constitute an endorsement of any particular faith or religious denomination and shall not be interpreted as promoting, favoring or affiliating the District with any religious organization or belief system.

(permissive language – include to require criminal records checks), can be further customized to meet district needs)

The Board requires the sponsoring entity to provide verification on an annual basis to the District that it has:

1. Requested the superintendent of the Bureau of Criminal Investigation to conduct a criminal records check with respect to any individual who serves as an instructor or volunteer of the sponsoring entity providing the religious instruction. If that individual does not present proof that the individual has been a resident of Ohio for the five-year period immediately prior to the date upon which the criminal records check is requested or does not provide evidence that within a five-year period the Superintendent has requested information about the individual from the FBI in a criminal records check, the sponsoring entity shall request that the Superintendent obtain information from the FBI as a part of the criminal records check for the individual.
2. Not permitted any individual to serve as an instructor or volunteer of the sponsoring entity providing the religious instruction if the individual has previously been convicted of or pleaded guilty to an offense described in Ohio Revised Code (RC) 3319.31(B)(2) or (C) or RC 3319.39(B)(1).

Legal References

U.S. Constitution Amend. I
 ORC 3313.20
 ORC 3313.47
 ORC 3313.6022
 ORC 3313.6030
 ORC 3321.04

Cross References

IGAC, Teaching About Religion
 JED, Student Absences and Excuses
 KJA, Distribution of Materials in the Schools

NOTE: House Bill (HB) 8 (2024) modifies Ohio Revised Code 3313.6022 now requiring all boards to adopt a policy for released time for religious instruction. If a board wants to require background checks of any individual who serves as an instructor or volunteer of the sponsoring entity providing the religious instruction, language must be included in policy requiring this and defining the parameters. Districts also may choose to add language to this policy authorizing high school students to earn elective credit toward graduation through released time courses, provided statutory requirements are met when evaluating the course for credit. The decision to award credit for a released time course of religious instruction must be neutral to, and cannot involve any test for religious content or denominational affiliation. Districts should work with board counsel to implement such programs.

Districts also should review Ohio Attorney General opinion 2019-015 on released time for religious instruction, which focuses on what a school district's policy may permit or prohibit, and the implementation of these policies.

The opinion analyzes and resolves several specific questions and scenarios. Districts are cautioned to keep in mind that these scenarios and questions are fact-specific and rely on certain assumptions. As the facts change, so may the answer. Districts should work with board counsel to assure legal compliance when implementing these policies.

HB 96 (2025) prohibits released time for religious instruction policies from prohibiting students from bringing external educational and program materials into school.

THIS IS A REQUIRED POLICY

Legal

[U.S. Constitution Amend. I](#)
[ORC 3313.20](#)
[ORC 3313.47](#)
[ORC 3313.6022](#)

[ORC 3313.6030](#)

[ORC 3321.04](#)



Book	Policy Manual
Section	Section J: Student
Title	Released Time for Religious Instruction
Code	JEFB
Status	Active
Adopted	September 12, 2022
Last Revised	June 9, 2025

Released Time for Religious Instruction

The Board permits students to be released from school for religious instruction consistent with law. The Board collaborates with a sponsoring entity of a released time for religious instruction program to identify a time to offer the course during the school day. Absence during the school day for religious instruction is permitted, provided:

1. the student's parent or guardian submits a written request to the building principal and consents to participation in the released time course in religious instruction ;
2. the sponsoring entity providing instruction maintains attendance records and makes them available to the District;
3. the sponsoring entity makes provisions for and assumes liability for the student and
4. the student is not absent from core curriculum subject courses.

The District is not responsible for transportation to and from the place of instruction. Transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent or student. Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up and students assume responsibility for any missed schoolwork. Students are not considered absent from school while attending a released time course in religious instruction. The District does not aid, assist or enforce attendance in a religious instruction program. The District does not discriminate against students who participate in such program.

No public funds are expended and no public school personnel are involved in providing religious instruction. This policy does not constitute an endorsement of any particular faith or religious denomination and shall not be interpreted as promoting, favoring or affiliating the District with any religious organization or belief system.

The Board requires the sponsoring entity to provide verification on an annual basis to the District that it has:

1. Requested the superintendent of the Bureau of Criminal Investigation to conduct a criminal records check with respect to any individual who serves as an instructor or volunteer of the sponsoring entity providing the religious instruction. If that individual does not present proof that the individual has been a resident of Ohio for the five-year period immediately prior to the date upon which the criminal records check is requested or does not provide evidence that within a five-year period the Superintendent has requested information about the individual from the FBI in a criminal records check, the sponsoring entity shall request that the Superintendent obtain information from the FBI as a part of the criminal records check for the individual.
2. Not permitted any individual to serve as an instructor or volunteer of the sponsoring entity providing the religious instruction if the individual has previously been convicted of or pleaded guilty to an offense described in Ohio

Revised Code (RC) 3319.31(B)(2) or (C) or RC 3319.39(B)(1).

Legal

[U.S. Constitution Amend. I](#)

[ORC 3313.20](#)

[ORC 3313.47](#)

[ORC 3313.6022](#)

[ORC 3313.6030](#)

[ORC 3321.04](#)

Cross References

[IGAC - Teaching About Religion](#)

[JED - Student Absences and Excuses](#)

[KJA - Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Artificial Intelligence
Code	EDEC
Status	From OSBA

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 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Cybersecurity
Code	EHC
Status	From OSBA
Adopted	September 1, 2025

****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 the 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.~~

The Board is concerned with preventing cybersecurity incidents that result in a substantial loss of confidentiality, integrity or availability of the District's information system or network; seriously impact the safety and resiliency of the District's operational systems and processes; disrupt the District's ability to engage in business, school operations or to deliver goods or services; or unlawfully access the District's information system or network or the nonpublic information contained therein.

The Board adopts a cybersecurity program that safeguards District data, information technology, and information technology resources to ensure availability, confidentiality, and integrity. The program must be consistent with generally accepted best practices for cybersecurity and may include, but is not limited to:

1. identifying and addressing the critical functions and cybersecurity risks of the District;
2. identifying the potential impacts of a cybersecurity breach;
3. specifying mechanisms to detect potential threats and cybersecurity events;
4. specifying procedures for the District to establish communication channels, analyze incidents and take actions to contain cybersecurity incidents;
5. establishing procedures for the repair of infrastructure impacted by a cybersecurity incident and the maintenance of security after the incident;
6. establishing cybersecurity training requirements for all employees of the District; the frequency, duration and detail of which correspond to the duties of each employee.

The District will not pay or otherwise comply with a ransom demand related to a ransomware or cybersecurity incident unless the Board approves the payment or compliance by formal Board resolution that specifically states why payment or compliance is in the best interest of the District.

The District complies with all incident reporting requirements under State law. Any records, documents, or reports related to incident reporting requirements and the cybersecurity program and framework are not public records under Ohio Revised Code (RC) 149.43. A record identifying cybersecurity-related software, hardware, goods and services that are being considered for procurement, have been procured or are being used by the District, including the vendor name, product name, project name or project description is a security record under section RC 149.433.

To further assist in protecting against the loss of District funds through cybersecurity threats and incidents, the District provides training to employees on recognizing attempted cyberattacks, including but not limited to spear phishing emails, and provides training to prevent payment re-direct schemes. Training to prevent payment re-direct schemes 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.

District staff, students and other authorized users of District networks and data systems are required to comply with ~~established cybersecurity procedures~~the cybersecurity program. 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 9.64
 ORC 149.43
 ORC 149.433
 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."

House Bill 96 (2025) requires districts to adopt a cybersecurity program under Ohio Revised Code 9.64 and also institutes other requirements for districts as outlined in the new provisions including but not limited to the reporting of fraud and limits on payment of ransom.

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 9.64](#)

[ORC 149.43](#)

[ORC 149.433](#)

[ORC 1347.12](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Cybersecurity
Code	EHC
Status	Active
Adopted	December 9, 2024

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. Written procedures, 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. Written procedures and 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

[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 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Emergency Management and Safety Plans
Code	EBC
Status	From OSBA
Adopted	September 1, 2025

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

Emergency Management and Safety Plans

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

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

Comprehensive Emergency Management Plan and Test

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

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

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. The administration certifies the accuracy of the plan, emergency contact information sheet, floor plan and site plan to the Director of Public Safety between January 1 and July 1

annually. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all applicable stakeholders.

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

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

Emergency Drills

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

Legal References

ORC 109.78
 ORC 149.43
 ORC 149.433
 ORC 2305.235
 ORC 2923.11
 ORC 3301.56
 ORC 3313.20
 ORC 3313.669
 ORC 3313.717
 ORC 3313.719
 ORC 3313.753
 ORC 3313.951
 ORC 3314.03
 ORC 3314.16
 ORC 3701.85
 ORC 3737.73
 ORC 3737.99
 ORC 5502.262
 ORC 5502.70
 ORC 5502.703
 OAC 4501:5-1-01

Cross References

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

Emergency Management and Safety Plans Handbook

NOTE: State law outlines specific requirements for development and implementation of emergency management plans and tests. When considering options for school safety and security, House Bill (HB) 99 (2022) authorizes the use of armed staff in accordance with statutory requirements. Districts choosing to arm staff should follow all required protocols and work with legal counsel. HB 99 also established the Crisis Center and Mobile Training Team, designed to provide school safety and security services to all public and nonpublic schools, not just those that decide to arm staff. The bill requires the appointment of 16 regional mobile training officers to assist districts in various aspects of school safety and security. HB 96 (2025) modifies Ohio Revised Code 5502.262 requiring administrators to incorporate a protocol that addresses student use of cellular telephones during an active threat or emergency, into comprehensive emergency management plans.

THIS IS A REQUIRED POLICY

Legal

[ORC 109.78](#)[ORC 149.43](#)[ORC 149.433](#)[ORC 2305.235](#)[ORC 2923.11](#)[ORC 3301.56](#)[ORC 3313.20](#)[ORC 3313.669](#)[ORC 3313.717](#)[ORC 3313.719](#)[ORC 3313.753](#)[ORC 3313.951](#)[ORC 3314.03](#)[ORC 3314.16](#)[ORC 3701.85](#)[ORC 3737.73](#)[ORC 3737.99](#)[ORC 5502.262](#)[ORC 5502.70](#)[ORC 5502.703](#)[OAC 4501:5-1-01](#)



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

Emergency Management and Safety Plans

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

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

Comprehensive Emergency Management Plan and Test

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

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

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

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

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

Emergency Drills

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

CROSS REFS.: Emergency/Safety Plans Handbook

Legal

[ORC 109.78](#)

[ORC 149.43](#)

[ORC 149.433](#)

[ORC 2305.235](#)

[ORC 2923.11](#)

[ORC 3301.56](#)

[ORC 3313.20](#)

[ORC 3313.669](#)

[ORC 3313.717](#)

[ORC 3313.719](#)

[ORC 3313.951](#)

[ORC 3314.03](#)

[ORC 3314.16](#)

[ORC 3701.85](#)

[ORC 3737.73](#)

[ORC 3737.99](#)

[ORC 5502.262](#)

[ORC 5502.70](#)

[ORC 5502.703](#)

[OAC 4501:5-1-01](#)

Cross References

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



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Use of Cellphones and Electronic Communications Devices by Students
Code	JFCK
Status	From OSBA
Adopted	September 1, 2025

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

Use of Cellphones and Electronic Communications Devices by Students

(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 prohibits student use of cellphones during the instructional day except:**

~~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~~
1. **if permitted under the building's comprehensive emergency management plan;**
2. ~~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 **or address** a student health concern ~~or~~
3. **to monitor or address a health concern if the Board receives a written statement from the student's physician requiring such use.**

The Board directs the Superintendent/designee to develop procedures governing student use of cellphones that align with this policy.

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
ORC 3313.753
ORC Chapter 3323
ORC 5502.262

Cross References

AC - Nondiscrimination
EBC - Emergency Management and Safety Plans
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 96 (2025) requires boards to adopt a policy prohibiting the use of cellular telephones by students during the instructional day no later than Jan. 1, 2026.

The Ohio Department of Education and Workforce (ODEW) defines "instructional day" as any period of time in which a student is expected to be in attendance and includes not only formal instruction time but also supervised activities, such as transitioning between classes, recess, meal periods, and field trips. Districts may choose to include this definition within their policy if clarity around what is meant by "instructional day" is beneficial for locally adopted policies.

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.

THIS IS A REQUIRED POLICY

Legal

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

[ORC 3313.20](#)

[ORC 3313.753](#)

[ORC Chapter 3323](#)

[ORC 5502.262](#)



Book	Policy Manual
Section	Section J: Student
Title	Use of Cellphones and Electronic Communications Devices by Students
Code	JFCK
Status	Active
Adopted	May 13, 2019
Last Revised	June 9, 2025

Use of Cellphones and Electronic Communications Devices by Students

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 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.

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 by designated school personnel 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.

CROSS REFS.: Student Handbooks

Legal [Rehabilitation Act of 1973, Section 504, 29 USC 729](#)
[ORC 3313.20](#)
[ORC 3313.753](#)

[ORC Chapter 3323](#)

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 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Budget Planning
Code	DBD
Status	From OSBA
Adopted	September 1, 2025

****This is the OSBA sample****

Budget Planning
(~~Five-Year Forecast~~)

Budget planning is an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the District. Budget planning is a year-round process involving broad participation by administrators, teachers and other personnel throughout the District.

By August 31 annually, the Board submits the following to the Ohio Department of Education and Workforce (ODEW):

- 1. appropriations, revenue and fund balance assumptions contained in the budget adopted by the Board for that fiscal year and**
- 2. projections of expenditures, revenues and fund balances for the three succeeding fiscal years.**

The Board submits an update of this information to ODEW by the last day of February.

