



# POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent  
Tuesday, April 21, 2026, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT  
OPERATIONS DEPARTMENT

## Committee Members

Brian Perry, Board of Education  
Kelley Arnold, Board of Education  
Melissa Swearingen, Treasurer/CFO  
Mike McDonough, Deputy Superintendent  
William Warfield, Assistant Superintendent  
Stacie Raterman, Communications Director  
Jacob Grantier, Director of Measurement, Intervention & Enrichment

Herb Higginbotham, Director of Elementary Education  
Jamie Lennox, Special Education Director  
Matt Middleton, Principal Hilliard Darby High School  
Katherine Hueter, Principal Hilliard Weaver MS  
Matt Trombitas, Principal Hilliard Station Sixth Grade  
Kevin Landon, Principal Avery Elementary  
Monica Woodson, Principal Washington Elementary  
Angie Rader, HEA Representative

# AGENDA

### Agenda Notes

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

## Section I – Public Participation

- Sign-up forms for public participation will be available prior to the meeting.

## Section II – Policies for Annual Review

1. IGBJ – Title I Programs
2. IGBL – Parent and Family Involvement in Education
  - Both are required policies – HCSD re-adopted July 5, 2017
  - Annual review – no revisions recommended

## Section III – Review of Policies/Regulations/Exhibits – OSBA MARCH 2026 PDQ

### Status

March 2026 PDQ  
Page 1

### 1. CHANGE TO KINDERGARTEN ENTRANCE DATE

JEB/JEBA – Entrance Age (Mandatory Kindergarten) Early Entrance to Kindergarten

- JEB/JEBA is a required policy – HCSD re-adopted May 11, 2015
- House Bill (HB) 114 requires a student to be age 5 years or older by *the first day of instruction* of the school year for admission to the district.
- Districts still may use Aug. 1 or Sept. 30 as the date by which a student who has completed kindergarten must be age 6 years or older for the purpose of admission to first grade.
- Early entrance to kindergarten is also modified due to the change in admission cutoff date.
  - A student who turns 5 years old *after* the first day of instruction, but *before Jan. 1* of the school year in which admission is requested is evaluated in accordance with the policy established by the district.



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- A student who turns 5 years old *after* the first day of instruction and *after Jan. 1* of the school year in which admission is requested can only be admitted in accordance with the district’s acceleration policy adopted under RC [3324.10](#).
- JEB/JEBA has been updated to reflect the revised entrance criteria. (Note: HCSD re-adopted policy JEC-School Admission with this information February 23, 2026)
- Remove language with a ~~line drawn through it~~; add language in **bold-type**

## 2. ODEW RELEASES AI MODEL POLICY

March 2026 PDQ  
Pages 1-2

EDEC – Artificial Intelligence (*new policy*)

- EDEC is a required new policy – must be adopted by July 1, 2026
- House Bill (HB) 96 enacted Ohio Revised Code (RC) [3301.24](#), requiring school districts, community schools and STEM schools to adopt a policy on artificial intelligence (AI) use by July 1, 2026.
- The new provision also required that the Ohio Department of Education and Workforce (ODEW) develop a [model policy](#) on AI use in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025.
- Districts are free to adopt a custom AI use policy
- The updated OSBA sample policy, ODEW model policy, and the proposed policy drafted by the HCSD AI Task Force (yellow copy) is included for review.
- Adopt the proposed policy?

## 3. HOUSE BILL 10 IMPACTS MISBRANDED FOOD PRODUCTS

March 2026 PDQ  
Pages 2-3

EFD – Misbranded Foods and Cultivated-Protein Food Products (*new policy*)

- EFD is a required new policy
- House Bill (HB) 10 enacts Ohio Revised Code (RC) [3313.8110](#), requiring that the board of education of each city, exempted village, local and joint vocational school district adopt a policy to prevent the purchase of foods that are either misbranded as a meat product or an egg product or that is a cultivated-protein food product.
- Adopt policy EFD?

## 4. ODEW RELEASES OVERDOSE REVERSAL DRUG MODEL

March 2026 PDQ  
Pages 3-4

EBDE – Procurement and Administration of Overdose Reversal Drugs

- EBDE is a required policy for districts choosing to procure overdose reversal drugs - HCSD adopted this policy February 23, 2026
- RC 3313.7119 required that ODEW, in consultation with the Ohio Department of Health, develop a model policy regarding the maintenance and use of a supply of overdose reversal drugs and is included for review.
- The OSBA sample has been updated to include examples of training school employees and contractors may be required to complete.
- Remove language with a ~~line drawn through it~~; add language in **bold-type**



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### OHIO SCHOOL BOARDS ASSOCIATION POLICY DEVELOPMENT QUARTERLY

MARCH 2026 ISSUE

#### **CHANGE TO KINDERGARTEN ENTRANCE DATE**

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

Ohio Revised Code (RC) [3321.01](#) establishes requirements for kindergarten entrance and for early entrance to kindergarten and first grade. Existing law allows students who are 5 years old by Sept. 30 to enroll in kindergarten unless the board adopts a resolution establishing Aug. 1 as the date by which the student must be 5 years old for admission.

House Bill (HB) 114, effective March 20, 2026, modifies these provisions, now requiring a student to be age 5 years or older by *the first day of instruction* of the school year for admission to the district. “First day of instruction” is not defined in the statute. Districts with questions on implementing this change should consult with legal counsel.

