



POLICY REVIEW COMMITTEE

MIKE McDONOUGH, ASSISTANT SUPERINTENDENT
FRIDAY, JANUARY 12, 2018, 9:30 AM, CENTRAL OFFICE

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

COMMITTEE MEMBERS

Heather Keck, President, Board of Education
Lisa Whiting, Member, Board of Education
Brian Wilson, Treasurer/CFO
Mike McDonough, Assistant Superintendent
Leslie McNaughton, Assistant Superintendent
Vicky Clark, Director of Elementary Education
Stacie Raterman, Communications Director

Aaron Cookson, Principal Hilliard Davidson HS
Matthew Trombitas, Principal Hilliard Heritage MS
Cori Kindl, Principal Hilliard Tharp Sixth Grade School
Samantha Althouse, Principal Washington Elementary
Stephanie Borlaza, Principal Britton Elementary
Shelli Miller, Student Support Services Coordinator

RECOMMENDATION

FIRST READING
FEBRUARY 12, 2018

The Policy Review Committee meets quarterly each school year. All proposed new policies, revisions of current policies or repeal of a current policy are reviewed by the Policy Review Committee before being presented to the Superintendent for submission to the Board of Education. Two readings at two separate meetings shall normally be required before a new or revised policy may be adopted. Action to adopt will take place at a subsequent third meeting. However, the Board does have the option of voting for adoption at the second meeting.

The Policy Review Committee recommends the policies listed below be revised, as noted on the following pages:

1. ACA/ACAA – Nondiscrimination on the Basis of Sex/Sexual Harassment
2. ACA-R/ACAA-R – Nondiscrimination on the Basis of Sex/Sexual Harassment Grievance Procedures
3. BCFA – Business Advisory Council to the Board (*new policy*)
4. BDDJ (Also KBCD) – Broadcasting and Recording of Board Meetings
5. CCA – Organizational Chart
6. EEA – Student Transportation Services
7. IGBI – English Learners
8. IGD – Cocurricular and Extracurricular Activities
9. IGDJ – Interscholastic Athletics
10. IKF – Graduation Requirements
11. JEDA - Truancy
12. KBCD (Also BDDJ) – Broadcasting and Recording of Board Meetings

Revision Notes:

- Language with a ~~line drawn through~~ it is language to be removed.
- Language in **bold-type** is language to be added.

The policies are being submitted for readings and adoption at the following Board of Education meetings:

- First reading – February 12, 2018
- Second reading – February 26, 2018
- Third reading and adoption – March 12, 2018

NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Title IX states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Board ensures compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

All persons associated with the District, including, but not limited to, the Board, administration, staff students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and sexual harassment, whether verbal, nonverbal, or digital occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. **Any person who engages in sexual harassment while acting as a member of the school community is in violation of Sexual harassment is strictly prohibited by** this policy.

The District takes measures to eliminate harassment, prevent its recurrence and **address remedy** its effects, and will implement interim measures as deemed necessary.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal, nonverbal, or physical conduct of a sexual nature may constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment or status in a class, educational program or activity;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or
3. such conduct **is sufficiently severe, persistent, or pervasive and** has the purpose or effect of unreasonably interfering with an individual’s work or educational performance by creating an intimidating, hostile or **offensive abusive** environment, or by interfering with one’s ability to participate in or benefit from a class or educational program or activity.

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will, or where a person is incapable of giving consent. Examples of sexual violence include but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Sexual harassment includes gender-based harassment, which refers to unwelcome conduct based on an individual's actual or perceived sex, (including harassment based on gender identity and nonconformity with sex stereotypes), and not necessarily involving conduct of a sexual nature.

Examples of sexual harassment-type conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; grooming; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures; or displays in the workplace of sexually suggestive, or obscene objects pictures or any form of digital media. Whether any act or comment constitutes sexual harassment-type conduct is often dependent on the individual recipient.

All of these types of harassment are considered forms of sex discrimination prohibited by Title IX.