The Superintendent and the Treasurer are responsible for preparing the **five-year forecast** information required by law for the Board's approval. ~~The forecast is for the current fiscal year and four years beyond.~~

~~The five-year forecast is prepared twice a year and filed with the Ohio Department of Education and Workforce. The initial filing is due on or before November 30 and an update by May 31. The five-year forecast is updated as often as necessary in order to communicate significant changes in the District's financial position.~~

Legal References

ORC 5705.01
ORC 5705.28 through 5705.32
ORC 5705.35
ORC 5705.36
ORC 5705.37
ORC 5705.39
ORC 5705.391

Cross References

BCF, Advisory Committees to the Board

NOTE: THIS IS A REQUIRED POLICY

Legal

[ORC 5705.01](#)

[ORC 5705.28 through 5705.32](#)

[ORC 5705.35](#)

[ORC 5705.36](#)

[ORC 5705.37](#)

[ORC 5705.39](#)

[ORC 5705.391](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Long-Term Financial Planning (Five-Year Forecast)
Code	DBD
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Long-Term Financial Planning
(Five-Year Forecast)

Annual and long-term financial planning are both essential to support current educational programs and the District's long-term educational needs. Annual financial planning should be an integral part of program planning and should be a year-round process involving broad participation by the Board, administrators and other personnel throughout the District.

An integral part of the long-term planning process will include the periodic preparation of a five-year financial forecast in accordance with state requirements. The Treasurer and the Superintendent are responsible in developing the significant assumptions utilized in the forecast and will be responsible for preparing the five-year forecast for the Board's approval.

Legal	ORC 5705.01
	ORC 5705.28 through 5705.32
	ORC 5705.35
	ORC 5705.36
	ORC 5705.37
	ORC 5705.39
	ORC 5705.391

Cross References	BCF - Advisory Committees to the Board
	AE - School District Goals and Objectives



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Revenues From Tax Sources
Code	DE
Status	From OSBA
Adopted	September 1, 2025

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

Revenues From Tax Sources

In an attempt to provide sufficient financial resources, the Board:

1. requests that voters approve adequate local funds for the operation of the District and determines the amount **of the individual levies at the time of the initial request, or at the time of a request for renewal or replacement, and type of levies in accordance with all statutory requirements** to yield sufficient revenue for the operating expenses of the District;
2. accepts available state funds to which the District is entitled by law or through regulations of the Ohio Department of Education and Workforce and
3. accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available.

Legal References

Ohio Constitution Art. XII, Section 2
 ORC 3301.07
 ORC 3311.21
 ORC 3313.17 through 3313.20
 ORC 3313.29
 ORC 3313.51
 ORC 3317.01 through 3317.11
 ORC 3323.09
 ORC Chapter 5701
 ORC Chapter 5705
 ORC 5748.01 through 5748.06

NOTE: THIS IS A REQUIRED POLICY

Legal [Ohio Constitution Art. XII, Section 2](#)
[ORC 3301.07](#)
[ORC 3311.21](#)

[ORC 3313.17 through 3313.20](#)

[ORC 3313.29](#)

[ORC 3313.51](#)

[ORC 3317.01 through 3317.11](#)

[ORC 3323.09](#)

[ORC Chapter 5701](#)

[ORC Chapter 5705](#)

[ORC 5748.01 through 5748.06](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Revenues From Tax Sources
Code	DE
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	05/11/2015

Revenues From Tax Sources

In an attempt to provide sufficient financial resources, the Board:

1. requests that voters approve adequate local funds for the operation of the District and determines the amount of the individual levies at the time of the initial request, or at the time of a request for renewal or replacement, to yield sufficient revenue for the operating expenses of the District;
2. accepts available State funds to which the District is entitled by law or through regulations of the Ohio Department of Education and Workforce
3. accepts Federal funds which are available, provided that there is a specific need for them and that the required matching funds are available.

Legal	Ohio Constitution Art. XII, Section 2
	ORC 3301.07
	ORC 3311.21
	ORC 3313.02 through 3313.91
	ORC 3317.01 through 3317.11
	ORC 3323.09
	ORC Chapter 5701
	ORC Chapter 5705
	ORC Chapter 5727
	ORC 5747.01
	ORC 5748.01 through 5748.06



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Tax Issues
Code	FD (Also KBE)
Status	From OSBA
Adopted	September 1, 2025

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

Tax Issues

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on **levy and bond elections**, school building needs and ~~on levy and bond elections~~ **provides all other notices and information required by law.**

It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

Legal References

Ohio Constitution Art. XII, Section 2
 Ohio Constitution Art. XII, Section 5
 ORC Chapter 133
 ORC 319.301
 ORC 3311.21
 ORC 3313.37
 ORC 3313.375
 ORC 3315.07
 ORC 3501.01
 ORC Chapter 5705
 ORC Chapter 5713
 ORC 5715.33
 ORC 5748.01 et seq.
 OAC 5703-25-45 through 5703-25-49

Cross References

BCF, Advisory Committees to the Board
 FL, Retirement of Facilities

Legal [Ohio Constitution Art. XII, Section 2](#)
[Ohio Constitution Art. XII, Section 5](#)
[ORC Chapter 133](#)

[ORC 319.301](#)

[ORC 3311.21](#)

[ORC 3313.37](#)

[ORC 3313.375](#)

[ORC 3315.07](#)

[ORC 3501.01](#)

[ORC Chapter 5705](#)

[ORC Chapter 5713](#)

[ORC 5715.33](#)

[ORC 5748.01 et seq.](#)

[OAC 5703-25-45 through 5703-25-49](#)



Book	Policy Manual
Section	Section F: Facilities Development
Title	Tax Issues
Code	FD (Also KBE)
Status	Active
Adopted	August 14, 2001
Last Revised	July 8, 2015
Prior Revised Dates	05/11/2015

Tax Issues

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school facility needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

Legal	Ohio Constitution Art. XII, Section 2 Ohio Constitution Art. XII, Section 5 ORC Chapter 133 ORC 319.301 ORC 3311.21 ORC 3313.37 ORC 3313.375 ORC 3315.07 ORC 3501.01 ORC Chapter 5705 ORC Chapter 5713 ORC 5715.33 ORC 5748.01 et seq. OAC 5703-25-45 through 5703-25-49
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Cross References

[BCF - Advisory Committees to the Board](#)

[FL - Retirement of Facilities](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** School Ceremonies and Observances/Patriotic Exercises
Code	IND / INDA
Status	From OSBA
Adopted	September 1, 2025

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

School Ceremonies and Observances/Patriotic Exercises

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

Veterans Day

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Constitution Day

The Board directs the administration to provide an educational program on the United States Constitution to all students on September 17. When September 17 falls on a weekend or other day school is not in session, the day of celebration should be held in the previous or next week.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
- B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
- C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs that have significance for a particular religion should not

be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

(Choose one of the following two paragraphs.)

The Board requires all students, grades kindergarten through 12, to recite the Pledge of Allegiance during the school day at a time and manner specified by the building principal.

-OR-

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually by October 1 to the Ohio Department of Education and Workforce.

(Permissive language)

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

~~Constitution Day~~

~~On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.~~

Legal References

U.S. Constitution Amend. I, Establishment Cl.
 Elementary and Secondary Education Act; 20 USC 1221 et seq.
 Section 111(b) of title I of Division J of Public Law 108-447
 ORC 5.23
 ORC 3313.601
 ORC 3313.602
 ORC 3313.63
 ORC 3313.80
 ORC 3320.01
 ORC 3320.02

ORC 3320.03
OAC 3301-35-04

NOTE: THIS IS A REQUIRED POLICY

Legal

[U.S. Constitution Amend. I, Establishment Cl.](#)
[Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)
[Public Law 108-447 Section 111\(b\) of title I of Division J](#)
[ORC 5.23](#)
[ORC 3313.601](#)
[ORC 3313.602](#)
[ORC 3313.63](#)
[ORC 3313.80](#)
[ORC 3320.01](#)
[ORC 3320.02](#)
[ORC 3320.03](#)
[OAC 3301-35-04](#)



Book	Policy Manual
Section	Section I: Instruction
Title	School Ceremonies and Observances/Patriotic Exercises
Code	IND / INDA
Status	Active
Adopted	August 14, 2001
Last Revised	November 7, 2022
Prior Revised Dates	10/11/2005, 12/14/2009, 05/11/2015, 10/26/2020, 04/11/2022

School Ceremonies and Observances/Patriotic Exercises

The Board believes that special recognition should be given to national holidays. The building principal/designee may encourage a discreet observance of these holidays which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
 - B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
 - C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs which have significance for a particular religion should not be sung or performed in the school during the period which coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.
2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be

undertaken.

3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board requires the recitation of the Pledge of Allegiance to the flag as part of the school program. The time and manner of which shall be determined by the Superintendent. Every classroom shall display the American flag. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance to the flag in the teacher's classroom.

All individuals are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any individual by other individuals aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

Legal

[U.S. Constitution Amend. I, Establishment Cl.](#)

[Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)

[ORC 5.23](#)

[ORC 3313.601](#)

[ORC 3313.602](#)

[ORC 3313.63](#)

[ORC 3313.80](#)

[ORC 3320.01](#)

[ORC 3320.02](#)

[ORC 3320.03](#)

[OAC 3301-35-04](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** District Records Commission, Records Retention and Disposal
Code	EHA
Status	From OSBA
Adopted	September 1, 2025

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

District Records Commission, Records Retention and Disposal

All records are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

"Records" include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District. **"Records" does not include personal notes or any document, device, or item, regardless of physical form or whether an assistive device or application was used, of a public official, or of the official's attorney, employee, or agent, that is used, maintained, and accessed solely by the individual who creates it or causes its creation.**

District Records Commission

The District Records Commission revises and reviews schedules of records retention (RC-2 forms), reviews applications for one-time disposal of obsolete records (RC-1 forms), and reviews certificates of disposal (RC-3 forms) submitted by any employee of the District.

The Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months. The Commission will post advance notice of the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings on the District's website. For special meetings, notice of the time, place and purpose is also given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Any person may receive advance personal notice of all meetings at which a specific type of public business is to be discussed by the Commission. Such requests shall be directed to the Treasurer. Requests for notification by email shall include the requestor's email address. Requests for notification by mail shall include a supply of stamped, self-addressed envelopes provided by the requestor. Individuals requesting advance personal notice are responsible for providing the Treasurer with any updates to contact information.

The minutes of the meetings of the Commission are promptly prepared, filed and maintained by the Treasurer and are open to public inspection.

Records Retention Schedule

The District Records Commission revises and reviews a schedule of records retention. When the Commission has approved a schedule of records retention, the schedule is sent to the Ohio History Connection (OHC) for review. OHC will review the schedule within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing historical value. OHC will denote upon any schedule of records retention the records for which they will require a certificate of records disposal prior to their disposal. After OHC has completed its review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

The Commission may at any time review any records retention schedule it has previously approved and may revise that schedule in accordance with State law.

Disposal of Records

Before public records are disposed of pursuant to an approved records retention schedule, the Commission verifies whether OHC requires a certificate of records disposal (RC-3 form) prior to disposal. If OHC has requested to review the records, the District will complete a certificate of records disposal and give OHC the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value. OHC may not review or select for its custody the records set forth in RC 149.381(E). If OHC has not requested to review the records, or if OHC has not responded within the statutory review period, the District disposes of the public records pursuant to its approved records retention schedule.

If the District discovers records that have never been properly scheduled on an RC-2 and are no longer created or were only created once and they no longer have any administrative, fiscal, legal, or historical value, the District will submit an application for the one-time disposal of these obsolete records (RC-1 form) to OHC for review. OHC will review the application within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing historical value. After OHC has completed its review, it will forward the application to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application within 60 days.

Legal References

- ORC 9.01
- ORC 121.22(F)
- ORC 149.011
- ORC 149.35
- ORC 149.381
- ORC 149.41
- ORC 1306.01(G)
- Ohio History Connection Form RC-1
- Ohio History Connection Form RC-2
- Ohio History Connection Form RC-3

Cross References

- DI - Fiscal Accounting and Reporting
- GBL - Personnel Records
- JO - Student Records
- KBA - Public's Right to Know

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

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

In evaluating its method of providing notice, the District Records Commission should determine which method is likely to reach the public and ensure that the Commission consistently provides notice through that method.

THIS IS A REQUIRED POLICY

Legal

[ORC 9.01](#)

[ORC 121.22\(F\).](#)

[ORC 149.011](#)

[ORC 149.35](#)

[ORC 149.381](#)

[ORC 149.41](#)

[ORC 1306.01\(G\).](#)

[Ohio History Connection Form RC-1](#)

[Ohio History Connection Form RC-2](#)

[Ohio History Connection Form RC-3](#)



Book	Policy Manual
Section	Section E: Support Services
Title	District Records Commission, Records Retention and Disposal
Code	EHA
Status	Active
Adopted	August 14, 2001
Last Revised	November 6, 2023
Prior Revised Dates	07/26/2004, 07/09/2013, 05/11/2015, 08/08/2016

District Records Commission, Records Retention and Disposal

All records are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

"Records" include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District.

District Records Commission

The District Records Commission revises and reviews schedules of records retention (RC-2 forms), reviews applications for one-time disposal of obsolete records (RC-1 forms), and reviews certificates of disposal (RC-3 forms) submitted by any employee of the District.

The Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months. The Commission will post advance notice of the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings on the District's website. For special meetings, notice of the time, place and purpose is also given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Any person may receive advance personal notice of all meetings at which a specific type of public business is to be discussed by the Commission. Such requests shall be directed to the Treasurer. Requests for notification by email shall include the requestor's email address. Individuals requesting advance personal notice are responsible for providing the Treasurer with any updates to contact information.

