



# POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent  
Friday, December 10, 2021, 9:30 AM, Central Office

HILLIARD CITY SCHOOL DISTRICT  
OPERATIONS DEPARTMENT

## Committee Members

Paul Lambert, Board of Education

Brian Perry, Board of Education

Brian Wilson, Treasurer/CFO

Mike McDonough, Deputy Superintendent

Sharee Wells, Assistant Superintendent

Stacie Raterman, Communications Director

Herb Higginbotham, Director of Elementary Education

Samantha Althouse, Director of Secondary Education

Jamie Lennox, Assistant Special Education Director

Hilary Sloat, Director of Diversity, Equity & Inclusion

Matt Middleton, Principal Hilliard Darby HS

Matthew Trombitas, Principal Hilliard Heritage MS

Erin Dooley, Principal Hilliard Station Sixth Grade School

Holly Meister, Principal Scioto Darby Elementary

Stephanie Borlaza, Principal Britton Elementary

# AGENDA

### Agenda Notes

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

## Section I – Guest/Request to Address the Policy Review Committee

- Omar Tarazi

## Section II – Policies for Annual Review

### Status

1. IGBJ – Title I Programs

2. IGBL – Parent and Family Involvement in Education

- Both are required policies – HCSD re-adopted July 5, 2017
- Annual Review – no revisions recommended

## Section III – Review of Policies/Regulations/Exhibits – OSBA November 2021 PDQ

### Status

1. **SB 1 IMPACTS FINANCIAL LITERACY, PROVIDES FLEXIBILITY FOR SUBSTITUTE TEACHERS**

Senate Bill (SB) 1 adds new requirements for financial literacy education and grants temporary flexibility for substitute teacher qualifications

**Financial literacy** - Ohio Revised Code (RC) 3313.603 outlines the required courses for graduation. Prior to SB 1, districts were required to integrate the study of economics and financial literacy into a social studies course or another course of instruction. RC 3313.603, as revised by SB 1, now requires students entering ninth grade for the first time on or after July 1, 2022, to complete one-half unit of financial literacy.

IKF – Graduation Requirements

- A required policy – HCSD re-adopted November 8, 2021
- Updated to reflect the new financial literacy requirements
- Add underlined language and remove language with a ~~line drawn through it~~

**Temporary substitute teacher provisions** - SB 1 provides some temporary relief for districts struggling to fill substitute teaching positions. For the 2021-22 school year only, a district may employ an individual who does not hold a postsecondary degree as a substitute if the individual meets the following requirements:

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- meets the district's or school's own set of educational requirements
- deemed to be of good moral character
- successfully completes a criminal records check required by RC 3313.39

The State Board must issue a nonrenewable temporary substitute teaching license to an individual meeting the criteria above.

No policy changes are necessary to reflect this temporary flexibility. Instead, districts should determine whether to seek substitute teachers under this temporary flexibility and if so, should define their educational requirements.

## Section IV – Policies to Review as Requested by District Administration/Board of Education/Community Member

- \_\_\_\_\_ 1. KJA – Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature
- \_\_\_\_\_ 2. KJA-R – Distribution/Advertisement/Promotion of Any Kind of Non-School-Sponsored Literature
  - KJA is not a required policy – HCSD re-adopted October 26, 2020
  - KJA-R is not a required regulation – HCSD re-adopted February 10, 2020
  - Review to update language
- \_\_\_\_\_ 3. BBA – School Board Powers and Duties
- \_\_\_\_\_ 4. BBF – Board Member Code of Ethics
- \_\_\_\_\_ 5. BBF-E – Board Member Code of Ethics
  - Not required policies – HCSD re-adopted May 11, 2015
  - Review as requested by Board of Education
- \_\_\_\_\_ 6. BF – Board Policy Development and Adoption
- \_\_\_\_\_ 7. BFB – Preliminary Development of Policies
- \_\_\_\_\_ 8. BFB-E – Preliminary Development of Policies
- \_\_\_\_\_ 9. BFC – Policy Adoption
  - Not required policies – HCSD re-adopted May 11, 2015
  - Review as requested by community member
- \_\_\_\_\_ 10. ADA – Educational Philosophy
  - A required policy – HCSD re-adopted December 18, 2017
  - Review proposed changes submitted by community member
- \_\_\_\_\_ 11. INB – Teaching about Controversial Issues
  - Not a required policy – HCSD re-adopted May 11, 2015
  - Review proposed changes submitted by community member
- \_\_\_\_\_ 12. IND/INDA – School Ceremonies and Observances/Patriotic Exercises
  - A required policy – HCSD re-adopted October 26, 2020
  - Review proposed changes submitted by community member

## Section V – Additional Information to Review – OSBA November 2021 PDQ (Board Action Not Required)

1. **HB 436: DYSLEXIA SCREENING, INTERVENTION AND REMEDIATION MEASURES**

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House Bill (HB) 436, effective April 12, 2021, established new requirements for the Ohio Department of Education (ODE), school districts and educators regarding dyslexia, a condition for which a student may be entitled to special education and related services under state and federal law.

**Ohio Dyslexia Committee** - HB 436 repealed existing Ohio Revised Code (RC) section 3323.25 and replaced it with a new version of RC 3323.25, requiring ODE to establish the Ohio Dyslexia Committee (ODC), consisting of 11 members appointed by specific appointing authorities that are listed in the statute

**Dyslexia guidebook** - The bill requires ODC to develop a dyslexia guidebook on the best practices and methods for universal screening, intervention and remediation using a structured literacy program for children with dyslexia or children displaying dyslexic tendencies using a multisensory structured literacy program.

**ODE duties under the bill** - Under RC 3323.25 ODE, in collaboration with ODC, must do the following no later than Dec. 31, 2021:

- provide multisensory structured literacy program professional development for teachers in evidence-based dyslexia screening and interventions practices
- assist school districts and other public schools in establishing multidisciplinary teams to support the identification, intervention and remediation of dyslexia
- develop reporting mechanisms for districts and schools to submit the information and data required by the guidebook to ODE
- develop academic standards for kindergarten in reading and writing that incorporate a multisensory structured literacy program
- post information on ODE’s website about dyslexia training for teachers that is available at minimal or no cost

ODE, in collaboration with ODC, also must identify “reliable, valid, universal and evidence-based” screening and intervention measures that evaluate literacy skills of students in kindergarten through fifth grade using a multisensory structured literacy program.

RC 3319.077 requires ODE, in collaboration with ODC, to maintain a list of approved courses that fulfill the professional development requirements for public school teachers.

**General school district duties under the bill** - RC 3323.251 outlines specific school district obligations under the bill that begin to take effect in the 2022-23 school year, which include:

- Complying with the dyslexia guidebook developed by ODC
- Selecting screening and intervention measures to administer to students from the measures identified by ODE and ODC
- Establishing a multidisciplinary team to administer screening and intervention measures and analyze the results. Each team must include trained and certified personnel and a stakeholder with expertise in the identification, intervention and remediation of dyslexia.
- Reporting to ODE the results of screening measures administered under the section

RC 3319.078 also requires districts to establish a multisensory structured literacy certification process for the teachers who are providing instruction for students in grades kindergarten through three beginning in the 2022-23 school year. Each process must align with the guidebook developed by ODC.

Districts should continue to monitor communications from ODE on dyslexia, review ODE’s dyslexia webpage and look for future updates to come from OSBA in early 2022.