The Board has developed informal and formal discrimination and harassment complaint procedures. The procedures provide for **impartial a prompt and equitable investigation free from conflicts of interest and resolution of complaints of sex discrimination, including sexual misconduct**. The Board also has identified disciplinary measures that may be imposed upon the offender. Nothing in this policy or procedure prevents an individual from pursuing action through State and/or Federal law, contacting law enforcement, or from filing a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Grievance Officer: ~~The Board directs the Superintendent to appoint sexual harassment grievance officers at the District level who are~~ The Board designates the Assistant Superintendent, 2140 Atlas Street, Columbus, Ohio 43228, 614-921-7000, <http://www.hilliardschools.org/contact-us/>, to serve as the District's Title IX Coordinator.

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry ~~out~~ **out** responsibilities under Title IX, including any complaint under Title IX. He/She is vested with the authority and responsibility for investigating all sexual harassment complaints in accordance with the procedure set forth in the accompanying regulation. **Any investigatory responsibilities of the Title IX Coordinator may be delegated to a designee trained in Title IX compliance and procedures.**

Confidentiality/Retaliation

Sexual harassment matters, including the identity of both the **charging reporting** party and the **accused responding party**, are kept confidential to the extent possible, consistent with the Board's legal obligations to investigate. Although discipline may be imposed against the **accused responding party** upon a finding of guilt, the District prohibits retaliation for an individual's participation in, and/or initiation of a sex discrimination/sexual harassment complaint investigation, including instances where the complaint is not substantiated. The District takes reasonable steps to prevent retaliation and takes strong responsive action if retaliation occurs.

[Adoption date: August 14, 2001]

[Re-adoption date: August 14, 2006]

[Re-adoption date: May 11, 2015]

[Re-adoption date: February 6, 2017]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Ohio Const. Art. I, Section 2
ORC Chapter 4112
OAC 3301-35-03(A)

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBD, Board-Staff Communications (Also BG)
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing
JHG, Reporting Child Abuse
Staff Handbooks
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and **impartial equitable** investigation **free of conflicts of interest and resolution of complaints of sex discrimination, including sexual misconduct**. All students and District employees are **required encouraged** to fully cooperate when asked to participate in an investigation.

Members of the school community and third parties are encouraged to promptly report incidents of sex discrimination or sexual harassment. Complaints may be filed with any District employee, or directly with the Title IX Coordinator. District employees are required to report these incidents to the Title IX Coordinator upon becoming aware of an incident, and failure to do so may result in disciplinary action.

Complaints of sex discrimination or sexual harassment must be filed **within 180 calendar days of as soon as possible after** the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed **within 60 days of the date the incident was reported to the Title IX Coordinator in a timely manner**, unless extenuating circumstances exist. Periodic updates are **made provided to the parties** as appropriate during the investigation.

The Title IX Coordinator determines whether or not, by “a preponderance of the evidence,” the alleged victim’s allegations are true. “A preponderance of the evidence” means that evidence must show the alleged discrimination/sexual harassment was more likely than not to have occurred.

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the **alleged victim reporting and/or responding parties** and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, **modification of work or class schedules changes**, academic modifications **for the alleged victim**, and/or school counseling **for the alleged victim**. These measures should ensure **the alleged victim that both parties** continues to have equal access to all **education district** programs and activities and the safety of all **students parties** is protected.

If **any of the named officials are the Title IX Coordinator or designee is the accused responding party** or **are the alleged victim reporting party**, the Board designates an alternative investigator and retains final decision-making authority.

All matters involving sexual harassment complaints remain confidential to the extent possible.

Informal Procedure for Addressing Complaints

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (~~alleged victim~~ **reporting party** and ~~accused~~ **responding party**) agree that an informal process is appropriate and sufficient. The informal process is not used when the alleged discrimination or harassment may constitute sexual violence or any other criminal act.

The Title IX Coordinator gathers enough information during the informal process to understand and resolve the complaint. The Title IX Coordinator proposes an informal solution based on this fact-gathering process, which may include, but not be limited to: requiring the ~~accused~~ **responding party** to undergo training on harassment/discrimination, requiring all students and staff to undergo such training, ~~as~~ **and** instituting protective mechanisms for the ~~alleged victim~~ **reporting party**.

~~Either party has the right to terminate the informal procedure at any time and pursue a remedy under the formal grievance procedure.~~

Formal Procedure for Addressing Complaints

While the formal grievance procedure may serve as the first step toward the resolution of a charge of sex discrimination or sexual harassment, it also is available when the informal procedure fails to resolve the complaint.

Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:

1. The Title IX Coordinator promptly ~~confers~~ **communicates** with the ~~charging party/alleged victim~~ **reporting party** in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the Title IX Coordinator and signed by the ~~charging party/alleged victim~~ **reporting party, where possible**, as a testament to the statement's accuracy.
2. The Title IX Coordinator ~~meets~~ **communicates** with the ~~charged~~ **responding** party in order to obtain his/her response to the complaint. The response is put in writing by the Title IX Coordinator and signed by the ~~charged~~ **responding** party, **where possible**, as a testament to the statement's accuracy.
3. The Title IX Coordinator ~~holds as many meetings~~ **communicates** with the parties and witnesses (if any) as ~~are~~ necessary to gather **all of the relevant** facts. The dates of ~~any~~ meetings and the facts gathered are all put in writing. The investigation is ~~adequate, reliable, impartial and~~ prompt **and equitable**, and allows both parties an equal opportunity to present witnesses and other evidence.

4. At the conclusion of the investigation, the Title IX Coordinator prepares a written report summarizing: the evidence gathered during the investigation and whether the allegations were substantiated; whether any Board policies or student or employee codes of conduct were violated; any recommendations for corrective action. The investigation report indicates if any measures must be instituted to protect the **alleged victim reporting party**. Such measures may include, but are not limited to extending any interim measures taken during the investigation. The report also informs the **alleged victim reporting party** of available support services, which at a minimum includes offering school counseling services if the **alleged victim reporting party** is a student.

Notice of Outcome

Both the **alleged victim reporting party** and the **accused responding party** are provided written notice of the outcome of the complaint.

If any party disagrees with the decision of the Title IX Coordinator, he/she may appeal to the Superintendent. After reviewing the record made by the Title IX Coordinator, the Superintendent may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent is final.

Disciplinary Action

Any disciplinary action is carried out in accordance with Board policies, student and employee codes of conduct, State and Federal law, and, when applicable, the negotiated agreement. When recommending discipline, the Title IX Coordinator considers the totality of the circumstances involved, including the ages and maturity levels of those involved. The Title IX Coordinator and the Superintendent determine if a recommendation for expulsion for **an accused a responding** student or discharge for **an accused a responding** employee should be made. If this recommendation is made and a hearing is required, the hearing shall be held in accordance with Board policy, State law and/or the negotiated agreement. Both parties shall have an equal right to attend the hearing, have a representative and parent (if student) present, present evidence, and question witnesses.

(Approval date: August 14, 2001)
(Re-approval date: August 14, 2006)
(Re-approval date: May 11, 2015)
(Re-approval date: February 6, 2017)

BUSINESS ADVISORY COUNCIL TO THE BOARD

The Board shall appoint a Business Advisory Council whose membership and organization shall be determined by the Board. The Board shall follow the requirements in Ohio Revised Code.

The Board and council adopt and file with the Ohio Department of Education, a plan under which the council advises and provides recommendations to the Board on matters specified by the Board, including, but not necessarily limited to, the delineation of employment skills, the development of curriculum to instill these skills, changes in the economy and in the job market and the types of employment in which future jobs are most likely to be available. This council also makes suggestions for developing a working relationship among businesses, labor organizations and educational personnel.

[Adoption date:]

LEGAL REFS.: ORC 121.22(B)
3313.174
3313.82
3313.821

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board

BROADCASTING AND RECORDING OF BOARD MEETINGS

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. ~~Photographs, broadcasting and recordings of meetings are permitted only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used.~~ **Persons interested in taking photographs, broadcasting or recording board meetings should notify the Board of their interest in doing so prior to the beginning of the meeting.**
2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.
3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to have audio **and/or video** recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: August 14, 2001]

[Re-adoption date: May 11, 2015]