The minutes of the meetings of the Commission are promptly prepared, filed and maintained by the Treasurer and are open to public inspection.

Records Retention Schedule

The District Records Commission revises and reviews a schedule of records retention. When the Commission has approved a schedule of records retention, the schedule is sent to the Ohio History Connection (OHC) for review. OHC will review the schedule within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing historical value. OHC will denote upon any schedule of records retention the records for which they will require a certificate of records disposal prior to their disposal. After OHC has completed its review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

The Commission may at any time review any records retention schedule it has previously approved and may revise that schedule in accordance with State law.

Disposal of Records

Before public records are disposed of pursuant to an approved records retention schedule, the Commission verifies whether OHC requires a certificate of records disposal (RC-3 form) prior to disposal. If OHC has requested to review the records, the District will complete a certificate of records disposal and give OHC the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value. OHC may not review or select for its custody the records set forth in RC 149.381(E). If OHC has not requested to review the records, or if OHC has not responded within the statutory review period, the District disposes of the public records pursuant to its approved records retention schedule.

If the District discovers records that have never been properly scheduled on an RC-2 and are no longer created or were only created once and they no longer have any administrative, fiscal, legal, or historical value, the District will submit an application for the one-time disposal of these obsolete records (RC-1 form) to OHC for review. OHC will review the application within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing historical value. After OHC has completed its review, it will forward the application to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application within 60 days.

Legal

[ORC 9.01](#)

[ORC 121.22\(F\)](#)

[ORC 149.011](#)

[ORC 149.35](#)

[ORC 149.381](#)

[ORC 149.41](#)

[ORC 1306.01\(G\)](#)

[Ohio History Connection Form RC-1](#)

[Ohio History Connection Form RC-2](#)

[Ohio History Connection Form RC-3](#)

Cross References

[DI - Fiscal Accounting and Reporting](#)

[GBL - Personnel Records](#)

[JO - Student Records](#)

[KBA - Public's Right to Know](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Public's Right to Know
Code	KBA
Status	From OSBA
Adopted	September 1, 2025

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

Public's Right to Know

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of Districtwide interest is coordinated by the Superintendent.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records and all other public records are open for inspection in the central office during the hours when the administrative offices are open.

Each Board member attends public records training every term for which he/she is elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

The District may ask that the identity of an individual requesting information and the reason the information is sought be in writing. The District first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The District also informs the requester that providing such information in writing enhances the District's ability to identify, locate or deliver the records sought. The District may also ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/designee determines reasonable. If the request is ambiguous or overly broad, the District informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released for profit-making purposes or when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

All **public** records responsive to the request are made available in a reasonable period of time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is

made in writing or if the Superintendent/designee determines written explanation is necessary. An individual who is allegedly aggrieved by the failure of the District to promptly prepare **the public** records for inspection or for any other failure of the District to respond to the request may file a complaint using the required form provided by the Clerk of the Court of Claims with the District. Upon receipt of the complaint, the District has three business days to cure or otherwise address the alleged failure. After this three-business-day period, the allegedly aggrieved individual may pursue a legal remedy provided under law if the failure alleged in the complaint has not been cured or otherwise resolved to their satisfaction.

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of requests physically sent by mail or another delivery service to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the **public** records nor the information in them will be used for commercial purposes. If the District provides public records on a free and accessible website, the number of requests delivered in a digital format to any one person may be limited to 10 a month unless the **public** records requested are not provided on the website and the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes.

A fee may be charged for copies and/or delivery. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the District. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule is maintained and readily available to the public in the central office.

Legal References

Family Educational Rights and Privacy Act; 20 USC 1232g
 ORC 121.22
 ORC 149.011
 ORC 149.35
 ORC 149.381
 ORC 149.41
 ORC 149.43
 ORC 3319.321
 OAC 3301-35-03
 OAC 3301-35-04

Cross References

BDC, Executive Sessions
 BDDG, Minutes
 EHA, District Records Commission, Records Retention and Disposal
 GBL, Personnel Records
 GBS, Health Insurance Portability and Accountability Act (HIPAA)
 IGBA, Programs for Students With Disabilities
 JO, Student Records
 KA, School-Community Relations Goals
 KKA, Recruiters in the Schools

NOTE: THIS IS A REQUIRED POLICY

Legal

[Family Educational Rights and Privacy Act; 20 USC 1232g](#)
[ORC 121.22](#)
[ORC 149.011](#)
[ORC 149.35](#)
[ORC 149.381](#)
[ORC 149.41](#)
[ORC 149.43](#)
[ORC 3319.321](#)

[OAC 3301-35-03](#)

[OAC 3301-35-04](#)



Book	Policy Manual
Section	Section K: School-Community Relations
Title	Public's Right to Know
Code	KBA
Status	Active
Adopted	August 14, 2001
Last Revised	June 9, 2025
Prior Revised Dates	10/11/2005, 01/28/2008, 06/19/2009, 07/09/2013, 05/11/2015

Public's Right to Know

In fulfillment of the rationale for the creation of public governing bodies, the meetings and records of the Board are considered matters of public information.

Educational matters are discussed and decisions made at public meetings of the Board. Per Ohio Revised Code Section (RC) 121.22, areas of discussion limited to executive session include the following:

1. considering personnel matters;
2. considering the purchase of property or the sale of same at competitive bidding, when premature disclosure would give an unfair competitive advantage to a private party;
3. conferring with legal counsel concerning disputes involving the Board that are the subject of pending or imminent court action;
4. preparing for, conducting or reviewing collective bargaining;
5. considering matters required to be kept confidential by Federal or State law;
6. considering specialized details or security arrangements and
7. to consider a request for economic development assistance with political subdivision.

The official minutes of the Board, its written policies and its financial records are open for inspection in the District's administrative office during normal business hours. However, no records pertaining to individual students are released for inspection by the public or any unauthorized persons. Only that information deemed 'directory information' may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released for profit-making purposes or when parents have affirmatively withdrawn their consent to release in writing. Release of employee records are subject to any applicable collective bargaining agreements to the extent permitted by law.

The Board supports the right of the people to know about the programs and services of their schools and encourages dissemination of information about Hilliard Schools to its publics. The Board may, by resolution, designate one or more persons to attend public records training on its behalf.

Parents of students enrolled in the District who wish to review instructional materials for classes in which their child is enrolled should submit such requests directly to the teacher of the class.

Instructional materials that are public records pursuant to State law are made available for review. Instructional materials containing personally identifiable student information or student specific information are student records and are not public records. The release of student records is governed by State and Federal law and the Board's student records policy and regulations. If a record contains questions, answers or other information related to tests, test protocols or copyrighted information for which disclosure and/or copying is prohibited by law or pursuant to generally accepted testing standards, then disclosure and/or copying is not provided.

Each principal is authorized and expected to keep the school's community informed about the school's program and activities. It is the responsibility of each staff member to facilitate dissemination of information by helping news media representatives obtain available information as accurately, quickly and conveniently as possible.

Public Record Request(s)

The Board recognizes the importance of public records as the record of the acts of this District and the repository of information about this District. Members of the public have the right to inspect and copy, with certain exceptions, the public records of this District.

The public records of this District are defined by RC 149.43. The Board makes the public records of this District available for inspection and copying with the exception of those records exempted from such inspection and copying by law. The Treasurer/designee is the person responsible for public records.

In order to ensure all citizens have an equal right to examine and copy the records of this District and to ensure the inspection does not endanger the safety of the records or unreasonably interfere with the discharge of the duties of the Treasurer/designee, all requests for the inspection of public records are made in the following manner:

1. Any individual wishing to review a public record may make the request verbally or in writing. A request form is available to those who prefer to put their request in writing. All requests are honored within a reasonable time.
2. An individual may purchase copies of the public records of this District upon the payment of a fee, as set by the Superintendent/designee, equivalent to the cost of handling and reproduction.
3. No public record may be removed from the office in which it is maintained.

An individual who is allegedly aggrieved by the failure of the District to promptly prepare the records for inspection or for any other failure of the District to respond to the request may file a complaint using the required form provided by the Clerk of the Court of Claims with the District. Upon receipt of the complaint, the District has three business days to cure or otherwise address the alleged failure. After this three-business-day period, the allegedly aggrieved individual may pursue a legal remedy provided under law if the failure alleged in the complaint has not been cured or otherwise resolved to their satisfaction.

Legal

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

[ORC 121.22](#)

[ORC 149.011](#)

[ORC 149.35](#)

[ORC 149.381](#)

[ORC 149.41](#)

[ORC 149.43](#)

[ORC 3319.321](#)

[OAC 3301-35-03](#)

[OAC 3301-35-04](#)

Cross References

[BDC - Executive Sessions](#)

[BDDG - Minutes](#)

[EHA - Data and Records Retention](#)

[GBL - Personnel Records](#)

[IGBA - Programs for Students With Disabilities](#)

[JO - Student Records](#)

[KA - School-Community Relations Goals](#)

[KKA - Recruiters in the Schools](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Professional Staff Assignments and Transfers
Code	GCI
Status	From OSBA
Adopted	September 1, 2025

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

Professional Staff Assignments and Transfers

The assignment and transfer of teachers is the responsibility of the Superintendent. Each teacher is assigned to a specific **areaposition based on the best interests of the students enrolled in the District** and may be transferred to any other position for which he/she is qualified. Transfers may be requested by administrators, supervisors or teachers. **~~The Superintendent may initiate a transfer whenever he/she believes it is in the best interest of the District.~~ In assigning, reassigning or transferring a teacher, the Superintendent shall not use seniority or continuing contract status as the primary factor in determining the teacher's assignment. These requirements prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 30, 2025.**

A request for transfer does not guarantee that such a transfer will be made. Teachers are encouraged to discuss transfers or their intention to request transfer with the principal or other appropriate supervisor.

Assignment to Nonpublic Schools

Teachers employed by the Board and assigned to nonpublic schools are considered as employees in all respects.

Such teachers will fulfill all requirements established for any other teacher assigned to serve within the District. Such teachers may be reassigned to serve in any other assignment, either in the public schools or in nonpublic schools, as long as they are qualified to perform such duties.

Supervision of the performance of teachers assigned to nonpublic schools is the responsibility of the Superintendent.

Administrators

An administrator cannot be transferred during the term of his/her contract to a position of lesser responsibility unless he/she agrees to such a transfer.

Legal References

- ORC 3319.01
- ORC 3319.02
- ORC 3319.12
- ORC 3319.173
- OAC 3301-35-03(A)
- CONTRACT REF.: Teachers' Negotiated Agreement

Legal

[ORC 3319.01](#)

[ORC 3319.02](#)

[ORC 3319.12](#)

[ORC 3319.173](#)

[OAC 3301-35-03\(A\)](#)

CONTRACT REF.: Teachers' Negotiated Agreement



Book	Policy Manual
Section	Section G: Personnel
Title	Professional and Certificated Staff Assignments and Transfers
Code	GCI
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	12/11/2001

Professional and Certificated Staff Assignments and Transfers

The assignment and transfer of teachers is the responsibility of the Superintendent/designee. Each teacher is assigned to a specific area and may be transferred to any other position for which he/she is qualified. Transfers may be requested by administrators, supervisors or teachers. The Superintendent/designee may initiate a transfer whenever he/she believes it is in the best interest of the District.

A request for transfer does not guarantee that such a transfer will be made. Teachers are encouraged to discuss transfers or their intention to request transfer with the principal, or other appropriate supervisor.

Assignment to Nonpublic Schools

Teachers employed by the Board and assigned to nonpublic schools are considered as employees in all respects.

Such teachers will fulfill all requirements established for any other teacher assigned to serve within the District. Such teachers may be re-assigned to serve in any other assignment, either in the public schools or in nonpublic schools, as long as they are qualified to perform such duties.

Supervision of the performance of teachers assigned to nonpublic schools is the responsibility of the Superintendent/designee.

The teachers assigned to a nonpublic school will be on duty the same number of days per school year as is a teacher in the public schools of the District.

Administrators

An administrator cannot be transferred during the term of his/her contract to a position of lesser responsibility unless he/she agrees to such a transfer.

Legal [ORC 3319.01](#)
[ORC 3319.02](#)

[ORC 3319.12](#)

[OAC 3301-35-03\(A\)](#)

CONTRACT REF.: Teachers' Negotiated Agreement



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Interdistrict Open Enrollment (Do Not Participate)
Code	JECBB
Status	From OSBA
Adopted	September 1, 2025

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

Interdistrict Open Enrollment (Do Not Participate)

The Board does not participate in an open enrollment program for students from other districts and does not accept such students except when otherwise required by law.

The Board permits a nonresident student to apply and enroll in the District schools free of any tuition obligation if both of the following apply:

1. the student's parent is a member of the United States Army, Navy, Air Force, Space Force, Marine Corps, or Coast Guard who is on full-time active duty and
2. the student's parent provides the District with a copy of the parent's official written order verifying the parent's status as an active duty member of the armed forces.

A student enrolled under this provision whose parent is subsequently discharged or released from active duty is permitted to attend school for the remainder of the school year in which the parent is discharged or released from active duty. After the conclusion of that school year, the student is no longer permitted to enroll under this provision unless they have a parent on active duty.