Districts still may use Aug. 1 or Sept. 30 as the date by which a student who has completed kindergarten must be age 6 years or older for the purpose of admission to first grade.

Early entrance to kindergarten is also modified due to the change in admission cutoff date.

- A student who turns 5 years old *after* the first day of instruction, but *before Jan. 1* of the school year in which admission is requested is evaluated in accordance with the policy established by the district.
- A student who turns 5 years old *after* the first day of instruction and *after Jan. 1* of the school year in which admission is requested can only be admitted in accordance with the district’s acceleration policy adopted under RC [3324.10](#).

RC 3321.01 still requires that a student admitted to kindergarten in a school district or chartered nonpublic school be admitted in a district to which they transfer, regardless of the student’s age. Additionally, the law still requires that a student complete kindergarten by one of the methods contained in RC 3321.01(B) for admission to first grade.

#### *Policy implications*

Policy JEB, Entrance Age (Mandatory Kindergarten), has been updated to reflect the revised entrance criteria.

#### **ODEW RELEASES AI MODEL POLICY**

*by Gamy Narvaez, policy consultant*

House Bill (HB) 96 enacted Ohio Revised Code (RC) [3301.24](#), requiring school districts, community schools and STEM schools to adopt a policy on artificial intelligence (AI) use by July 1, 2026. The new provision also required that the Ohio Department of Education and Workforce (ODEW) develop a [model policy](#) on AI use in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025.

#### **The ODEW model**

OSBA participated in ODEW’s AI in Education Coalition to develop the model policy that ODEW released last year. The model policy covers several key considerations for districts interested in integrating AI into their operations, including:

- AI literacy and the importance of building AI literacy for all students and educators, requiring the integration of AI into curriculum and professional learning opportunities.

- Stakeholder engagement, for instance, requiring that an ongoing AI workgroup be convened in each district to review new research and guidance and inform AI policy and implementation.
- Data privacy and abiding by relevant law, district policies and terms of service.
- Procurement and evaluation of AI tools, including that all AI tools provided by third-party vendors comply with district standards, state and federal law for data protection, ethical use and accessibility.
- Ethical AI use that is human-centered and not a substitute for student effort or the role of the educator.
- Acceptable AI use as defined by the district, including educator use that is in alignment with the [Licensure Code of Professional Conduct for Ohio Educators](#).
- Academic integrity, specifying basic standards for student use, such as appropriate citation and reference styles.
- Implementation and review of the AI policy and tools in collaboration with the district's ongoing AI workgroup.

The ODEW AI model policy is largely aligned with OSBA's consistent guidance on AI use in schools, including prohibitions and requirements for AI use recommended in our current policy EDEC, Artificial Intelligence. Both are strong models worth considering. HB 96 does not require that any specific provisions be included in the AI use policy that districts must adopt by July 1, and districts are free to adopt a custom AI use policy as well. Both the ODEW and OSBA model policies can be adopted as is or customized to best serve the needs and preferences of each district.

#### *Policy implications*

OSBA sample EDEC, Artificial Intelligence, has been updated to better align with best practices and emerging trends related to AI. This includes emphasizing AI literacy as a critical component of AI training, requiring compliance with third-party AI tool terms of service, including age limits, and aligning educator use of AI with the Licensure Code of Professional Conduct for Ohio Educators. OSBA strongly recommends creating detailed AI procedures at the district level and establishing a technology committee or AI workgroup to monitor the latest developments in AI and cybersecurity.

We will also monitor any updates to law and guidance regarding AI use and release future updates as necessary. Districts with specific questions relating to AI or potential board policy or district procedure language can contact the author at [gnarvaez@ohioschoolboards.org](mailto:gnarvaez@ohioschoolboards.org).

### **HOUSE BILL 10 IMPACTS MISBRANDED FOOD PRODUCTS**

*by Gamy Narvaez, policy consultant*

House Bill (HB) 10, effective March 20, 2026, enacts Ohio Revised Code (RC) [3313.8110](#), requiring that the board of education of each city, exempted village, local and joint vocational school district adopt a policy to prevent the purchase of foods that are either:

- misbranded as a meat product or an egg product prohibited by RC [3715.602](#);
- a cultivated-protein food product as defined in RC [3715.601](#).

Additionally, RC 3313.8110 requires that the Ohio Department of Education and Workforce adopt a policy preventing the purchase of misbranded meat or egg products or cultivated-protein food products. The bill also requires that state institutions of higher education adopt a similar policy, except that the purchase of prohibited food products is allowed for research purposes.

The bill revises RC [3715.60](#), which defines misbranded food, including food that is mislabeled, misnamed or misleading in its contents or packaging. New RC [3715.602](#) defines when food is misbranded as a meat product or egg product and prohibits food-processing establishments from selling food that is misbranded as a meat or

egg product. New RC [3715.601](#) defines terms relevant to the new required board policy preventing the purchase of prohibited food products, including terms such as “meat product,” “egg product” and other terms in quotations that follow.

