



## POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent  
Friday, October 3, 2025, 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 HS  
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

# RECOMMENDATION

**First Reading  
October 27, 2025**

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. BF – Board Policy Development and Adoption  | and Transfers   |
| 2. DBD – Long-Term Financial Planning  | 20. IGAE – Health Education   |
| 3. DE – Revenues From Tax Sources  | 21. IGBB – Programs for Students Who Are Gifted   |
| 4. DJC – Bidding Requirements  | 22. IGBEA – Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)   |
| 5. DLC – Expense Reimbursements  | 23. IGBEA-R – Reading Skills Assessments and Intervention (Third Grade Reading Guarantee) |
| 6. EBC – Emergency Management and Safety Plans   | 24. IGD – Cocurricular and Extracurricular Activities                                     |
| 7. EEA – Student Transportation Services   | 25. IGDJ – Interscholastic Athletics  |
| 8. EEAC – School Bus Safety Program  | 26. IKA – Grading Systems   |
| 9. EEACC-R (Also JFCC-R) – Student Conduct on District Managed Transportation ( <b>New-Regulation</b> )              | 27. IKE – Promotion and Retention of Students   |
| 10. EEACD – Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver’s License | 28. IKEB – Acceleration   |
| 11. EEACD-R-2 – Drug Testing for Motor Van Drivers ( <b>New Regulation</b> )   | 29. IKF – Graduation Requirements   |
| 12. EEAD – Non-Routine Use of School Buses and Motor Vans  | 30. IND/INDA – School Ceremonies and Observances/Patriotic Exercises                      |
| 13. EHA – District Records Commission, Records Retention and Disposal  | 31. JECBB – Interdistrict Open Enrollment (Do Not Participate)                            |
| 14. EHC – Cybersecurity  | 32. JED – Student Absences and Excuses  |
| 15. FD (Also KBE) – Tax Issues   | 33. JEDA – Truancy  |
| 16. FEF – Construction Contracts Bidding and Awards  | 34. JEDC – Religious Expression Days  |
| 17. GBQ – Criminal Records Check   | 35. JEFB – Released Time for Religious Instruction  |
| 18. GCBC-R – Professional and Certificated Staff Fringe Benefits   | 36. JFCK – Use of Cellphones and Electronic Communications Devices by Students            |
| 19. GCI – Professional and Certificated Staff Assignments  | 37. JHG – Reporting Child Abuse and Mandatory Training                                    |
|  | 38. KBA – Public’s Right to Know  |

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

- First reading – October 27, 2025
- Second reading – November 10, 2025
- Third reading and adoption – November 24, 2025



Book	Policy Manual
Section	Section B: School Board Governance And Operations
Title	Copy of Board Policy Development and Adoption
Code	BF
Status	
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.

### **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 [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	Section D: Fiscal Management
Title	Copy of Long-Term Financial Planning (Five-Year Forecast)
Code	DBD
Status	
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	<a href="#">ORC 5705.01</a> <a href="#">ORC 5705.28 through 5705.32</a> <a href="#">ORC 5705.35</a> <a href="#">ORC 5705.36</a> <a href="#">ORC 5705.37</a> <a href="#">ORC 5705.39</a> <a href="#">ORC 5705.391</a>
Cross References	<a href="#">BCF - Advisory Committees to the Board</a> <a href="#">AE - School District Goals and Objectives</a>



Book	Policy Manual
Section	Section D: Fiscal Management
Title	Copy of Revenues From Tax Sources
Code	DE
Status	
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,~~ **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
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	Section D: Fiscal Management
Title	Copy of Bidding Requirements
Code	DJC
Status	
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 other property** 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. **All contracts to purchase school buses, including multifunction activity buses, require competitive bidding prior to purchasing.**

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 **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 ~~Director of Business~~ **Chief Operating Officer 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.