Such students may apply and enroll in the District schools free of any tuition obligation, provided that all procedures as outlined in the administrative regulations are met. Requirements include:

1. application procedures, ~~including deadlines for application~~ and notification to students of acceptance or rejection and the superintendents of ~~adjacent~~ other districts whenever ~~an adjacent~~ another district's student's application is approved;
2. procedures for admission;
3. District capacity limits by grade level, school building and educational program are determined;
4. resident students and previously enrolled ~~adjacent d~~ District students have preference over first-time applicants;
5. no requirements of academic, athletic, artistic or any other skill or proficiency;
6. no limitations on admitting students with disabilities, unless services required in an Individualized Education Program are not available in the District;

7. no requirement that the student be proficient in the English language;
8. no rejection of any applying student because the student has been subject to disciplinary proceedings, except an applicant who has been suspended or expelled by ~~the adjacent~~ **another** district for 10 consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought and
9. procedures to ensure maintenance of an appropriate racial balance in the District's schools.

The District notifies the Ohio Department of Education and Workforce (ODEW) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODEW upon request.

Compliance with this policy is reported to ODEW by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Legal References

ORC 3313.64
 ORC 3313.98
 ORC 3313.983
 ORC Chapter 3327
 OAC 3301-48-02

Cross References

IGDJ - Interscholastic Athletics

NOTE: Senate Bill (SB) 208 (2024) requires a district to allow for open enrollment of a student whose parent is full time active military duty to enroll tuition free even if the District does not otherwise accept open enrollment students or only accepts applications from adjacent district students. House Bill (HB) 96 (2025) further modifies these provisions now prohibiting districts from requiring these students to comply with any open enrollment application deadlines.

Districts are required to notify the Ohio Department of Education and Workforce (ODEW) of any change to this policy within 30 days of adoption. ODEW also may request a district to report any complaints filed or received regarding its open enrollment policy and may request documentation to verify open enrollment policies are being adhered to and complaints are being addressed. This oversight may include on-site visits.

SB 216 (2018) enacted Ohio Revised Code 3301.68 requiring ODEW to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODEW cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- Training on the use of physical restraint or seclusion on students;
- Training on harassment, intimidation, or bullying;
- Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;
- Training on crisis prevention intervention;
- The establishment of a wellness committee;
- The reporting of a district's or school's compliance with nutritional standards;
- Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and
- Compliance with interdistrict and intradistrict open enrollment requirements.

If a district or school denotes "no" on any item it must provide a written explanation to the Board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.64](#)

[ORC 3313.98](#)

[ORC 3313.983](#)

[ORC Chapter 3327](#)

[OAC 3301-48-02](#)



Book	Policy Manual
Section	Section J: Student
Title	Interdistrict Open Enrollment (Do Not Participate)
Code	JECBB
Status	Active
Adopted	August 14, 2001
Last Revised	June 9, 2025
Prior Revised Dates	05/11/2015, 02/11/2019, 12/09/2024

Interdistrict Open Enrollment
(Do Not Participate)

The Board does not wish to participate in an open enrollment program and will entirely prohibit interdistrict open enrollment from any other district except when otherwise required by law.

The Board permits a nonresident student to apply and enroll in the District schools free of any tuition obligation if both of the following apply:

1. the student's parent is a member of the United States Army, Navy, Air Force, Space Force, Marine Corps or Coast Guard stationed in Ohio, who is on full-time active duty and
2. the student's parent provides the District with a copy of the parent's official written order verifying the parent's status as an active duty member of the armed forces.

A student enrolled under this provision whose parent is subsequently discharged or released from active duty is permitted to attend school for the remainder of the school year in which the parent is discharged or released from active duty. After the conclusion of that school year, the student is no longer permitted to enroll under this provision unless they have a parent on active duty.

Such students may apply and enroll in the District schools free of any tuition obligation, provided that all procedures as outlined in the administrative regulations are met. Requirements include:

1. application procedures, including deadlines for application and notification to students of acceptance or rejection and the superintendents of adjacent districts whenever an adjacent district's student's application is approved;
2. procedures for admission;
3. District capacity limits by grade level, school building and educational program are determined;
4. resident students and previously enrolled adjacent district students have preference over first-time applicants;
5. no requirements of academic, athletic, artistic or any other skill or proficiency;
6. no limitations on admitting students with disabilities, unless services required in an Individualized Education Program are not available in the District;

7. no requirement that the student be proficient in the English language;
8. no rejection of any applying student because the student has been subject to disciplinary proceedings, except an applicant who has been suspended or expelled by the adjacent district for 10 consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought and
9. procedures to ensure maintenance of an appropriate racial balance in the District's schools.

The District notifies the Ohio Department of Education and Workforce (ODEW) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODEW upon request.

Compliance with this policy is reported to the ODEW by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Legal

[ORC 3313.64](#)

[ORC 3313.98](#)

[ORC 3313.983](#)

[ORC Chapter 3327](#)

[OAC 3301-48-02](#)

Cross References

[IGDJ - Interscholastic Athletics](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	From OSBA
Adopted	September 1, 2025

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

Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

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

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

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

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

Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

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

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

Legal References

ORC 3301.07
ORC 3301.0710

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

Cross References

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

NOTE: *This policy applies to community schools.*

THIS IS A REQUIRED POLICY

Legal

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



Book	Policy Manual
Section	Section I: Instruction
Title	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	Active
Adopted	April 22, 2013
Last Revised	February 12, 2024
Last Reviewed	December 9, 2024
Prior Revised Dates	05/11/2015, 11/08/2021, 02/12/2024

Reading Skills Assessments and Intervention
(Third Grade Reading Guarantee)

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

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

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

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

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

Legal

- [ORC 3301.07](#)
- [ORC 3301.0710](#)
- [ORC 3301.0711\(D\)](#)
- [ORC 3301.0715](#)
- [ORC 3301.079](#)

[ORC 3301.163](#)

[ORC 3313.608](#)

[ORC 3313.609](#)

[ORC 3313.6010](#)

[ORC 3313.6012](#)

[ORC 3324.01](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

Cross References

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

[IGBI - English Learners](#)

[IKE - Promotion and Retention of Students](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	From OSBA
Adopted	September 1, 2025

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

Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)

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

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

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

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

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

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

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student may be retained and
7. high-dosage tutoring ~~opportunities~~ aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved **opportunity program** that aligns with high-dosage tutoring best practices **identified by the Ohio Department of Education and Workforce (ODEW)**. High-dosage tutoring ~~opportunities~~ must include ~~additional~~ instruction time of at least three days per week, or at least 50 hours over 36 weeks. **High-dosage tutoring may be incorporated into a student's regular classroom instruction.**

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

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

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

1. a teacher who has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education and/or
3. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODEW or who has successfully completed training that is based on principles of scientifically research-based

reading instruction that has been approved by ODEW. The alternate credentials shall be aligned with the reading competencies adopted by ODEW.

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

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

Any instruction or intervention provided pursuant to this policy will be aligned with the principles of the "science of reading" as required by State law.

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

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

THIS IS A REQUIRED REGULATION



Book	Policy Manual
Section	Section I: Instruction
Title	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	Active
Adopted	February 10, 2014
Last Revised	May 13, 2024
Prior Revised Dates	09/22/2014, 05/11/2015, 11/08/2021, 02/12/2024

Reading Skills Assessments and Intervention
(Third Grade Reading Guarantee)

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

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

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

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

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

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

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student may be retained and
7. high-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring opportunities must include additional instruction time of at least three days per week, or at least 50 hours over 36 weeks.

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

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

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

1. a teacher who has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education and/or
3. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

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

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

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

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

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

Any instruction or intervention provided pursuant to this policy will be aligned with the principles of the "science of reading" as required by State law.



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Grading Systems
Code	IKA
Status	From OSBA
Adopted	September 1, 2025

Grading Systems

Grading is a system of measuring and recording student progress and achievement that enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty **in accordance with all statutory obligations**, upon recommendation of the Superintendent. **If the District uses a weighted grading scale, courses are weighted in accordance with any applicable State law requirements.**

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

(Permissive language)

The Superintendent develops procedures for grading that include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.

3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.
5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

Final decision on any grade is the responsibility of the building principal.

Legal References

ORC 3313.6013
ORC 3313.6031
OAC 3301-35-04
OAC 3301-35-06

Cross References

IK, Academic Achievement
IKAB, Student Progress Reports to Parents

NOTE: When establishing grading scales, districts should review any applicable State law requirements. Such grading scales are typically included in student handbooks and should receive board approval.

THIS IS A REQUIRED POLICY

Legal

[ORC 3313.6013](#)
[ORC 3313.6031](#)
[OAC 3301-35-04](#)
[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Grading Systems
Code	IKA
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	02/25/2002, 09/27/2010

Grading Systems

Grading is a system of measuring and recording student progress and achievement which enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial intervention work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, in its instructional program to make achievement and growth both recognizable and possible for students. It emphasizes achievement and growth in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and professional and certificated staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form, which is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent/designee.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles, which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation assessment measures are used and accurate records shall be kept to substantiate the grade mark given.
2. Grades are a factor used to motivate students. Poor or failing grade marks should trigger a variety of instructional and intervention activities to assist the student in achieving his/her potential better grades by the next grading period, if possible.

Legal [OAC 3301-35-04](#)
[OAC 3301-35-06](#)

Cross References

[IK - Academic Achievement](#)

[IKAB - Student Progress Reports to Parents](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Graduation Requirements
Code	IKF
Status	From OSBA
Adopted	September 1, 2025

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

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 (*Hypothetical*)

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units
Science, 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
Health	½ unit
Physical Education	½ unit
Electives ****	5 units
Financial literacy *****	

Statutory Graduation Requirements

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units
Science, 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
Health	½ unit
Physical Education	½ unit
Electives ****	5 units
Financial literacy *****	

Total	20 units	Total	20 units
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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 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;
 - 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
 - D. **(Permissive language)**

Students may be excused from the financial literacy instruction graduation requirement if the student, while in high school, participates in a financial literacy program offered through a student branch of a credit union or by a bank. The financial literacy program must meet or exceed the academic content standards and model curriculum for financial literacy and entrepreneurship instruction adopted according to Ohio Revised Code 3301.079. A student must participate in the program for the equivalent of at least one-half unit of instruction to qualify for this exemption.
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 3301.079
 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 3301.079](#)[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	March 10, 2025
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, 11/06/2023, 09/09/2024

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:

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 ODEW 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 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;
 - 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
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 2025 - 2026

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 Career Based Intervention (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

Hilliard City Schools Graduation Requirements Class of 2027 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 Career Based Intervention (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
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 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 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Cocurricular and Extracurricular Activities
Code	IGD
Status	From OSBA
Adopted	September 1, 2025

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

Cocurricular and Extracurricular Activities

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

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

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days. Students absent from school for other reasons may not be permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the State Board of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home education in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.
20. Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student; ~~a student attending a nonpublic, community, STEM or STEAM school or a student otherwise enrolled in another district~~ and the student was subject to any of the following by a school official, employee or volunteer, or by another student from the district or school where the student is ~~enrolled or~~ participating in athletics:

- A. Harassment, intimidation or bullying, as defined by Ohio Revised Code (RC) 3313.666.
- B. A qualifying offense for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.
- C. Conduct by a school official, employee or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

~~**A student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.**~~

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

(Permissive language)

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

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

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

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

A student enrolled in another district may participate in ice hockey in the District if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity when:

1. **the student's district is less than 20 miles away;**
2. **the student is not required to enroll in or be a resident of the district that offers ice hockey;**
3. **the student is of the appropriate age and grade level and fulfills the same academic, nonacademic, and financial requirements as any other participant, including trying out for a position on the team and**
4. **the superintendents of both school districts enter into an agreement approving the student's participation in ice hockey at the school district in which the student is not enrolled.**

Legal References

ORC 2907.07
 ORC 3313.537
 ORC 3313.5311
 ORC 3313.5312
 ORC 3313.5313

ORC 3313.5314
 ORC 3313.536
 ORC 3313.58
 ORC 3313.59
 ORC 3313.6611
 ORC 3313.664
 ORC 3313.666
 ORC 3315.062
 ORC 3319.16
 ORC 3321.042
 ORC Chapter 4112
 OAC 3301-27-01
 OAC 3301-35-06

Cross References

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

NOTE: House Bill (HB) 96 enacts Ohio Revised Code (RC) 3313.536, effective Sept. 30, 2025, allowing a district superintendent to permit a student enrolled in another district the opportunity to participate in ice hockey as an interscholastic athletic activity at a school of the superintendent's district if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity in limited situations.

RC 3313.5313 allows the Superintendent or chief administrative officer of a school to permit a home educated student, participating in interscholastic activities at a different district to participate in interscholastic athletics if they were subject to certain conduct or qualifying offenses, even if the district is not the student's district of residence.

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

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

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

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

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

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

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

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

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

THIS IS A REQUIRED POLICY

Legal

[ORC 2907.07](#)

[ORC 3313.537](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5313](#)

[ORC 3313.5314](#)

[ORC 3313.536](#)

[ORC 3313.58](#)

[ORC 3313.59](#)

[ORC 3313.6611](#)

[ORC 3313.664](#)

[ORC 3313.666](#)

[ORC 3315.062](#)

[ORC 3319.16](#)

[ORC 3321.042](#)

[ORC Chapter 4112](#)

[OAC 3301-27-01](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Cocurricular and Extracurricular Activities
Code	IGD
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	01/24/2005, 07/09/2008, 09/28/2009, 04/22/2013, 11/25/2013, 11/24/2014, 05/11/2015, 03/12/2018, 05/13/2019, 02/12/2024, 05/13/2024

Cocurricular and Extracurricular Activities

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

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

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.