The act states that food is misbranded as a “meat product” or “egg product” if all the following apply:

- The food is or contains a “manufactured-protein food product” or “fabricated-egg product.”
- The food is offered for sale by a “food-processing establishment.”
- A label that is part of or placed on the package or other container storing the food includes an “identifying meat term” or “identifying egg term.”
- The label that is part of or placed on the package or other container storing the food does not contain a conspicuous and prominent “qualifying meat term” in close proximity to an identifying meat term or a conspicuous and prominent “qualifying egg term” in close proximity to an identifying egg term.

The [final analysis](#) of HB 10 on the Ohio legislature’s website covers key bill provisions, including RC 3715.602, and conveniently links to each relevant term quoted above. The bill includes other provisions that are largely irrelevant to school districts regarding penalties for food-processing establishments that violate the prohibition against selling misbranded meat and egg products, as well as implications of these provisions for the federal supplemental nutrition program for women, infants and children, known as WIC, and the Supplemental Nutrition Assistance Program waivers. [Access the full text of HB 10.](#)

#### *Policy implications*

New OSBA sample policy EFD, Misbranded Foods and Cultivated-Protein Food Products, is available with this PDQ issue and is required for all districts, except educational service centers.

### **ODEW RELEASES OVERDOSE REVERSAL DRUG MODEL**

*by Gamy Narvaez, policy consultant*

House Bill (HB) 57, effective Jan. 19, 2026, enacted Ohio Revised Code (RC) [3313.7119](#), requiring that the board of education of a city, local, exempted village or joint vocational school district that elects to obtain and maintain a supply of an overdose reversal drug for use in an emergency situation under existing RC [3715.50](#) adopt and implement a policy regarding the supply’s maintenance and the drug’s use at each school operated by the district. Review the December 2025 PDQ issue for more details on policy requirements, statutory definitions, legal immunity, reporting use of the drug in emergencies to the Ohio Department of Education and Workforce (ODEW) and requirements for donations to the district for purchase of overdose reversal drugs.

In addition to the provisions mentioned, RC 3313.7119 required that ODEW, in consultation with the Ohio Department of Health, develop a model policy regarding the maintenance and use of a supply of overdose reversal drugs by Aug. 1, 2026. ODEW has [released its model policy](#) ahead of schedule. OSBA also released a new sample policy in the December 2025 PDQ issue, EBDE, Procurement and Administration of Overdose Reversal Drugs, for districts that stock these drugs. Boards may adopt the ODEW model policy to fulfill the requirements of RC 3313.7119, adopt OSBA policy EBDE or use a custom model that fulfills the requirements.

#### *Policy implications*

OSBA sample EBDE, Procurement and Administration of Overdose Reversal Drugs, has been updated to include examples of training school employees and contractors may be required to complete. Please note that districts that decide to adopt the policy must customize the sample to include information required by statute, such as the amount of the drug supply to be maintained at each school and any training that may be required by the district. If a district would like to add additional details regarding the drug’s maintenance or use or require

different training for employees and/or contractors, OSBA recommends customizing item 4 in the sample as needed. Also, each district that adopts this sample or another policy to maintain an emergency supply of overdose reversal drugs must establish a process at the district level for replacing any drug accessed within a reasonable time.

Cross References

EFD - **\*\*OSBA Sample\*\*** Misbranded Foods and Cultivated-Protein Food Products

EBDE - **\*\*OSBA Sample\*\*** Procurement and Administration of Overdose Reversal Drugs

JEB - **\*\*OSBA Sample\*\*** Entrance Age (Mandatory Kindergarten)

EDEC - **\*\*OSBA Sample\*\*** Artificial Intelligence

March 2026 - Update Review Form

Updating Quick Reference - Checklist



Book	Policy Manual
Section	Section I: Instruction
Title	Title I Programs
Code	IGBJ
Status	Active
Adopted	August 14, 2001
Last Revised	July 5, 2017
Prior Revised Dates	09/23/2002, 07/26/2004, 10/13/2008, 01/14/2013, 05/11/2015

### **Title I Programs**

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parent and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents and family members to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the parents and family members of participating students;
4. develops partnerships by consulting with parents and family members regularly;
5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

Legal

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

[OAC 3301-35-04](#)

[OAC 3301-35-05](#)

[OAC 3301-35-06](#)

[OAC 3301-35-07](#)

Cross References

[AC - Nondiscrimination](#)

[IE - Organization of Facilities for Instruction](#)

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

[IGBI - English Learners](#)

[IGBL - Parent and Family Involvement in Education](#)

[JB - Equal Educational Opportunities](#)



Book	Policy Manual
Section	Section I: Instruction
Title	Parent and Family Involvement in Education
Code	IGBL
Status	Active
Adopted	August 14, 2001
Last Revised	July 5, 2017
Prior Revised Dates	10/13/2008, 05/11/2015

### **Parent and Family Involvement in Education**

The Board believes that parent and family involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents/guardians, family members and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents/guardians, family members and foster caregivers the necessary regulations to ensure that this policy is followed and that parent and family involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between parents/guardians and family members or foster caregivers and school officials;
3. offer parents/guardians and family members or foster caregivers ways to assist and encourage their children or foster children to do their best and
4. offer ways parents/guardians and family members or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a parent and family involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

CROSS REFS.: Student Handbooks

Legal [Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)  
[ORC 3313.472](#)  
[ORC 3313.473](#)

[ORC 3313.48](#)

[OAC 3301-35-02](#)

[OAC 3301-35-04](#)

[OAC 3301-35-06](#)

Cross References

[IGBI - English Learners](#)

[IGBJ - Title I Programs](#)

[IGBLA - Promoting Parental Involvement](#)



Book	Policy Manual
Section	Issue 1 of 2026 March PDQ (Revised-REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Entrance Age (Mandatory Kindergarten)
Code	JEB
Status	From OSBA
Adopted	March 1, 2026

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

**Entrance Age**  
(Mandatory Kindergarten)

*(Choose one of the following two paragraphs.)*

Each child who is five years of age on or before **September 30** **the first day of instruction of the school year of admittance** is eligible to enroll in kindergarten. Each child who is six years of age on or before September 30 and who has successfully completed kindergarten is eligible to enroll in the first grade.