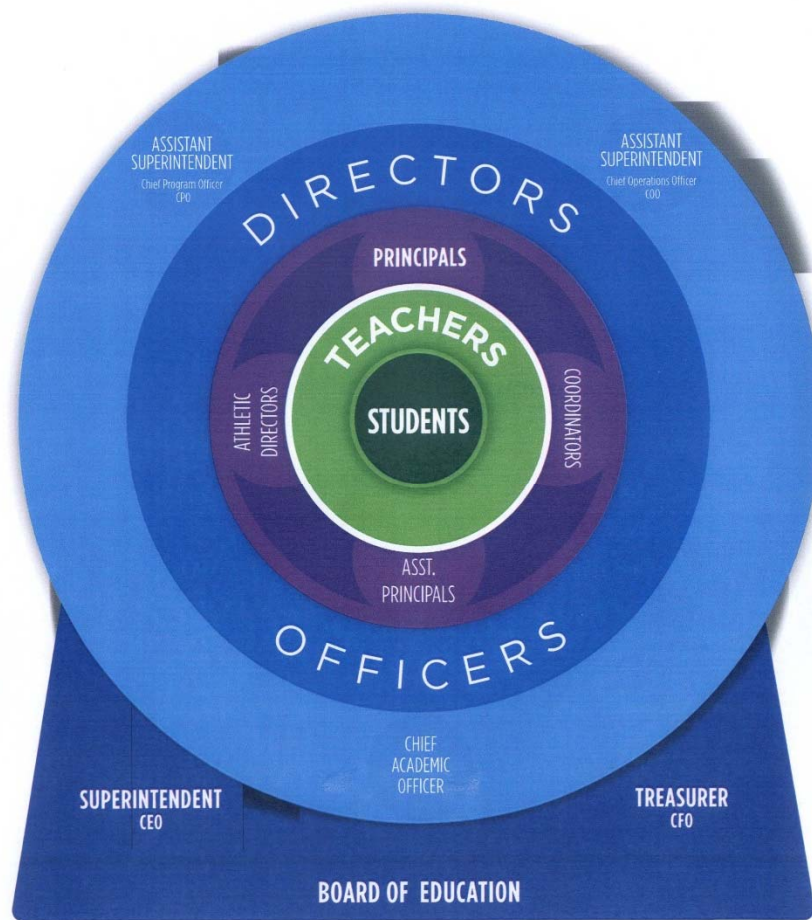
LEGAL REFS.: U.S. Const. Amend. I

ORC 121.22
2911.21
2917.12
2921.31
3313.20

CROSS REFS.: BD, School Board Meetings

BDDH, Public Participation at Board Meetings (Also KD)