5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent/designee reports to the Board the general purposes/description of the cocurricular and extracurricular programs of the District.
6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Each District-support organization must understand that student participation on athletic teams or in cocurricular activities is completely independent of any fundraising activities. Parents, students and interested parties participation in fundraising activities cannot be used in any way to adversely impact student participation.
8. Activities must be open to all students, regardless of race, ethnicity, national origin, citizenship status, religion, gender, sexual orientation, economic status, age, disability or military status.
9. Activities must not place undue burdens upon students, teachers or schools.
10. Activities do not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day.
11. Activities at any level should be unique, not duplications of others already in operation.
12. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
13. The activity does not exploit the individual or school for commercial purposes.
14. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the code of conduct or the code of conduct of the particular activity in which they participate. Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days. Students absent from school for other reasons may not be permitted to participate in extracurricular activities on that date.
15. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the State Board of Education and State law.
16. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
17. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
18. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
20. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
21. Resident students receiving home education in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be

assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

22. Prior to exclusion from participation, the student/parent will be given written notification of the intention to exclude and the reason(s) for the intended exclusion. The student will be afforded the opportunity to appear at an informal hearing to challenge the reason(s) for the intended exclusion. The informal hearing will be held with the coach, advisor designee or administrator. Within 24 hours following exclusion, a letter of notification will be sent to the parent or guardian specifying the reason for the student participant's exclusion from participation, the period of time for the exclusion and options, if any. The parent or guardian shall be notified by telephone, when possible, of the exclusion from participation.

23. The Intention to Exclude from Participation form will include the notification of the right of the student or his parent(s)/guardian(s) to appeal such action to the Extracurricular Appeal Committee in their respective buildings. The Appeal Committee will consist of two administrators and two teachers. The committee will be appointed and chaired by the building principal.

A written request for appeal must be made within seven days of the date of the Notice of Intention to Exclude from Extracurricular participation. The appeal should be addressed to the principal.

24. The Appeal Committee shall hear the appeal if such is requested. The Appeal Committee may sustain, modify or set aside the exclusion. Written notification of the outcome of the appeal will be provided the parties involved within 24 hours of the hearing.

25. The decision of the Appeal Committee shall be final.

26. Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student; a student attending a nonpublic, community, STEM or STEAM school or a student otherwise enrolled in another district and the student was subject to any of the following by a school official, employee or volunteer, or by another student from the district or school where the student is enrolled or participating in athletics:

A. Harassment, intimidation or bullying, as defined by Ohio Revised Code (RC) 3313.666.

B. A qualifying offense for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.

C. Conduct by a school official, employee or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

A student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

Costs

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

Definition of Cocurricular and Extracurricular Activities

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

CROSS REFS.: Student Handbooks

Legal

[ORC 2907.07](#)
[ORC 3313.537](#)
[ORC 3313.5311](#)
[ORC 3313.5312](#)
[ORC 3313.5314](#)
[ORC 3313.58](#)
[ORC 3313.59](#)
[ORC 3313.661](#)
[ORC 3313.664](#)
[ORC 3315.062](#)
[ORC 3319.16](#)
[ORC 3321.042](#)
[ORC Chapter 4112](#)
[OAC 3301-27-01](#)
[OAC 3301-35-06](#)

Cross References

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



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Interscholastic Athletics
Code	IGDJ
Status	From OSBA
Adopted	September 1, 2025

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

Interscholastic Athletics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student ~~or student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district~~ and the student was subject to any of the following by a school official, employee or volunteer, or by another student from the district or school where the student is ~~enrolled or~~ participating in athletics:

1. Harassment, intimidation, or bullying, as defined by Ohio Revised Code (RC) 3313.666.
2. A qualifying offense, for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.
3. Conduct by a school official, employee, or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

~~A student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.~~

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

(Permissive language)

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

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

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

A student enrolled in another district may participate in ice hockey in the District if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity when:

- 1. the student's district is less than 20 miles away;**
- 2. the student is not required to enroll in or be a resident of the district that offers ice hockey;**
- 3. the student is of the appropriate age and grade level and fulfills the same academic, nonacademic, and financial requirements as any other participant, including trying out for a position on the team and**
- 4. the superintendents of both school districts enter into an agreement approving the student's participation in ice hockey at the school district in which the student is not enrolled.**

Legal References

ORC 2305.23
 ORC 2305.231
 ORC 2907.07
 ORC 3313.537
 ORC 3313.5310
 ORC 3313.5311
 ORC 3313.5312
 ORC 3313.5313
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 ORC 3313.664
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 ORC 3315.062
 ORC 3319.303
 ORC 3321.042
 ORC 3707.52
 OAC Chapter 3301-27

Cross References

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

NOTE: House Bill (HB) 96 (2025) enacts Ohio Revised Code (RC) 3313.536, effective Sept. 30, 2025, to allow a district superintendent to permit a student enrolled in another district the opportunity to participate in ice hockey as an interscholastic athletic activity at a school of the superintendent's district if the district in which the student is enrolled does not offer ice hockey as an interscholastic athletic activity in limited situations.

RC 3313.5313 allows the Superintendent or chief administrative officer of a school to permit a home educated student participating in interscholastic activities at a different district to participate in interscholastic athletics if they were subject to certain conduct or qualifying offenses, even if the District is not the student's district of residence.

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

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school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Resident nonpublic students participating under these provisions must be of the appropriate grade and age level as determined by the Superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

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

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

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

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

HB 47 (2024) requires each school within the District in which students participate in an athletic activity to hold an informational meeting for students, parents, guardians, other persons having care or charge of a student, physicians, pediatric cardiologists, athletic trainers, and any other persons regarding the symptoms and warning signs of sudden cardiac arrest for all ages of students.

THIS IS A REQUIRED POLICY

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 2907.07](#)

[ORC 3313.537](#)

[ORC 3313.5310](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5313](#)

[ORC 3313.5314](#)

[ORC 3313.536](#)

[ORC 3313.539](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

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[ORC 3319.303](#)

[ORC 3321.042](#)

[ORC 3707.52](#)

[OAC Chapter 3301-27](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Interscholastic Athletics
Code	IGDJ
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	01/24/2005, 05/12/2008, 10/08/2012, 04/22/2013, 11/25/2013, 05/11/2015, 08/08/2016, 03/12/2018, 11/12/2018, 07/15/2019, 11/07/2022, 02/12/2024, 05/13/2024

Interscholastic Athletics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student or student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district and the student was subject to any of the following by a school official, employee or volunteer, or by another student from the district or school where the student is enrolled or participating in athletics:

1. Harassment, intimidation, or bullying, as defined by Ohio Revised Code (RC) 3313.666.
2. A qualifying offense, for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.
3. Conduct by a school official, employee, or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

A student attending a nonpublic, community, STEM or STEAM school or otherwise enrolled in another district who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

Legal

[ORC 2305.23](#)

[ORC 2305.231](#)

[ORC 2907.07](#)

[ORC 3313.537](#)

[ORC 3313.5310](#)

[ORC 3313.5311](#)

[ORC 3313.5312](#)

[ORC 3313.5314](#)

[ORC 3313.539](#)

[ORC 3313.66](#)

[ORC 3313.661](#)

[ORC 3313.664](#)

[ORC 3313.666](#)

[ORC 3315.062](#)

[ORC 3319.303](#)

[ORC 3321.04](#)

[ORC 3707.52](#)

[OAC Chapter 3301-27](#)

Cross References

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

[IGCF - Home Education](#)

[IGD - Cocurricular and Extracurricular Activities](#)

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

[IKF - Graduation Requirements](#)

[JECBA - Admission of Exchange Students](#)

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

[JGD - Student Suspension](#)

[JGE - Student Expulsion](#)

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



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Acceleration (Version 1)
Code	IKEB
Status	From OSBA
Adopted	September 1, 2025

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

Acceleration
(Version 1)

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. **Whole-grade acceleration:** The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. **Individual subject acceleration:** The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. **The District at minimum provides any advanced learning opportunities required by law.**
3. **Early admission to kindergarten:** The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. **Early high school graduation:** The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

(Choose one of the following two paragraphs.)

The Board directs the administration to develop and submit to the Ohio Department of Education and Workforce (ODEW) for review and approval similar guidelines as the ODEW model acceleration policy guidelines for referring and evaluating students who may qualify for acceleration services.

-OR-

The Board directs the administration to follow the guidelines established by the Ohio Department of Education and Workforce's model acceleration policy.

Legal References

ORC 3301.0710
 ORC 3301.0712
 ORC 3313.6032
 ORC 3321.01
 ORC 3324.01 et seq.
 OAC 3301-51-15
 Ohio Department of Education and Workforce Model Acceleration Policy for Advanced Learners

Cross References

IGBB, Programs for Students Who are Gifted
 IKFA, Early Graduation
 JB, Equal Educational Opportunities
 JEB, Entrance Age (Mandatory Kindergarten)
 JEBA, Early Entrance to Kindergarten
 Student Handbooks

NOTE: House Bill (HB) 96 enacts Ohio Revised Code (RC) 3313.6032 requiring the District to provide each student that achieves an advanced level of skill on specified mathematics achievement assessments, advanced learning opportunities in mathematics unless the district does not offer the advanced learning opportunities in mathematics or an advanced mathematics course for the grade level in which the student is enrolled for the next school year. The new provisions also define "advanced learning opportunities in mathematics."

The Ohio Department of Education and Workforce's (ODEW) Office for Exceptional Children requires all city, local and exempted village school districts to comply with the guidelines established in ODEW's model acceleration policy.

These guidelines were established to ensure equivalency of services from building to building across all school districts and to protect administrators, students and parents from inconsistencies that could occur from building to building or grade level to grade level in the district and across districts.

District administrators who develop their own guidelines for acceleration are encouraged to follow ODEW's model acceleration policy guidelines. Guidelines developed by the district must be submitted to ODEW for review and approval.

THIS IS A REQUIRED POLICY

Legal

[ORC 3301.0710](#)

[ORC 3301.0712](#)

[ORC 3313.6032](#)

[ORC 3321.01](#)

[ORC 3324.01 et seq.](#)

[OAC 3301-51-15](#)

[Ohio Department of Education and Workforce Model Acceleration Policy for Advanced Learners](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Acceleration
Code	IKEB
Status	Active
Adopted	August 14, 2001
Last Revised	July 8, 2015
Prior Revised Dates	10/09/2006, 08/13/2007, 10/13/2008, 05/11/2015

Acceleration

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. **Whole-grade acceleration:** The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. **Individual subject acceleration:** The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. **Early admission to kindergarten/first grade:** The practice of admitting a student to kindergarten/first grade who has not yet reached the typical age at which students are admitted to kindergarten/first grade, for the purpose of providing access to appropriately challenging learning opportunities.
4. **Early high school graduation:** The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Accelerated Placement Regulations

Acceleration of a student can occur only if the results of appropriate assessments/observations indicate that the student will function successfully and benefit academically, emotionally and socially from such acceleration. Additionally, a multi-factored assessment is required for whole grade acceleration.

The parents are to be involved before acceleration is recommended. A recommendation to approve or not to approve an accelerated placement shall be made to the building principal by an acceleration evaluation committee, which is convened by the principal. The principal will provide written notification of the accelerated placement decision to the parent(s) or legal guardian(s). Parent(s) or legal guardian(s) may appeal the decision to the Superintendent.

A student may be accelerated on a transition/probationary basis. An assessment of the student's progress shall be completed at the end of the transition/probationary period (typically four to six weeks) to determine the permanent placement.

Grade Placement Procedures

The following procedures will be followed to determine the appropriateness of an accelerated placement:

1. Referrals and Evaluation

Referral forms for evaluation for possible acceleration and copies of this acceleration policy will be available at each school building. Referrals may be submitted by staff and/or parents to the building principal/designee.

Upon receipt of a referral, the principal/designee will convene an acceleration evaluation committee at the school to assist in planning the evaluation and developing recommendations following the evaluation. The principal (or designee) will obtain written permission for evaluation from the student's parent(s) or legal guardian(s). Each student referred will be evaluated in a timely manner following receipt by the principal or designee of the written permission for evaluation.

Procedures will be initiated to assure that sufficient and objective information about the student is made available for consideration by the acceleration evaluation committee. Information will include, but not be limited to: test data, progress reports, social and emotional needs, and evidence of advanced ability. The committee shall also consider the student's own thoughts on possible accelerated placement.

The following people may be involved in the decision to accelerate a student, either as members of the acceleration evaluation committee or through consultation with committee members:

- A. classroom teacher and other teachers who work with the student
- B. parents
- C. principal
- D. speech and hearing therapist (if necessary)
- E. guidance counselor, elementary intervention teacher or other staff member familiar with appropriate uses of acceleration
- F. school psychologist
- G. receiving teacher
- H. gifted services staff member

A recommendation to approve or not to approve an accelerated placement shall be made to the building principal/designee by the acceleration evaluation committee. The principal/designee will provide a written notification letter of the accelerated placement decision to the parent(s) or legal guardian(s).

2. Acceleration Plan

The acceleration evaluation committee will develop a written acceleration plan, which specifies the placement of the student, strategies to support a successful transition to the accelerated setting, requirements for earning high school credit prior to entering high school (if applicable), and an appropriate transition period. A copy of the plan will be provided to the parent(s) or legal guardian(s).

When a student is accelerated, the principal/designee, current teacher and receiving teacher will determine the classroom assignment that will be most advantageous for the student.

The principal/designee will appoint a school staff member to monitor the adjustment of the student to the accelerated setting, and, once the placement has been made permanent, to ensure that the student's permanent record reflects the accelerated placement.

During the transition period, the parent(s) or legal guardian(s) may request in writing that the student be withdrawn from the accelerated placement, or that an alternative accelerated placement be considered.

3. Appeal Process

Once an accelerated placement decision has been reached, the parents or legal guardian(s) will be notified in writing by the principal. Parents will have 10 days to appeal the decision. Such appeal shall be in writing to the Superintendent/designee. The Superintendent's/designee's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity for consideration of accelerated placement.