**OR**

Each child who is five years of age on or before **August 1** **the first day of instruction of the school year of admittance** is eligible to enroll in kindergarten. Each child who is six years of age on or before August 1 and who has successfully completed kindergarten is eligible to enroll in the first grade.

Legal References:  
ORC 3321.01

Cross References:  
IKEB, Acceleration  
JEA, Compulsory Attendance Ages  
JEBA, Early Entrance to Kindergarten

**NOTE:** House Bill 114 (2026) requires a student to be five years or older by the first day of instruction of the school year for admission to kindergarten. Districts still may choose to select Aug. 1 or Sept. 30 as the date by which a student is six years old for the purpose of first grade admission.

**THIS IS A REQUIRED POLICY**

Legal [ORC 3321.01](#)



Book	Policy Manual
Section	Section J: Student
Title	Entrance Age (Mandatory Kindergarten) Early Entrance to Kindergarten
Code	JEB/JEBA
Status	Active
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	10/09/2006, 08/13/2007, 04/22/2013

**Entrance Age (Mandatory Kindergarten)/  
Early Entrance to Kindergarten**

Each child who is five years of age on or before September 30 shall be eligible to enroll in kindergarten. Each child who is six years of age on or before September 30 and who has successfully completed kindergarten shall be eligible to enroll in the first grade.

A child may be recommended for early admittance in accordance with the District's acceleration policy adopted under State law. A child who does not meet the age requirement for admittance to kindergarten or first grade shall be evaluated for early admittance upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten. The parents of the student are provided with a copy of the written plan.

Legal	<a href="#"><u>ORC 3314.06</u></a>
	<a href="#"><u>ORC 3314.08</u></a>
	<a href="#"><u>ORC 3321.01</u></a>
	<a href="#"><u>ORC 3324.01 et seq.</u></a>
	<a href="#"><u>OAC 3301-51-15</u></a>
Cross References	<a href="#"><u>IGBB - Programs for Students Who Are Gifted</u></a>
	<a href="#"><u>IKEB - Acceleration</u></a>

JEA - Compulsory Attendance Ages





Book	Policy Manual
Section	Issue 1 of 2026 March PDQ (Revised)
Title	<b>**OSBA Sample**</b> Artificial Intelligence
Code	EDEC
Status	From OSBA
Adopted	March 1, 2026

### **\*\*This is the OSBA Sample\*\***

#### **Artificial Intelligence**

The Board recognizes the need to prepare staff and students for an increasingly technological future. Thus, the Board is committed to providing staff and students with the knowledge and skills necessary to navigate emerging technological innovations effectively and appropriately, including generative artificial intelligence (AI). **This includes placing emphasis on building AI literacy within the District as an essential component of technological readiness for both staff and students.**

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

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

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

1. Prohibits use inconsistent with District policies and procedures, classroom instructions and requirements, **AI tool terms of service including age limits** or State and Federal law;
2. Prohibits use inconsistent with expectations for staff and student conduct, including for discrimination, harassment or hazing and bullying;
3. Prohibits input of confidential staff and student data;
4. Prohibits representing content created using AI or AI tools as their own work product;
5. Requires **transparency and accountability regarding** disclosure of use of AI and AI tools;
6. Requires **that all vetting of AI and AI tools, whether free or fee-based, be reviewed and receive prior approval from the Superintendent/designee before being recommended or used in connection with** **prior to recommending use by** staff **work or** and students **assignments**;
7. **Clarifies AI and AI tools approved for use and Establishes** guidelines for seeking approval of new AI tools and **maintains a list of approved AI tools and**

8. Clarifies that staff and students are **held**-responsible for all reasonably foreseeable **negative** consequences of use of AI and AI tools.

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

### Reporting AI Concerns and Misuse

Staff and students with concerns about the safety and effectiveness of the use of AI or AI tools, or who suspect misuse that violates District policies and procedures or other applicable law, should contact the Superintendent/designee. **AI educators are required to comply with the Licensure Code of Professional Conduct for Ohio Educators. Uses of AI not aligned with the Licensure Code of Professional Conduct for Ohio Educators may be reported to the State Board of Education for further investigation.**

### Data Privacy and Management

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

### Review of AI Use

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

### Training

The District will **train** **incorporate AI literacy into relevant curriculum and professional learning opportunities** for staff and students. **The District will train staff and students** on the requirements of this policy **and procedures**, other District policies and procedures regarding data privacy and management, **and** acceptable uses of AI and AI prohibitions.