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	<a href="#">ORC 9.17</a>
	<a href="#">ORC 9.314</a>
	<a href="#">ORC 153.01</a>
	<a href="#">ORC 153.12 through 153.14</a>
	<a href="#">ORC 153.50 through 153.56</a>

[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	Section D: Fiscal Management
Title	Copy of Expense Reimbursements
Code	DLC
Status	
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	<a href="#">ORC 2921.42</a>
	<a href="#">ORC 2921.43</a>
	<a href="#">ORC 3313.12</a>
	<a href="#">ORC 3313.20</a>
	<a href="#">ORC 3315.15</a>
	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	Section E: Support Services
Title	Copy of Emergency Management and Safety Plans
Code	EBC
Status	
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, **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.

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	Section E: Support Services
Title	Copy of Student Transportation Services
Code	EEA
Status	
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 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 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	Section E: Support Services
Title	Copy of School Bus Safety Program
Code	EEAC
Status	
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. **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. 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.
6. **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/drop-off. 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.

7. **Three** 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.
8. **Additional emergency procedures are developed as required by State law for handling medical, mechanical, natural or other emergencies.**
9. 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 of delay and disruption of service due to mechanical or equipment failure.
10. **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.**
11. 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.
12. 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

[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	Section E: Support Services
Title	Student Conduct on District Managed Transportation
Code	EEACC-R (Also JFCC-R)
Status	

### **NEW REGULATION**

#### **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 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 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 secured 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.



Book	Policy Manual
Section	Section E: Support Services
Title	Copy of Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
Code	EEACD
Status	
Adopted	January 24, 2005
Last Revised	February 8, 2016
Prior Revised Dates	05/11/2015

### **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 law and regulations.

CROSS REFS.: Staff Handbooks

Legal	<a href="#">49 USC 31136</a> <a href="#">49 USC 31301 et seq.</a> <a href="#">49 CFR, Subtitle A, Part 40</a> <a href="#">ORC 4506.15</a> <a href="#">ORC 4506.16</a> <a href="#">OAC 3301-83-07</a>
Cross References	<a href="#">EB - Safety Programs</a> <a href="#">GBCB - Staff Conduct</a> <a href="#">GBE - Staff Health and Safety</a>

[GBP - Drug-Free Workplace](#)

[GBQ - Criminal Records Check](#)



Book	Policy Manual
Section	Section E: Support Services
Title	Drug Testing for Motor Van Drivers
Code	EEACD-R-2
Status	

### **NEW REGULATION**

#### **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	Section E: Support Services
Title	Copy of Non-Routine Use of School Buses
Code	EEAD
Status	
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 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**. 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 **in accordance with State law** 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 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 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 **and motor vans** 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	Section E: Support Services
Title	Copy of District Records Commission, Records Retention and Disposal
Code	EHA
Status	
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. **"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. 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	Section E: Support Services
Title	Copy of Cybersecurity
Code	EHC
Status	
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.~~

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

[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	Section F: Facilities Development
Title	Copy of Tax Issues
Code	FD (Also KBE)
Status	
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 **levy and bond elections**, school facility 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. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

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

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

[FL - Retirement of Facilities](#)



Book	Policy Manual
Section	Section F: Facilities Development
Title	Copy of Construction Contracts Bidding and Awards
Code	FEF
Status	
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 **or other manner allowable under State law** 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	<a href="#">ORC 9.33 through 9.333</a>
	<a href="#">ORC Chapter 153</a>
	<a href="#">ORC Chapter 1305</a>
	<a href="#">ORC 3313.37</a>
	<a href="#">ORC 3313.46</a>
	<a href="#">ORC 3318.08</a>
	<a href="#">ORC 3318.10</a>
	<a href="#">ORC 3319.04</a>
	<a href="#">ORC Chapter 4703</a>
	<a href="#">OAC Chapter 4101 generally (Ohio Building Code)</a>