CROSS REFS.: Student Handbooks

Legal

[ORC 3321.01](#)

[ORC 3324.01 et seq.](#)

[OAC 3301-51-15](#)

Cross References

[IGBB - Programs for Students Who Are Gifted](#)

[IKFA - Early Graduation](#)

[JB - Equal Educational Opportunities](#)

[JEB/JEBA - Entrance Age \(Mandatory Kindergarten\) Early Entrance to Kindergarten](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Bidding Requirements
Code	DJC
Status	From OSBA
Adopted	September 1, 2025

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

Bidding Requirements

Contracts to build, repair, enlarge, improve or demolish any ~~school~~-building **or other property** that exceed the threshold amount set out in State law, as published by the Director of Commerce, are let only after bids are solicited and received in compliance with law. All contracts to purchase school buses, **including multifunction school activity buses**, require competitive bidding prior to purchasing. Competitive bidding is not required in cases of urgent necessity or for the security and protection of school property.

If the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

(Permissive language)

If feasible, all purchases over \$_____ and not otherwise subject to required federal or state bidding requirements will be based on price quotations submitted by at least three vendors. ~~These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.~~

The Business Manager **or other applicable administrator** assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager **or other applicable administrator** makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law and District policies and procedures, including the applicable bidding requirements.

Legal References

- ORC 9.17
- ORC 9.314
- ORC 153.01
- ORC 153.12 through 153.14
- ORC 153.50 through 153.56
- ORC 3313.172
- ORC 3313.372
- ORC 3313.373

ORC 3313.46
ORC 3319.04
ORC 3327.08
2 CFR Part 200

Cross References

DJ - Purchasing
DJF - Purchasing Procedures
ECF - Energy Conservation
FA - Facilities Development Goals
FEF - Construction Contracts Bidding and Awards

NOTE: *In a district lacking a business manager, the Superintendent normally acts in that capacity.*

Senate Bill (SB) 3 (2016) increased the bidding threshold from \$25,000 to \$50,000. SB 168 (2024) increased the bidding threshold from \$50,000 to \$75,000 with an annual increase of 3% thereafter. Annual increases will be published by the Director of Commerce. House Bill 97 (2025) modifies "school building" to "building or other property" for the purpose of competitive bidding.

Legal

[ORC 9.17](#)
[ORC 9.314](#)
[ORC 153.01](#)
[ORC 153.12 through 153.14](#)
[ORC 153.50 through 153.56](#)
[ORC 3313.172](#)
[ORC 3313.372](#)
[ORC 3313.373](#)
[ORC 3313.46](#)
[ORC 3319.04](#)
[ORC 3327.08](#)
[2 CFR Part 200](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Bidding Requirements
Code	DJC
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	10/25/2004, 05/11/2015, 04/17/2017

Bidding Requirements

Contracts for construction or demolition of buildings or for any improvements or repairs which exceed Ohio Revised Code limitations are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over \$30,000, but under Ohio Revised Code limitations, that are not subject to bidding requirements will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

The Chief Operating Officer assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Director of Business makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

The Board may waive part or all of the above requirements when it is determined there is an urgent necessity or where the security and protection of school property is involved.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law, including the applicable bidding requirements.

Legal	ORC 9.17
	ORC 9.314
	ORC 153.01
	ORC 153.12 through 153.14
	ORC 153.50 through 153.56
	ORC 3313.172
	ORC 3313.372

[ORC 3313.373](#)

[ORC 3313.46](#)

[ORC 3319.04](#)

[ORC 3327.08](#)

[2 CFR Part 200](#)

Cross References

[DJ - Purchasing](#)

[DJF - Purchasing/Payment Procedures](#)

[ECF - Energy Conservation](#)

[FA - Facilities Development Goals](#)

[FEF - Construction Contracts Bidding and Awards](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Construction Contracts Bidding and Awards
Code	FEF
Status	From OSBA
Adopted	September 1, 2025

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

Construction Contracts Bidding and Awards

Upon the approval of working drawings and specifications by the Board and state agencies, the Board solicits bids to be submitted at the office of the Board on or before a specified time. Each bid is accompanied by either a bond for the full amount of the bid or a cashier's check, ~~or~~ letter of credit **or other manner allowable under State law** equal to 10% of the total bid. The advertisement states that the Board reserves the right to reject any or all bids and to re-advertise the project, if necessary.

The architect or authorized individual takes the responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds and forms of agreement between the Board and the successful bidder(s). Bids are opened publicly and entered into the minutes of the Board. The architect or other authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of the contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

School districts are exempt from paying prevailing wage rates on construction work.

Legal References

- ORC 9.33 through 9.333
- ORC Chapter 153
- ORC Chapter 1305
- ORC 3313.37
- ORC 3313.46
- ORC 3318.01 et seq.
- ORC Chapter 4703
- OAC Chapter 4101 generally (Ohio Building Code)

Cross References

- DJ, Purchasing
- DJC, Bidding Requirements
- DJF, Purchasing Procedures

Legal [ORC 9.33 through 9.333](#)
[ORC Chapter 153](#)

[ORC Chapter 1305](#)

[ORC 3313.37](#)

[ORC 3313.46](#)

[ORC 3318.01 et seq.](#)

[ORC Chapter 4703](#)

[OAC Chapter 4101 generally \(Ohio Building Code\)](#)



Book	Policy Manual
Section	Section F: Facilities Development
Title	Construction Contracts Bidding and Awards
Code	FEF
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015

Construction Contracts Bidding and Awards

Upon the approval of working drawings and specifications by the Board and State agencies, the Board solicits bids to be submitted at the office of the Board on or before a specified time. Each bid is accompanied by either a bond for the full amount of the bid or a cashier's check or letter of credit equal to 10 percent of the total bid. The advertisement states that the Board reserves the right to reject any or all bids and to re-advertise the project, if necessary.

The architect or authorized individual takes the responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds and forms of agreement between the Board and the successful bidder(s). Upon receipt of bids, they are opened publicly and entered into the minutes of the Board. The architect or other authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of the contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

School districts are exempt from paying prevailing wage rates on construction work.

Legal	ORC 9.33 through 9.333 ORC Chapter 153 ORC Chapter 1305 ORC 3313.37 ORC 3313.46 ORC 3318.08 ORC 3318.10 ORC 3319.04 ORC Chapter 4703 OAC Chapter 4101 generally (Ohio Building Code).
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Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Reporting Child Abuse and Mandatory Training
Code	JHG
Status	From OSBA
Adopted	September 1, 2025

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

Reporting Child Abuse and Mandatory Training

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

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

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

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

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

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

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

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

Legal References

ORC 2151.011
ORC 2151.421
ORC 3313.6023
ORC 3313.662
ORC 3313.666
ORC 3319.073

Cross References

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

NOTE: THIS IS A REQUIRED POLICY

Legal

[ORC 2151.011](#)
[ORC 2151.421](#)
[ORC 3313.6023](#)
[ORC 3313.662](#)
[ORC 3313.666](#)
[ORC 3319.073](#)



Book	Policy Manual
Section	Section J: Student
Title	Reporting Child Abuse and Mandatory Training
Code	JHG
Status	Active
Adopted	August 14, 2001
Last Revised	June 9, 2025
Prior Revised Dates	10/25/2004, 01/28/2008, 12/14/2009, 04/26/2010, 05/11/2015, 5/13/2019, 05/08/2023, 12/09/2024

Reporting Child Abuse and Mandatory Safety Training

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

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

The Board directs the Superintendent/designee to design professional development for child abuse prevention; child sexual abuse; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development, youth suicide awareness and prevention and the use of an automatic external defibrillator (AED). Training is also provided on the Board's harassment, intimidation, or bullying policy.

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

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

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

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

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

Legal

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

Cross References

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



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Expense Reimbursements
Code	DLC
Status	From OSBA
Adopted	September 1, 2025

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

Expense Reimbursements

District personnel who incur expenses in carrying out their authorized duties are reimbursed by the District upon submission of a properly filled out and approved voucher with supporting receipts required by administrative regulations. Expenses may be approved and incurred within the limits of budgetary allocations for the specific type of expense.

When official travel by a personally owned vehicle is authorized, mileage payment is made at the rate currently approved by the Board and within the limitations of Federal law.

~~The Board prohibits employees and Board members from accepting, soliciting or using the authority or influence of his/her position to secure, for personal travel, a discounted or "frequent flyer" airline ticket or other benefit from an airline if he/she has obtained or earned the ticket on official travel. Any miles earned become the property of the District and must be used for future official travel by District employees or the Board.~~

A traveler on official school business is expected to exercise the same care in incurring expenses as a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement.

Legal References

ORC 2921.42
ORC 2921.43
ORC 3313.12
ORC 3313.20
ORC 3315.15

Cross References

BHD, Board Member Compensation and Expenses
GCL, Professional Staff Development Opportunities

NOTE: THIS IS A REQUIRED POLICY

Legal [ORC 2921.42](#)
[ORC 2921.43](#)

[ORC 3313.12](#)

[ORC 3313.20](#)

[ORC 3315.15](#)



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Expense Reimbursements
Code	DLC
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	10/11/2005

Expense Reimbursements

District personnel who incur expenses in carrying out their authorized duties may be reimbursed by the District upon submission of a properly filled out and approved voucher with supporting receipts required by administrative regulations. Expenses may be approved and incurred within the limits of budgetary allocations for the specific type of expense.

When official travel by a personally owned vehicle is authorized, mileage payment is made at the rate currently approved by the Board and within the limitations of Federal law.

The Board prohibits employees and Board members from accepting, soliciting or using the authority or influence of his/her position to secure, for personal travel, a discounted or "frequent flyer" airline ticket or other benefit from an airline if he/she has obtained or earned the ticket on official travel. Any miles earned become the property of the District and must be used for future official travel by District employees or the Board.

A traveler on official school business is expected to exercise the same care in incurring expenses as a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement.

Legal	ORC 2921.42
	ORC 2921.43
	ORC 3313.12
	ORC 3313.20
	ORC 3315.15
	CONTRACT REF.: Teachers' Negotiated Agreement
	CONTRACT REF.: Classified Staff Negotiated Agreement

Cross References

[BHD - Board Member Compensation and Expenses](#)

[GCL - Professional and Certificated Staff Development Opportunities](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Student Transportation Services
Code	EEA
Status	From OSBA
Adopted	September 1, 2025

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

Student Transportation Services

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide transportation to all elementary and secondary school students to the extent determined by the administration in accordance with all statutory obligations and approved by the Board. All regulations governing student transportation are in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education and Workforce, the Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by State law.

The District will transport as many students as practical on school buses that meet all the state requirements for pupil transportation. In some cases, students may be transported by other means as defined by State law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The Board annually approves designated bus stops and time schedules as presented by the Superintendent/designee, and grants authority to the transportation supervisor/designee to adjust stops during the school year **in accordance with statutory timelines and obligations.**

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

Transportation to Community, STEM, STEAM and Private Schools

The District will provide transportation for eligible students who attend community, STEM, STEAM, and private schools in compliance with State law.

When transportation for any student is not practical by any means approved by State law, the Board may resolve to declare transportation impractical and offer the student payment in lieu of transportation in accordance with State law.

LEGAL REFS:

ORC 3327.01 through 3327.10
 ORC 3327.015
 ORC 3327.016
 ORC 4511.76 through 4511.78

OAC Chapter 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
EEAC, School Bus Safety Program

NOTE: *In all city, local and exempted village districts, the Board provides transportation for resident elementary students, kindergarten through grade eight, who live more than two miles from the school of attendance and for all students with physical or mental disabilities that make walking impossible or unsafe. The transporting of high school students is optional. Students attending a joint vocational school must be provided with transportation from the high school to the JVSD. Buses used to transport students may be operated by the District, other districts or in some cases private contractors that meet the requirements for the state for pupil transportation. The approved alternative methods for transporting students are outlined in Ohio Administrative Code 3301-83-19.*

House Bill 166 enacted new Ohio Revised Code 3327.015, which states that if a district provides transportation beyond the requirements of State law, it cannot reduce that level of transportation after the first day of the school year. Districts should make certain that all transportation policies are accurate and reflect local practice.

The Board must provide transportation to nonpublic, community, STEM and STEAM school students on the same basis as it is provided to resident students attending District schools.

The Board is not required to transport nonpublic or community school students whose travel is more than 30 minutes to school from their district school of assignment. These students are not eligible for any services, including payment in lieu of transportation in accordance with State law.

State law permits districts, upon request, to transport students in grades K-12 who do not reside in the District to a nonpublic school the student attends if the:

- 1. student's resident district is not required to transport the student because the travel time is more than 30 minutes and*
- 2. parent agrees to reimburse the nonresident district for the costs of transporting the student that exceed the amount the District receives from the state.*

If the nonresident district declines the request, it is required to state its reasons in writing.

It is advisable for a board to delegate to the superintendent/designee the responsibility of developing district-level policies and procedures for the daily transportation procedure. Many laws will apply in these areas.

Legal

[ORC 3327.01 through 3327.10](#)

[ORC 3327.015](#)

[ORC 3327.016](#)

[ORC 4511.76 through 4511.78](#)

[OAC Chapter 3301-83](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Student Transportation Services
Code	EEA
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	05/12/2008, 02/10/2014, 05/11/2015, 02/08/2016, 03/12/2018, 02/10/2020, 11/08/2021

Student Transportation Services

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide transportation to all elementary and secondary school students to the extent determined by the administration in accordance with all statutory obligations and approved by the Board. This may vary because of safety conditions or due to financial constraints that prevail in the District. All regulations governing student transportation are in accordance with the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education and Workforce, Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by Ohio law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The District operates its own fleet of school buses. If it is impractical to transport certain students by regular bus, they may be transported by other means.