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

### Legal References:

ORC 3301.24

**NOTE:** House Bill (HB) 96 (2025) enacted Ohio Revised Code (RC) 3301.24, requiring school districts, community schools and STEM schools to adopt a policy on AI use by July 1, 2026. The new provision also required the Ohio Department of Education and Workforce (ODEW) to develop a model policy on the use of AI in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025.

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

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

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

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

### **THIS IS A REQUIRED POLICY**

Legal

[ORC 3301.24](#)

# AI in Education: Model Policy for Ohio Districts and Schools

## I. PURPOSE STATEMENT

To support students and educators in the use of artificial intelligence (AI) for educational and operational purposes, the Board of Education of **[insert name of district/school]** has created this policy on the use of AI. The purpose of this policy is to prepare students for success, encourage innovation for classroom instruction, and embrace opportunities for operational efficiency, while providing for consistent expectations, standards, and approval processes for safe and responsible implementation and integration of AI. This applies to multiple use cases, applications, and integration of AI, including generative AI.

## II. DEFINITIONS

- **Artificial intelligence (AI):** A machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. Artificial intelligence systems use machine- and human-based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model inference to formulate options for information or action.<sup>1</sup>
- **Generative AI:** Any internet-based generative artificial intelligence programs that make use of large language model algorithms to make something new. AI used for auto-complete, minor text predictions, and/or grammar/spelling/punctuation suggestions, commonly found in most word-processing applications, is not considered generative AI.<sup>2</sup>
- **AI tool:** AI applications, algorithms, or systems that make use of AI to generate outputs based on human inputs, with an emphasis on generative AI.<sup>3</sup>

## III. AI LITERACY

The Board recognizes the importance of preparing students and educators for the successful integration of innovative technologies. Accordingly, it is the policy of the Board that **[district/school]** responsibly integrate AI by building AI literacy for all students and educators, including integration of AI into relevant curriculum, professional learning opportunities, and safe and responsible usage.

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<sup>1</sup> [15 U.S. Code § 9401, Sec. 3](#)

<sup>2</sup> [O.A.C. 3342-3-01.8\(B\)\(15\)](#)

<sup>3</sup> Ohio School Boards Association (OSBA), Sample Policy EDEC: Artificial Intelligence

#### **IV. STAKEHOLDER ENGAGEMENT**

**[An ongoing AI workgroup shall be convened/The scope of a related, existing workgroup should be revised]** to inform AI policy and implementation. The workgroup should include educators who are representative of grade levels and departments, including special education and related services professionals, other relevant staff, Board members, and students, as well as external representatives such as local businesses and postsecondary institutions. Educators and staff should be given the opportunity to explore and gain experience with applications and integrated approaches to achieving **[district/school]** priorities. The workgroup should regularly review new research and guidance and provide ongoing feedback to the **[district/school]**.

Parents and community members should be informed through ongoing engagement about the skills students need for the future workforce and how AI is being used in the classroom. Educational resources may be provided to empower families to understand the potential risks associated with the unsupervised use of AI tools. Regular AI updates, including use of tools and opportunities for feedback, shall be integrated into the existing family and community engagement strategy.

#### **V. DATA PRIVACY AND SECURITY**

The **[district/school]** is committed to protecting the privacy and security of all student and staff data. The adoption and implementation of any AI tool must adhere to existing data privacy and security policies that include, but are not limited to, Personally Identifiable Information (PII), FERPA, and any other relevant state of Ohio and federal laws. AI tools should only access, store, or process data that is necessary, and must do so in a secure, transparent, and ethical manner. AI systems must be vetted to ensure they meet rigorous standards for data encryption, access control, and responsible data use.

Users must also follow the terms of service, including appropriate age limits.

#### **VI. PROCUREMENT AND EVALUATION OF AI TOOLS**

The adoption of AI-enabled tools should be conducted in accordance with existing procurement policies and in alignment to the **[district/school]** core values, goals, and priorities. Selection procedures must ensure that any AI tool must adhere to data privacy and security policies. Evaluation of tools must also address alignment to instructional and operational goals, accessibility, and cost. All third-party vendors providing AI tools must comply with **[district/school]** standards, state and federal law for data protection, ethical use, and accessibility.

## VII. ETHICAL USE OF AI

It is the policy of the **[district/school]** that the design and implementation of AI be safe, responsible, and keep people at the core of every AI-related decision. AI implementation should be human-centered and should empower students, educators, and communities. It is a tool to support learning and teaching, not a substitute for student effort or the role of the educator. Accordingly, users should critically analyze AI output, respect safeguards and rules, and be transparent about its use.

## VIII. ACCEPTABLE USE

The **[district/school]** recognizes that responsible and appropriate uses of AI by students and educators will vary depending on the context, including but not limited to grade level, subject, and/or the nature of the classroom activity or assignment.

Expectations for acceptable student uses should be clearly articulated by educators in alignment with policy and guided by the specific requirements for an assignment or activity. This includes specifying AI use expectations in course syllabi and assignment instructions when relevant. These expectations should clearly articulate the expectations of use, types of relevant assignments where AI use is acceptable, and required format for references.

Educators should consider the impact on learning objectives and assessment of student learning when designing related instruction and classroom activities. No assignment shall require the use of a tool that cannot be provided by the **[district/school]**. AI tools approved for use should be clearly communicated.