Book	Policy Manual
Section	Section G: Personnel
Title	Copy of Criminal Records Check
Code	GBQ
Status	
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 **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 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](#)  
[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 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	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. **Effective January 1, 2027, the Board shall pay 83% 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 Assignments and Transfers
Code	GCI
Status	
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 position 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/designee 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 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	Section I: Instruction
Title	Copy of Health Education
Code	IGAE
Status	
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~~, **including those required** under State **or Federal** 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 [ORC 3313.473](#)  
[ORC 3313.60](#)  
[ORC 3313.666](#)

[ORC 3319.073](#)

[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](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Copy of Programs for Students Who Are Gifted
Code	IGBB
Status	
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. **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 opportunity ~~yes~~ to be administered for all students once prior to the end of the 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 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. 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/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 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 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.

### **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 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

[ORC 3324.01 et seq.](#)

[OAC 3301-51-15](#)

Cross References

[IKEB - Acceleration](#)

[JB - Equal Educational Opportunities](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Copy of Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	
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 **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 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	Section I: Instruction
Title	Copy of Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	
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~~ **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 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	Section I: Instruction
Title	Copy of Cocurricular and Extracurricular Activities
Code	IGD
Status	
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	Section I: Instruction
Title	Copy of Interscholastic Athletics
Code	IGDJ
Status	
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	Section I: Instruction
Title	Copy of Grading Systems
Code	IKA
Status	
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 **in accordance with all statutory obligations**, upon recommendation of the Superintendent/designee. **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, 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	Section I: Instruction
Title	Copy of Promotion and Retention of Students
Code	IKE
Status	
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	Section I: Instruction
Title	Copy of Acceleration
Code	IKEB
Status	
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. **The District at minimum provides any advanced learning opportunities required by law.**
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	Section I: Instruction
Title	Copy of Graduation Requirements
Code	IKF
Status	
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:

<b>Statutory Graduation Requirements</b>	
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****	
<b>Total</b>	<b>20 units</b>

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
  - D. **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.**
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	Section I: Instruction
Title	Copy of School Ceremonies and Observances/Patriotic Exercises
Code	IND / INDA
Status	
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.

#### **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 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	Section J: Student
Title	Copy of Interdistrict Open Enrollment (Do Not Participate)
Code	JECBB
Status	
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~~ **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**istrict 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 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	Section J: Student
Title	Copy of Student Absences and Excuses
Code	JED
Status	
Adopted	August 14, 2001
Last Revised	August 25, 2025
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, 12/09/2024

### **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:~~

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

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:~~

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 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;
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. 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.

## 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](#)[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	Section J: Student
Title	Copy of Truancy
Code	JEDA
Status	
Adopted	August 14, 2001
Last Revised	August 25, 2025
Prior Revised Dates	05/11/2015, 04/17/2017, 03/12/2018, 11/11/2019, 02/12/2024, 12/09/2024

### 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/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 will** take as an intervention strategy any appropriate action contained in the 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 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. ~~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

[ORC 3313.663](#)

[ORC 3313.668](#)

[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](#)



Book	Policy Manual
Section	Section J: Student
Title	Copy of Religious Expression Days
Code	JEDC
Status	
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~~ **Wellness and Belonging**

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	Section J: Student
Title	Copy of Released Time for Religious Instruction
Code	JEFB
Status	
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.

**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.

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 J: Student
Title	Copy of Use of Cellphones and Electronic Communications Devices by Students
Code	JFCK
Status	
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 Board prohibits student use of cellphones during the instructional day except if permitted under the building's comprehensive emergency management plan.**

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;~~

~~reduce cellphone-related distractions in the classroom as much as possible and~~

#### **The Board permits the use of a cellphone or other electronic communications device:**

- ~~1. 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**
- 2. 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 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	Section J: Student
Title	Copy of Reporting Child Abuse and Mandatory Training
Code	JHG
Status	
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, **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 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	Section K: School-Community Relations
Title	Copy of Public's Right to Know
Code	KBA
Status	
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 **public** records of this District and to ensure the inspection does not endanger the safety of the **public** 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 **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.

#### 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](#)