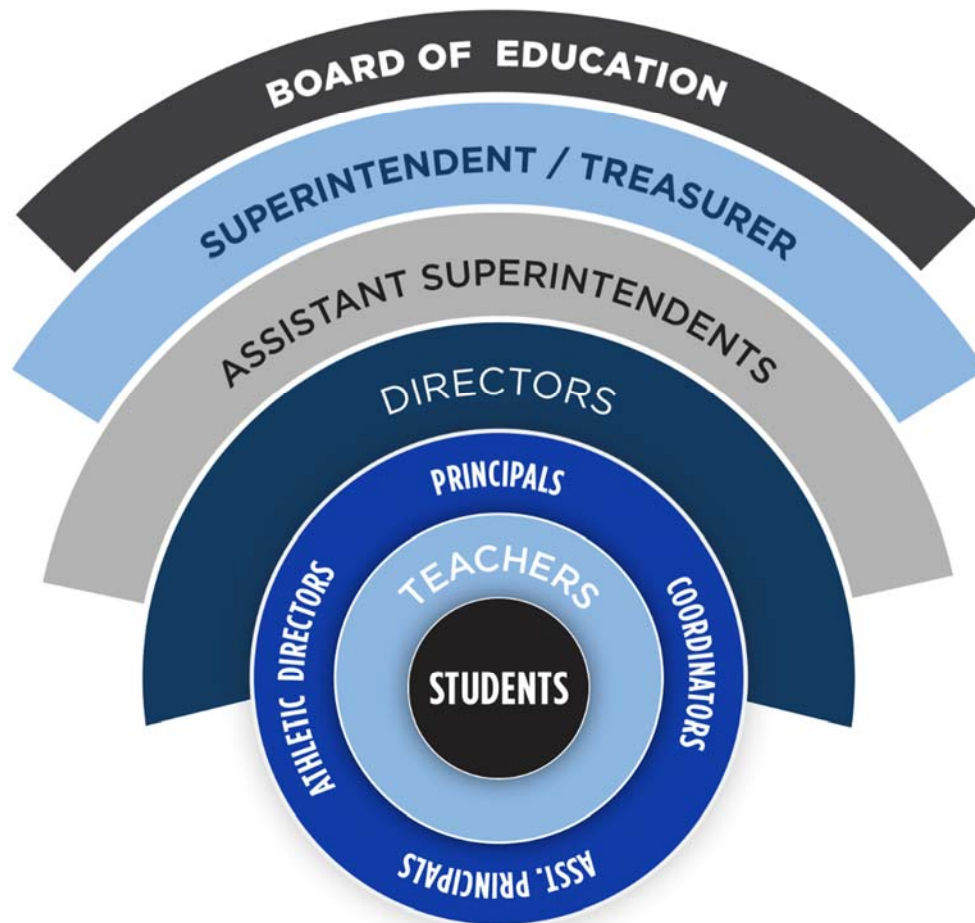
ORGANIZATIONAL CHART



- [Adoption date: August 14, 2001]
- [Re-adoption date: July 26, 2004]
- [Re-adoption date: January 24, 2005]
- [Re-adoption date: January 22, 2007]
- [Re-adoption date: April 27, 2009]
- [Re-adoption date: December 14, 2009]
- [Re-adoption date: February 13, 2012]
- [Re-adoption date: May 11, 2015]

CROSS REFS.: CCB, Line and Staff Relations

ORGANIZATIONAL CHART



- [Adoption date: August 14, 2001]
- [Re-adoption date: July 26, 2004]
- [Re-adoption date: January 24, 2005]
- [Re-adoption date: January 22, 2007]
- [Re-adoption date: April 27, 2009]
- [Re-adoption date: December 14, 2009]
- [Re-adoption date: February 13, 2012]
- [Re-adoption date: May 11, 2015]

CROSS REFS.: CCB, Line and Staff Relations

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 serve 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 school bus transportation to all elementary and secondary school students to the extent determined by the administration 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, 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 Ohio law. The Board has the authority to make payment to the parents of such students in lieu of transportation.

[Adoption date: August 14, 2001]

[Re-adoption date: May 12, 2008]

[Re-adoption date: February 10, 2014]

[Re-adoption date: May 11, 2015]

[Re-adoption date: February 8, 2016]

LEGAL REFS.: ORC 3327.01 through 3327.10
4511.76 through 4511.78
OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
EEAC, School Bus Safety Program

ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to support the acquisition of the English language in order to provide the student equal access to its programs.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately assess and identify English learner students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress

~~English learner students who have been enrolled in U.S. schools for less than one full year may be exempt from administration of the reading/language arts statewide assessment (OAA & OGT) administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)~~ Students are encouraged to make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets. The Board encourages parents to stay in communication with the school for current requirements.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: August 14, 2001]
[Re-adoption date: November 11, 2003]
[Re-adoption date: July 26, 2004]
[Re-adoption date: October 25, 2004]
[Re-adoption date: January 22, 2007]
[Re-adoption date: January 14, 2013]
[Re-adoption date: May 11, 2015]
[Re-adoption date: July 5, 2017]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

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 which 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. 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.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities do not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day.
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. The activity does not exploit the individual or school for commercial purposes.
13. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Code of Conduct or the Code of Conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
14. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
15. 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.
16. 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.

17. 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.
18. 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.
19. 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.
20. Resident students receiving home schooling in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
21. 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.
22. 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.

23. 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.
24. The decision of the Appeal Committee shall be final.

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

Definition of Co-curricular and Extracurricular Activities

Generally speaking, co-curricular 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.

[Adoption date: August 14, 2001]
[Re-adoption date: January 24, 2005]
[Re-adoption date: July 9, 2008]
[Re-adoption date: September 28, 2009]
[Re-adoption date: April 22, 2013]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3313.537; 3313.58; 3313.59; 3313.664
3315.062
Chapter 4112
OAC 3301-27-01
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
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 Nonchartered or Home Schooling
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

DRAFT

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA must be followed. 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.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. 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 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.

Students in grades 9-12 are ineligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to. Exceptions to the ineligibility provisions are outlined in the OHSAA Bylaws.

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 not prohibited from participating in the District's interscholastic athletics program 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 instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.