Expectations for educator, staff, and third-party use should align with **[district/school]** priorities. Educator use should be in alignment with the [Licensure Code of Conduct for Ohio's Educators](#). Educators and staff must model appropriate acceptable use practices when using AI tools for instructional and operational uses.

Use of tools that have not been approved is not permitted.

All users are expected to employ AI tools solely for educational and related operational purposes, upholding values of respect and academic integrity, and in alignment with other related **[district/school]** policies. Using AI tools for bullying, harassment, and any form of intimidation is strictly prohibited and should be addressed in alignment with existing behavior and discipline policies.

Students and staff with concerns regarding inappropriate use that violates **[district/school]** policies and/or applicable state or federal laws should contact the Superintendent or appropriate designated staff member.

## **IX. ACADEMIC INTEGRITY**

The Board recognizes that the responsible use of AI requires the highest standards of academic integrity with clear expectations for students, educators, and staff regarding the ethical use of AI tools.

AI-enabled tools may be used to support student work (such as brainstorming or feedback), but AI-generated work must not replace student work. Students are expected to complete assignments and assessments in a manner that reflects their own understanding and effort, critically analyze AI-generated content and not misrepresent it as original work, and use proper citations and references for AI-assisted work according to existing policies and expectations relevant to assignments (such as APA or MLA style formats).

The **[district/school]** should specify procedures for investigating and addressing suspected misuse in alignment with existing academic integrity policies.

## **X. IMPLEMENTATION AND REVIEW**

The **[district/school]**, in partnership with the **[district/school's]** ongoing AI workgroup, will monitor developments in AI technology and update policies to address emerging risks. This policy should be reviewed often for effectiveness; alignment to district, school, educator and student needs; considerations of ongoing innovation; related data privacy and management policies; and impact on students including learning outcomes.

## **OTHER CONSIDERATIONS**

### *NON-CONSENSUAL INTIMATE IMAGERY*

National digital safety experts have emphasized the importance of addressing issues related to Non-Consensual Intimate Imagery (NCII), particularly in terms of local policies on digital wellness and cyberbullying. The Center for Democracy & Technology has created a [model policy](#) and related resources that district and schools may want to consider incorporating into relevant local policies. In potential cases where NCII may be used for the purposes of sexual extortion, schools and districts should be aware of [Braden's Law](#) and consider how it may apply within existing local policies, as the law classifies sexual extortion as a felony offense in Ohio.

### *INTEGRATION WITH OTHER RELATED POLICIES*

This model policy refers to other existing local policies (such as bullying, academic integrity, and procurement). In addition to cross-references in the required AI-specific policy, districts and schools may want to review and update other related policies to integrate AI as applicable (such as special education policies).

## **Artificial Intelligence Proposed Policy**

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

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

### **Data Privacy, Management, and Security**

The District is committed to protecting the privacy and security of all student and staff data. The adoption and implementation of any AI tool must adhere to existing data privacy and security policies that include, but are not limited to, Personally Identifiable Information (PII), FERPA, and any other relevant state of Ohio and federal laws. AI tools should only access, store, or process data that is necessary, and must do so in a secure, transparent, and ethical manner. AI tools and systems must be vetted to ensure they meet rigorous standards for data encryption, access control, and responsible data use. Users must also follow the terms of service, including appropriate age limits.

### **Procurement and Evaluation of AI-Embedded Tools**

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 adoption of AI-enabled tools should be conducted in accordance with existing procurement policies and in alignment to the District's core values, goals, and priorities. Selection procedures must ensure that any AI tool must adhere to data privacy and security policies. Potential vendors are required to sign the Ohio Data Privacy Agreement or similar agreement that is in compliance with Ohio law. All third-party vendors providing AI tools must comply with District standards, state and federal law for data protection, ethical use, and accessibility.

Evaluation of AI tools must also address alignment to instructional and operational goals, accessibility, and cost.

## **Ethical Use of AI**

The safe and responsible use of AI tools should empower students, educators, and communities through AI-directed, AI-support, and AI-enhanced opportunities. AI tools are, therefore, meant to support learning and teaching, and should not be a substitute for student effort or the role of the educator. Accordingly, users should critically analyze AI output, respect safeguards and rules, and be transparent about its use.

## **Acceptable Use**

The District recognizes that responsible and appropriate uses of AI by students and educators will vary depending on the context, including but not limited to grade level, subject, and/or the nature of the classroom activity or assignment. Existing policy prohibits use inconsistent with expectations for staff and student conduct, including discrimination, harassment, hazing, bullying, and academic integrity.

Expectations for acceptable student uses should be clearly articulated by educators in alignment with provided guidelines and aligned with the District's instructional priorities. This includes, but is not limited to, requiring transparency and accountability regarding the use of AI and AI tools.

AI tools approved for use should be clearly communicated to students and staff. All district approved AI tools, expectations, and permissive use will be continually reviewed and updated as part of the AI Use Guidelines for Teachers and Students.

Students and staff with concerns regarding inappropriate use that violates District policies and/or applicable state or federal laws should contact the Superintendent or appropriate designated staff member.

## **Review of AI Use**

The District will regularly review its use of AI tools and recommend updates to the Board that address safety, privacy, staff and student needs and other relevant areas.

Recommendations to the Board will also address relevant updates to State and Federal laws and guidance concerning regulation of AI.