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent/designee.

Transportation to Community, STEM, STEAM and Private Schools

The District provides transportation for students who attend community, STEM, STEAM and private schools in compliance with State law. The Board has the authority to make payment to the parents of such students in lieu of transportation in accordance with State law.

Legal [ORC 3327.01 through 3327.10](#)
[ORC 3327.015](#)
[ORC 3327.016](#)

[ORC 4511.76 through 4511.78](#)

[OAC Chapter 3301-83](#)

Cross References

[EEAA - Eligibility Zones for Pupil Transportation](#)

[EEAC - School Bus Safety Program](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** School Bus Safety Program
Code	EEAC
Status	From OSBA
Adopted	September 1, 2025

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

School Bus Safety Program

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

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. **The District conducts safety audits in accordance with State law of its bus routes, bus stops and school pickup and drop off sites on school property to reduce safety risks and mitigate the severity of school bus accidents at least annually. Safety audits may include the input of District bus drivers and will include an examination of all items required by law.**
3. **The Board directs the Superintendent/designee to implement personnel policies and/or programs for bus drivers that include, but are not limited to, providing opportunities for professional development, conducting performance reviews in accordance with law, and implementing wellness support programming offered by the Ohio Department of Education and Workforce and the Ohio Department of Public Safety specific to bus drivers that encourages drivers to utilize the programming.**
4. Drivers of Board-owned, leased, contracted or operated vehicles **other than including** school buses have met state training **and credentialing** qualifications and the vehicles have been equipped for safety and signage according to State law.
5. **The District develops procedures for drivers making school bus stops to receive and discharge students in accordance with State law. Administrators and transportation personnel will develop procedures to ensure school bus stop locations are designated in safe locations and comply with State law requirements, including the requirement to conduct safety audits at least annually.** Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may ~~be required to~~ walk ~~up to~~ **no more than** one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
6. **Three** emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
7. **Additional emergency procedures are developed as required by State law for handling medical, mechanical, natural or other emergencies.**

8. All vehicles used to transport students are **inspected in accordance with State law and** maintained in such condition as to provide safe and efficient transportation service with a minimum delay and disruption of service due to mechanical or equipment failure.
9. **The District offers a school bus safety orientation program to students, parents and/or guardians at the beginning of each school year that offers opportunities to meet their bus drivers, tour a bus and learn about school safety, and provides families with take-home materials to encourage positive school bus behaviors. When possible, orientations should be incorporated into existing school-required orientations, meetings or assemblies.**
10. Students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.
11. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip **in accordance with State law.**

Legal References:

ORC 3327.09
 ORC 3327.10
 ORC 4511.75
 ORC 4511.76
 ORC 4511.761
 ORC 4511.762 through 4511.78
 OAC 3301-51-10
 OAC Chapter 3301-83

CROSS REFS.: EB, Safety Program
 EEA, Student Transportation Services
 EEAD, Non-Routine Use of School Buses
 GBQ, Criminal Records Check
 IICA, Field Trips

NOTE: Districts are encouraged to develop for distribution a drivers' manual that includes by reference the Ohio pre-service driver training manual, the Ohio pupil transportation rules and regulations, as well as the local requirements of the transportation program, including the drivers' responsibilities for the care and maintenance of buses and other school vehicles.

THIS IS A REQUIRED POLICY

Legal [ORC 3327.09](#)
[ORC 3327.10](#)
[ORC 4511.75](#)
[ORC 4511.76](#)
[ORC 4511.761](#)
[ORC 4511.762 through 4511.78](#)
[OAC 3301-51-10](#)
[OAC Chapter 3301-83](#)



Book	Policy Manual
Section	Section E: Support Services
Title	School Bus Safety Program
Code	EEAC
Status	Active
Adopted	August 14, 2001
Last Revised	February 12, 2024
Prior Revised Dates	04/12/2005, 05/12/2008, 02/10/2014, 05/11/2015, 02/08/2016

School Bus Safety Program

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

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

Legal [ORC 3327.09](#)
[ORC 3327.10](#)

[ORC 4511.75](#)

[ORC 4511.76](#)

[ORC 4511.761](#)

[ORC 4511.762 through 4511.78](#)

[OAC 3301-51-10](#)

[OAC Chapter 3301-83](#)

Cross References

[EB - Safety Programs](#)

[EEA - Student Transportation Services](#)

[EEAD - Non-Routine Use of School Buses](#)

[GBQ - Criminal Records Check](#)

[IICA - Field Trips and Excursions](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Student Conduct on District Managed Transportation
Code	EEACC-R (Also JFCC-R)
Status	From OSBA
Adopted	September 1, 2025

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

Student Conduct on District Managed Transportation

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;
2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;
3. wait in **the school bus or motor van driver designated place of safety in** an area clear of traffic and refrain from exhibiting behavior at the bus stop that threatens life, limb or property of any individual;
4. sit in assigned seats (drivers have the right to assign a student to a seat);
5. go directly to their assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;
6. observe classroom conduct, or the bus conduct established by administrators and transportation personnel and obey the driver promptly and respectfully;
7. keep the vehicle clean and free of trip hazards;
8. refrain from eating and drinking on the bus except as **required-necessitated** for medical reasons or as permitted by the District for non-routine trips when supervised by an appropriate chaperone, school administrator or school personnel;
9. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
10. remain seated **behind the barrier**, keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;
11. **comply with applicable State and Federal standards for seat belts or restraints;**

12. be courteous to fellow students and to the driver;
13. treat equipment as one would treat valuable furniture in their home (damage to the school vehicle is strictly forbidden);
14. refrain from using nicotine products, **or any cigarette, tobacco, alternative to nicotine product, vapor product or electronic smoking device** on the vehicle or possessing alcohol or drugs on the vehicle except **as prescription medications may be required for a student in accordance with medication policies under State law** and
15. carry on the vehicle only items that can be held in their laps or can otherwise be **storedsecured** on the vehicle in accordance with State law.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

The suspension of preschool students and students with disabilities from transportation may require a modification of these procedures and complies with all applicable statutory requirements.

NOTE: *It is advisable that regulations in the area of student transportation bear the Board's official stamp of approval.*



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
Code	EEACD
Status	From OSBA
Adopted	September 1, 2025

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

Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License

Drug Testing for Motor Van Drivers

Motor van drivers are subject to a drug and alcohol testing program that fulfills the requirements of Federal and State regulations. The Board directs the Superintendent/designee to develop a drug testing program for motor van drivers in compliance with State and Federal laws and regulations.

Drug Testing for District Personnel Required to Hold a Commercial Driver's License

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal laws and regulations.

Legal References

49 USC 31136
 49 USC 31301 et seq.
 49 CFR, Subtitle A, Part 40
 ORC 4506.15
 ORC 4506.16
 OAC 3301-83-06
 OAC 3301-83-07

Cross References

EB, Safety Program
 GBCB, Staff Conduct
 GBE, Staff Health and Safety
 GBP, Drug-Free Workplace
 GBQ, Criminal Records Check
 Staff Handbooks

NOTE: THIS IS A REQUIRED POLICY

Legal [49 USC 31136](#)
[49 USC 31301 et seq.](#)

[49 CFR, Subtitle A, Part 40](#)

[ORC 4506.15](#)

[ORC 4506.16](#)

[OAC 3301-83-06](#)

[OAC 3301-83-07](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Drug Testing for District Personnel Required to Hold a Commercial Driver's License
Code	EEACD
Status	Active
Adopted	January 24, 2005
Last Revised	February 8, 2016
Prior Revised Dates	05/11/2015

Drug Testing for District Personnel Required to Hold a Commercial Driver's License

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal law and regulations.

CROSS REFS.: Staff Handbooks

Legal	49 USC 31136
	49 USC 31301 et seq.
	49 CFR, Subtitle A, Part 40
	ORC 4506.15
	ORC 4506.16
	OAC 3301-83-07
Cross References	EB - Safety Programs
	GBCB - Staff Conduct
	GBE - Staff Health and Safety
	GBP - Drug-Free Workplace
	GBQ - Criminal Records Check



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (New)
Title	**OSBA Sample** Drug Testing for Motor Van Drivers
Code	EEACD-R-2
Status	From OSBA
Adopted	September 1, 2025

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

Drug Testing for Motor Van Drivers

Van drivers employed by the District are subject to a drug and alcohol testing program in compliance with this policy and State and Federal law. Employees who violate this policy are subject to disciplinary proceedings in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug-abuse assistance or rehabilitation program approved by the Board.

The Board directs the Superintendent to determine the need for any other drug testing procedures not included in this policy, such as a random drug testing program. If established, such procedures are established in consultation with an approved drug testing provider and take into consideration all requirements of law and/or the collective bargaining agreement.

The drug testing includes the substances identified by the testing panel as determined by the Superintendent/designee.

Pre-Employment Tests

Prior to the first time a van driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

Post-Accident Tests

The District provides van drivers with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in accordance with timelines established by the District after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or
2. received a citation under State or local law for a moving-traffic violation arising from the accident.

Van drivers involved in an accident may be prohibited from using alcohol for a period of time to be established by the District or until he/she undergoes a post-accident alcohol test, whichever occurs first.

Post-accident tests are conducted in accordance with timelines and protocols developed by the District in consultation with the testing provider.

The Board reserves the right to require any van driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Reasonable Suspicion

The District follows the established drug-free workplace policy for reasonable suspicion testing.

The Board directs the Superintendent to determine the need for any other drug testing procedures not included in this policy. If established, such procedures are established in consultation with an approved drug testing provider and take into consideration all requirements of law and/or the collective bargaining agreement.



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Non-Routine Use of School Buses and Motor Vans
Code	EEAD
Status	From OSBA
Adopted	September 1, 2025

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

Non-Routine Use of School Buses and Motor Vans

Buses **and motor vans** owned by the Board are used primarily for the purpose of transporting students to and from school and for school-approved activities.

"Non-routine student transportation" is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school, **including but not limited to transportation to school-related events**. School buses **and motor vans** may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.

All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

Buses **and motor vans** are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses **and motor vans** is scheduled through the transportation office.
2. Fees charged to groups for the use of the buses **and motor vans** are established **in accordance with State law** and made part of District regulations.
3. The drivers of the buses **and motor vans** must meet all Federal, State and District requirements for ~~school-bus~~ drivers, **and including proper licensing, certification or other qualifications. Bus drivers must** be registered with the Ohio Department of Education and Workforce as a qualified bus driver.
4. The drivers of the buses **and motor vans** ensure that the ~~buses~~**vehicles** are not overloaded, emergency exits are not blocked, and that students conduct themselves in a safe and orderly manner while in the ~~buses~~**vehicles** and that the ~~buses~~**vehicles** are operated in a safe and lawful manner.
5. The drivers of the buses **and motor vans** are responsible for reporting in writing to the transportation office the condition of ~~buses~~**the vehicles**, particularly any need for repair or servicing.

The District is permitted to make its school buses available to a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government, to operate its buses to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency.

Legal References
ORC 3327.01

ORC 3327.018
ORC 3327.05
ORC 3327.10
ORC 3327.13
ORC 3327.14
ORC 3327.15
OAC Chapter 3301-83

Cross References

EEACD, Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
GBQ, Criminal Records Check
IICA, Field Trips

Legal

[ORC 3327.01](#)
[ORC 3327.018](#)
[ORC 3327.05](#)
[ORC 3327.10](#)
[ORC 3327.13](#)
[ORC 3327.14](#)
[ORC 3327.15](#)
[OAC Chapter 3301-83](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Non-Routine Use of School Buses
Code	EEAD
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	11/25/2013, 05/11/2015, 02/08/2016, 11/08/2021

Non-Routine Use of School Buses

Buses owned by the Board are used primarily for the purpose of transporting students to and from school and for school-approved activities.

"Non-routine student transportation" is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. District managed transportation may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.

All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

District managed transportation is available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District managed transportation is scheduled through the transportation office.
2. Fees charged to groups for the use of the vehicles are established and made part of District regulations. Fees are not charged for student non-routine transportation for educational field trips.
3. The drivers must meet all federal, state and District requirements for school bus drivers, and be registered with the Ohio Department of Education and Workforce as a qualified bus driver.
4. The drivers ensure that the vehicles are not overloaded, emergency exits are not blocked, and that students conduct themselves in a safe and orderly manner while in the vehicles and that the vehicles are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of vehicles, particularly any need for repair or servicing.

The District is permitted to make its school buses available to a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government to operate its buses to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency.

1. The contracts must be in writing, with a public or private not-for-profit agency, group or organization. These contracts shall be entered into under the authority of the school district as a political subdivision and shall not be

considered commerce.

2. When buses are made available to other agencies, groups, organizations or political subdivisions under this section, the buses must be operated by individuals holding certificates issued by either the educational service center governing board that has entered into an agreement with the school district under RC 3313.843 or 3313.845 or the superintendent of the school district certifying that the individuals satisfy the requirements of RC 3327.10.
3. All State Board regulations governing the operation of school buses when transporting students apply when buses are used in accordance with this section.
4. The Board shall procure liability and property damage insurance, as provided in RC 3327.09, covering all vehicles used and passengers transported under this section. The Board of Education may recover expenses from contracting entities, not to exceed the costs of operation and insurance coverage.

Legal

[ORC 3327.01](#)
[ORC 3327.018](#)
[ORC 3327.05](#)
[ORC 3327.10](#)
[ORC 3327.13](#)
[ORC 3327.14](#)
[ORC 3327.15](#)
[OAC 3301-83-16](#)

Cross References

[EEACD - Drug Testing for District Personnel Required to Hold a Commercial Driver's License](#)
[GBQ - Criminal Records Check](#)
[IICA - Field Trips and Excursions](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Criminal Records Check
Code	GBQ
Status	From OSBA
Adopted	September 1, 2025

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

Criminal Records Check

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only an FBI check is required.