[Adoption date: August 14, 2001]
[Re-adoption date: January 24, 2005]
[Re-adoption date: May 12, 2008]
[Re-adoption date: October 8, 2012]
[Re-adoption date: April 22, 2013]
[Re-adoption date: November 25, 2013]
[Re-adoption date: May 11, 2015]
[Re-adoption date: August 8, 2016]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5311; 3313.5312; 3313.539; 3313.66;
3313.661; 3313.664
3315.062
3319.303
3321.04
3707.52
OAC Chapter 3301-27

CROSS REFS.: IGCF, Home Schooling
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from State-Chartered, Nonchartered or Home
Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high schools compare 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
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies*	2 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***	<u>5 units</u>
Total	20 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
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), 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;
2. ** students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II.
- 3 4. units earned in social studies shall be integrated with economics and financial literacy and
- 4 5. passing all State required examinations.

Hilliard City Schools Graduation Requirements Class of 2018 and beyond***

English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Science - Including one credit each in Biology & Physical Science	3 units
Math - Must include Algebra II or Honors Algebra II**	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
Digital Connections	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Sophomore, Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship, Life Skills 1 or CBI 3 Related. Note: Taking one of these prior to the Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10 th 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 coursework 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

In addition to the statutory requirements, Hilliard City Schools graduates for the class of 2018 and beyond must meet one of following criteria:

1. Earn a cumulative score of 18 on the seven end-of-course exams (Algebra 1, Geometry, Physical Science, English 1, English 2, American History and American Government);
 - Students can earn from 1-5 points for each exam, based on their performance.
 - Of these overall points, a student must earn at least four points between the math exams, four points between the English exams and six points between the science and social studies exams.
 - Students who earned high school credit in any of the above courses before July 1, 2014 automatically will receive a score of three points per course exam toward the total points needed for graduation.

2. Earn a “remediation-free” score on a nationally recognized college admission exam such as the ACT or SAT; or
3. Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

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 and Post Secondary Enrollment Options

Credit is awarded for a course successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus, or where applicable the former Postsecondary Enrollment Options Program, 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.

Coursework 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 (see IKF-R for detailed information).

Junior Reserve Office 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.

Graduation Requirements Opt Out

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2016, the ability to opt out of the graduation requirements curriculum in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

- [Adoption date: August 14, 2001]
- [Re-adoption date: March 9, 2004]
- [Re-adoption date: April 9, 2007]
- [Re-adoption date: May 12, 2008]
- [Re-adoption date: January 12, 2009]
- [Re-adoption date: December 14, 2009]
- [Re-adoption date: January 10, 2011]
- [Re-adoption date: February 13, 2012]
- [Re-adoption date: April 25, 2012]
- [Re-adoption date: April 22, 2013]
- [Re-adoption date: April 28, 2014]

[Re-adoption date: November 24, 2014]

[Re-adoption date: May 11, 2015]

[Re-adoption date: October 26, 2015]

[Re-adoption date: July 5, 2017]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, ~~Postsecondary Enrollment Options~~ **College Credit Plus** (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

TRUANCY

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

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

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

On the request of the Superintendent/designee, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

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

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

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

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

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

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

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

The attendance officer provides notice to the parent of a student who is absent **with or** without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be **must be** developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

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

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

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

Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

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

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

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

[Adoption date: August 14, 2001]

[Re-adoption date: May 11, 2015]

[Re-adoption date: April 17, 2017]

LEGAL REFS.: ORC 3313.663; 3313.668
3321.03-04; 3321.07-09; 3321.19; 3321.191; 3321.22; 3321.38

CROSS REF.: JED, Student Absences and Excuses
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

DRAFT

BROADCASTING AND RECORDING OF BOARD MEETINGS

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. **Photographs, broadcasting and recordings of meetings are permitted only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used. Persons interested in taking photographs, broadcasting or recording board meetings should notify the Board of their interest in doing so prior to the beginning of the meeting.**
2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.
3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to have audio **and/or video** recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: August 14, 2001]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: U.S. Const. Amend. I
ORC 121.22
2911.21
2917.12
2921.31
3313.20

**CROSS REFS.: BD, School Board Meetings
BDDH, Public Participation at Board Meetings (Also KD)**