Book Policy Manual

Section Issue 1 of 2026 March PDQ (New)

Title **\*\*OSBA Sample\*\*** Misbranded Foods and Cultivated-Protein Food Products

Code EFD

Status From OSBA

Adopted March 1, 2026

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

**Misbranded Foods and Cultivated-Protein Food Products**

In accordance with State law, the Board prohibits the purchase of food that is either misbranded as a meat product or an egg product or that is a cultivated-protein food product as defined by State law.

Cross References:

EF / EFB, Food Services Management/Free and Reduced-Price Food Services  
EFF, Food Sale Standards

Legal References:

ORC 3313.8110  
ORC 3715.60  
ORC 3715.601  
ORC 3715.602

**NOTE:** House Bill (HB) 10 (2026) requires the board of education of each city, exempted village, local and joint vocational school district to adopt a policy to prevent the purchase of foods either misbranded as a meat product or an egg product or that is a cultivated-protein food product.

**THIS IS A REQUIRED POLICY**

Legal [ORC 3313.8110](#)

[ORC 3715.60](#)

[ORC 3715.601](#)

[ORC 3715.602](#)



Book	Policy Manual
Section	Issue 1 of 2026 March PDQ (Revised-REQUIRING DISTRICT CUSTOMIZATION)
Title	**OSBA Sample** Procurement and Administration of Overdose Reversal Drugs
Code	EBDE
Status	From OSBA
Adopted	March 1, 2026

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

**Procurement and Administration of Overdose Reversal Drugs**

The Board may authorize the procurement and use of overdose reversal drugs in the District under Ohio Revised Code (RC) 3715.50. When the District maintains a supply of overdose reversal drugs for use in emergency situations, in compliance with State law, the following procedures apply.

"Overdose reversal drug" means both of the following:

1. Naloxone;
2. Any other drug that the state board of pharmacy, through rules adopted in accordance with RC Chapter 119, designates as a drug that is approved by the Federal Food and Drug Administration for the reversal of a known or suspected opioid-related overdose.

If the District maintains a supply of overdose reversal drugs for use in emergency situations, the District does all of the following:

1. Complies with the requirements of RC 3715.50(C)(1);
2. Maintains **(as required by law, insert District specified amount/supply)** of the overdose reversal drug at each school in the District deemed appropriate by the administration;
3. Stores each school's supply of the overdose reversal drug in a secure location that is easily accessible to school employees or contractors;
4. Provides appropriate training regarding the supply's maintenance and drug's use that school employees or contractors may be required to complete including, but not limited to, **training resources provided by the Ohio Department of Health:**
  - A. **risk factors for opioid overdose;**
  - B. **signs and symptoms of opioid overdose;**
  - C. **response to opioid overdose, including calling 9-1-1;**
  - D. **procedures for assembling and administering overdose reversal drugs;**

- E. **information on overdose reversal drugs, including possible adverse reactions;**
- F. **use of universal precautions;**
- G. **reporting the incident in accordance with District policy;**
- H. **ensuring that the individual experiencing the overdose is transported to the emergency department;**
- I. **notifying the appropriate student services; and**
- J. **providing available resources for substance use disorders, as appropriate.**

### Donations

The Board may accept donations of money from any person or entity to purchase overdose reversal drugs and can only use donations for that purpose. The Board directs the Treasurer/designee to track the expenditure of donated funds.

### Reporting and Parental Notice

As soon as practicable after using an overdose reversal drug in an emergency situation, the Superintendent must report its use to the Board and the parent or guardian of the student to whom the drug was administered. The Superintendent annually reports District use of overdose reversal drugs in emergency situations to the Ohio Department of Education and Workforce.

If the Superintendent determines that a persistent pattern of overdoses in the District has emerged, the Superintendent must notify the parent or guardian of each student enrolled in the District.

### Immunity

So long as the District maintains a supply of overdose reversal drugs in compliance with State law and follows the outlined procedures in good faith, the following immunities apply:

1. The District and its employees are not subject to administrative action or criminal prosecution and is not liable for damages in a civil action for injury, death, or loss to person or property for an act or omission that arises from exercising the authority granted by State law.
2. After an overdose reversal drug has been dispensed, the District and its employees are not liable for or subject to any of the following for any act or omission of the individual to whom the drug is dispensed or personally furnished: damages in any civil action, prosecution in any criminal proceeding, or professional disciplinary action.

This does not eliminate, limit, or reduce any other immunity or defense that the District and its employees may be entitled to under section 9.86, RC Chapter 2744, section 4765.49, or any other RC provision or State common law provision.

### Legal References

ORC Chapter 119  
 ORC 3313.7119  
 ORC 3715.50

**NOTE:** House Bill (HB) 57 (2025) enacts Ohio Revised Code (RC) 3313.7119, requiring the board of a city, local, exempted village or joint vocational school district to adopt and implement a policy if they choose to obtain and maintain a supply of overdose reversal drugs for use in an emergency situation under RC 3715.50. For districts that choose to maintain a supply of overdose reversal drugs, the required policy must cover the supply's maintenance and the drug's use at each school operated by the district.

These provisions also apply to chartered or nonchartered nonpublic schools (RC 3313.7120), community schools (RC 3314.148), STEM schools (RC 3326.62), and college-preparatory boarding schools (RC 3328.40) that chose to maintain a supply of overdose reversal drugs.