At the time of candidates' initial application for employment, applicants are given a separate written statement informing them that each must provide a set of fingerprint impressions as part of the criminal records check process and that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. The Board may employ persons on the condition that the candidate submit to and pass a BCI criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCI criminal records check is released from employment.

An applicant for employment may provide a certified copy of a BCI criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except **school bus or motor van** drivers. For currently employed **school bus or motor van** drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

In accordance with State law, the District may require additional background checks for any applicant for employment or a prospective volunteer.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide "essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by the State Board of Education and (4) the contractor is not a bus driver.

Legal References

ORC 109.57
 ORC 109.572
 ORC 109.575
 ORC 109.576
 ORC 2953.32
 ORC 3301.074
 ORC 3314.19
 ORC 3314.41
 ORC 3319.088
 ORC 3319.089
 ORC 3319.22
 ORC 3319.222
 ORC 3319.29
 ORC 3319.291
 ORC 3319.303
 ORC 3319.311
 ORC 3319.313
 ORC 3319.315
 ORC 3319.39
 ORC 3319.391
 ORC 3319.392
 ORC 3319.393
 ORC 3327.10
 OAC 3301-83-06

Cross References

EEAC, School Bus Safety Program
 GBL, Personnel Records
 GCBB, Professional Staff Supplemental Contracts
 GCD, Professional Staff Hiring
 GCPD, Suspension and Termination of Professional Staff Members
 GDBB, Support Staff Pupil Activity Contracts
 GDD, Support Staff Hiring
 GDPD, Suspension, Demotion and Termination of Support Staff Members
 IIC, Community Instructional Resources (Also KF)
 IICC, School Volunteers
 KBA, Public's Right to Know
 LEA, Student Teaching and Internships

NOTE: Districts must initiate the five-year cycle by requesting criminal records checks by September 5, 2008. State law identifies a number of individuals to submit to criminal records checks for initial and renewal of licenses, certificates or permits; and every five years if holding an eight-year professional teaching certificate or permanent teaching certificate. These individuals are persons with professional educator licenses, teachers' certificates, educational aid permits, educational paraprofessional licenses, conditional teaching permits for those seeking alternative educator licenses, intervention specialists, treasurers, business managers and those with pupil activity program permits who do not have valid educator licenses, certificates or permits.

With respect to contractors, "essential school services" are those services that are provided by a private company under a contract with the District that the District's Superintendent has determined are necessary for the operation of the District and that would need to be provided by employees of the District if the services were not provided by the private company.

If a contractor meets the definition and is covered by State law, the District may not allow that contractor to work in the District unless the contractor's employer provides documentation of a criminal records check or the District adopts certain safety measures to safeguard students. The contractor's employer may provide proof that the person has (1) been subject to a criminal records check in the five years prior to the date for the proposed work and (2) the criminal records check indicates they have not been convicted of or pleaded guilty to any offense listed in Ohio Revised Code Section (RC)

3319.39(B)(1). *Instead of a criminal records check for a contractor who meets the definitions above, the District may require an employee of the District to be present in the same room with the student or within a 30-yard radius of the student if they are outside.*

House Bill 110 (2021) enacted RC 3319.393, allowing districts to further discern the background of an applicant or potential volunteer through additional criminal records checks.

THIS IS A REQUIRED POLICY

Legal

[ORC 109.57](#)

[ORC 109.572](#)

[ORC 109.575](#)

[ORC 109.576](#)

[ORC 2953.32](#)

[ORC 3301.074](#)

[ORC 3314.19](#)

[ORC 3314.41](#)

[ORC 3319.088](#)

[ORC 3319.089](#)

[ORC 3319.22](#)

[ORC 3319.222](#)

[ORC 3319.29](#)

[ORC 3319.291](#)

[ORC 3319.303](#)

[ORC 3319.311](#)

[ORC 3319.313](#)

[ORC 3319.315](#)

[ORC 3319.39](#)

[ORC 3319.391](#)

[ORC 3319.392](#)

[ORC 3319.393](#)

[ORC 3327.10](#)

[OAC 3301-83-06](#)



Book	Policy Manual
Section	Section G: Personnel
Title	Criminal Records Check
Code	GBQ
Status	Active
Adopted	August 14, 2001
Last Revised	November 8, 2021
Prior Revised Dates	10/11/2005, 04/09/2007, 01/28/2008, 05/12/2008, 01/12/2009, 02/13/2012, 07/09/2013, 05/11/2015, 10/08/2018

Criminal Records Check

The Board shall request from the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCII criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

At the time of candidates' initial application for employment, applicants are given a separate written statement informing them that each must provide a set of fingerprint impressions as part of the criminal records check process and that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. The Board may employ persons on the condition that the candidate submit to and pass a BCII criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCII criminal records check is released from employment.

An applicant for employment may provide a certified copy of a BCII criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCII.

State law requires subsequent criminal records checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

In accordance with State law, the District may require additional background checks for any applicant for employment or a prospective volunteer.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide "essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by ODE and (4) the contractor is not a bus driver.

Legal

[ORC 109.57](#)
[ORC 109.572](#)
[ORC 109.575](#)
[ORC 109.576](#)
[ORC 2953.32](#)
[ORC 3301.074](#)
[ORC 3314.19](#)
[ORC 3314.41](#)
[ORC 3319.088](#)
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[ORC 3319.291](#)
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[ORC 3319.39](#)
[ORC 3319.391](#)
[ORC 3319.392](#)
[ORC 3319.393](#)
[ORC 3327.10](#)
[OAC 3301-83-06](#)

Cross References

[EEAC - School Bus Safety Program](#)
[GBL - Personnel Records](#)
[GCBB - Professional and Certificated Staff Supplemental Contracts](#)
[GCD - Professional and Certificated Staff Hiring](#)
[GCPD - Suspension and Termination of Professional and Certificated Staff Members](#)
[GDC/GDCA/GDD - Classified Staff Recruiting/Posting of Vacancies/Hiring](#)
[GDPD - Suspension, Demotion and Termination of Classified Staff Members](#)
[IIC \(Also KF\) - Community Instructional Resources](#)
[IICC - School Volunteers](#)

[KBA - Public's Right to Know](#)

[LEA - Student Teaching and Internships](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised - REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Programs for Students Who Are Gifted
Code	IGBB
Status	From OSBA
Adopted	September 1, 2025

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

Programs for Students Who Are Gifted

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

~~Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.~~

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - i. mathematics;
 - ii. science;
 - iii. reading, writing or a combination of these skills and/or
 - iv. social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability ~~such as drawing, painting, sculpting, music, dance or drama.~~
2. The District uses only those instruments approved by the Ohio Department of Education and Workforce (ODEW) for screening, assessment and identification of students who are gifted. **The District will ensure approved assessment instruments:**

- A. **Are administered by a trained individual in accordance with the instructions provided by their publisher.**
 - B. **Have been validated for the specific purpose and populations for which they are used and measure the specific areas of gifted ability.**
 - C. **Are provided and administered in the student's primary language or communication modality if English is a barrier to the student's performance or if requested by the parent.**
 - D. **Are provided and administered using the accommodations in a student's "Individualized Education Program" or "504 Plan." If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument will be used.**
 - E. **Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills.**
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who Are Gifted

The Board adopts and submits to ODEW a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODEW for approval. **The plan may be subject to ODEW review during any applicable audits.** A copy of this policy is provided at time of submission. **The District screening and identification plan is distributed to parents.** The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODEW-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least ~~two~~ **one** whole grade screening opportunities to be administered for all students once prior to the end of second grade, and ~~once for at least one whole grade screening opportunity~~ **for all students between grades three and six; once before the end of sixth grade; such screenings are for the areas required by law;**
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including **students who transfer into the District**, minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside the District.

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

District Plan for Services

The District adopts and submits to ODEW a plan for a continuum of services that may be offered to students who are gifted.

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

~~The services likely to be provided to a student based on the nature of their identification are: (Insert a detailed list of services likely to be provided by the District)~~

The gifted services currently available within the District and the criteria for receiving these services are: (Insert a detailed District specific list of services currently available and criteria for receiving the services)

Written Education Plan/Services

~~The District provides~~When provided, gifted services are based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students, **the collaborating educator, and all-and** educators responsible for providing gifted education services, **including teachers providing differentiated instruction in general education settings** and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals **aligned with the Ohio Learning Standards; goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs;**
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom-and;
6. a date by which the WEP will be **annually** reviewed for possible revision **and**
7. **an explanation of how the gifted services meet the student's documented strengths, educational needs, and goals for the student.**

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

Services for students will be consistent with their area(s) of identification and differentiated to meet their needs. Placement procedures for District services will be in conformance with the District's written criteria for determining eligibility for placement in those services. Subjective criteria such as grades and teacher

recommendations will not be used to exclude a student from service. If the District provides gifted services, all District students who meet the written criteria for a gifted service will be provided an equal opportunity to receive that service. Placement procedures and the written criteria will comply with all relevant provisions in State law.

The District ensures that students identified as gifted are placed in service settings with similar or related areas of identification to the maximum extent possible. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated.

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

Model Acceleration Policy

The Board implements a student acceleration policy pursuant to section RC 3324.10

Gifted Education Personnel

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

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODEW.

The District submits, as required, a gifted education data audit to ODEW.

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

Legal References:

ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

NOTE: New rules for identifying and serving students who are gifted become effective July 1, 2025, as outlined in Ohio Administrative Code 3301-51-15. For assistance developing the lists, districts should refer to Ohio Revised Code 3324.07 and OAC 3301-51-15. The policy will need to be reviewed on a regular basis to ensure it is reflective of current offerings and criteria.

THIS IS A REQUIRED POLICY

Legal [ORC 3324.01 et seq.](#)
[OAC 3301-51-15](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Programs for Students Who Are Gifted
Code	IGBB
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	01/23/2006, 10/13/2008, 05/11/2015, 07/05/2017

Programs for Students Who Are Gifted

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

Identification

The District follows the identification eligibility criteria as specified in State law.

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

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODEW a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODEW for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODEW-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of the second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside the District.

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

District Plan for Services

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

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

1. Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of 15% of the school week;

2. An Advanced Placement course;
3. Dual enrollment opportunities including but not limited to College Credit Plus;
4. Services through a trained Arts instructor;
5. Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under Ohio Revised Code Section (RC) 3324.10;
6. A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted;
7. A single subject self-contained course where the gifted intervention specialist is the teacher of record and all students are identified as gifted;
8. A resource room/pull-out with a gifted intervention specialist. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week;
9. An Honors course;
10. In internships and mentorship and/or
11. Educational options including credit flexibility, advanced online courses and programs and other options as defined in Ohio Administrative Code (OAC) 3301-35-01 and 3301-35-06.

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

Written Education Plan

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

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

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

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

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the OAC. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content

areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODEW.

The District submits, as required, a gifted education data audit to ODEW.

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

Legal [ORC 3324.01 et seq.](#)
[OAC 3301-51-15](#)

Cross References [IKEB - Acceleration](#)
[JB - Equal Educational Opportunities](#)



Book	Policy Manual
Section	Issue 3 of 2025 September PDQ (Revised)
Title	**OSBA Sample** Health Education
Code	IGAE
Status	From OSBA
Adopted	September 1, 2025

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

Health Education

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco, including electronic smoking devices; sexually transmitted infections; annual developmentally appropriate child sexual abuse prevention (grades K-6); personal safety and assault prevention (grades K-6); developmentally appropriate dating violence prevention and sexual violence prevention (grades 7-12); prescription opioid abuse prevention and anatomical gifts (organ and tissue donation).

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

The District complies with all statutory requirements for curriculum and materials used for instruction, parental notice, right to review materials and any applicable parental opt-out or opt-in provisions ~~provided~~, **including those required** under State **or Federal** law.

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

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

Legal References

ORC 3313.473
 ORC 3313.60
 ORC 3313.666
 ORC 3319.073
 OAC 3301-35-04
 OAC 3301-35-06

Cross References

EB - Safety Program
 EBC - Emergency Management and Safety Plans
 EFG - Student Wellness Program

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

NOTE: Senate Bill (SB) 168 (2024) modifies the terms that must be included under Ohio Revised Code (RC) 3313.6011 (C) (1) and updates terminology. SB 168 changes references of "venereal disease" education to "sexually transmitted infection" education and references of "wedlock" to "marriage."

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

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

Legal

[ORC 3313.473](#)

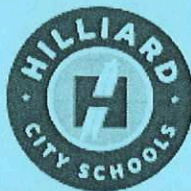
[ORC 3313.60](#)

[ORC 3313.666](#)

[ORC 3319.073](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Health Education
Code	IGAE
Status	Active
Adopted	August 14, 2001
Last Revised	December 9, 2024
Prior Revised Dates	04/03/2006, 04/26/2010, 06/28/2010, 05/11/2015, 07/05/2017, 11/8/2021, 05/08/2023

Health Education

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

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

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

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

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

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

Legal	<u>ORC 3313.473</u>
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[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

Cross References

[EB - Safety Programs](#)

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

[EFG - Wellness](#)

[IGAH/IGAI - Family Life Education/Sex Education](#)

[IGBLA - Promoting Parental Involvement](#)

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

[JFCF - Hazing and Bullying \(Harassment, Intimidation and Dating Violence\)](#)

[JHF - Student Safety](#)

[JHG - Reporting Child Abuse and Mandatory Training](#)