Legal

[ORC Chapter 119](#)

[ORC 3313.7119](#)

[ORC 3715.50](#)

# Overdose Reversal Drugs: Model Policy

To support the health and safety of students, staff, and visitors, the **[name of district board of education or equivalent governing body]** hereby adopts this policy on obtaining and maintaining a supply of an overdose reversal drug for use in emergency situations. **[Name each school operated by the district/School]** will implement this policy.

## Definitions

The [National Institute on Drug Abuse](#) defines **opioids** as a class of natural, semi-synthetic, and synthetic drugs that include both prescription medications and illegal drugs like heroin.

The [National Institute on Drug Abuse](#) states that an **opioid overdose** occurs when a person takes a higher drug dose than their body can handle. Opioids affect the brain centers that control breathing. When a person takes a high dose of an opioid, breathing can slow to life-threatening levels.

As defined in [section 4729.01](#) of Ohio Revised Code, an **overdose reversal drug** means both of the following: (1) Naloxone; (2) Any other drug that the State Board of Pharmacy, through rules adopted in accordance with Chapter 119. of Ohio Revised Code, designates as a drug that is approved by the federal Food and Drug Administration for the reversal of a known or suspected opioid-related overdose.

## Supply

**[Name of district or school]** elects to obtain and maintain a supply of an overdose reversal drug for use in emergency situations. As required by [Ohio law](#), the **[name of district or school]** will confirm:

- The overdose reversal drug is in its original manufacturer's packaging;
- The overdose reversal drug's packaging contains the manufacturer's instructions for use; and
- The overdose reversal drug is stored in accordance with the manufacturer's or distributor's instructions.

**[Amount of supply]** of an opioid reversal drug will be maintained at **[each/the]** school.

## Storage

**[Name of district or school]** will store the overdose reversal drug in a secure location that is easily accessible to school employees or contractors working with students.

As required by [Ohio law](#), **[name of district or school]** will:

- Provide to any individual who accesses the supply instructions regarding emergency administration of the drug, including specific instructions to summon emergency services as necessary;
- Establish a process for replacing within a reasonable time period any overdose reversal drug that has been accessed; and
- Store the overdose reversal drug in accordance with the manufacturer's or distributor's instructions.

## Training

**[Name of district or school]** requires school employees or contractors working with students to complete training on the maintenance and use of overdose reversal drugs. Training must address the following topics:

- Risk factors for opioid overdose;
- Signs and symptoms of opioid overdose;
- Response to opioid overdose, including calling 9-1-1;
- Procedures for assembling and administering overdose reversal drugs;
- Information on overdose reversal drugs, including possible adverse reactions;
- Use of universal precautions;
- Reporting the incident in accordance with **[district/school]** policy;
- Ensuring that the individual experiencing the overdose is transported to the emergency department;
- Notifying the appropriate student services; and
- Providing available resources for substance use disorders, as appropriate.

## Reporting

As soon as practical after using an overdose reversal drug in an emergency situation, the superintendent (or equivalent official) must report its use to the **[name of district board of education or equivalent governing body]** and to the parent or guardian of the student to whom the drug was administered.

The superintendent must annually report the **[district's or school's]** use of overdose reversal drugs in emergency situations to the Department of Education and Workforce.

If the superintendent determines that a persistent pattern of overdoses at the **[district or school]** has emerged, the superintendent must notify the parent or guardian of each student enrolled in the **[district or school]**.

If an overdose reversal drug is administered to an individual other than a student on school property, the superintendent (or equivalent official) will report its use to the **[name of district board of education or equivalent governing body]** and the parent or guardian of any students present as soon as practical after the emergency situation.



Book	Policy Manual
Section	Section E: Support Services
Title	Procurement and Administration of Overdose Reversal Drugs
Code	EBDE
Status	Active
Adopted	February 23, 2026

### **Procurement and Administration of Overdose Reversal Drugs**

The Board may authorize the procurement and use of overdose reversal drugs in the District under Ohio Revised Code (RC) 3715.50. When the District maintains a supply of overdose reversal drugs for use in emergency situations, in compliance with State law, the following procedures apply.

“Overdose reversal drug” means both of the following:

1. Naloxone;
2. Any other drug that the state board of pharmacy, through rules adopted in accordance with RC Chapter 119, designates as a drug that is approved by the Federal Food and Drug Administration for the reversal of a known or suspected opioid-related overdose.

If the District maintains a supply of overdose reversal drugs for use in emergency situations, the District does all of the following:

1. Complies with the requirements of RC 3715.50(C)(1);
2. Maintains 2 doses of 4mgs in each container of the overdose reversal drug at each school in the District deemed appropriate by the administration;
3. Stores each school’s supply of the overdose reversal drug in a secure location that is easily accessible to school employees or contractors;
4. Provides appropriate training regarding the supply’s maintenance and drug’s use that school employees or contractors may be required to complete including, but not limited to, training resources provided by the Ohio Department of Health.

### **Donations**

The Board may accept donations of money from any person or entity to purchase overdose reversal drugs and can only use donations for that purpose. The Board directs the Treasurer/designee to track the expenditure of donated funds.

### **Reporting and Parental Notice**

As soon as practicable after using an overdose reversal drug in an emergency situation, the Superintendent must report its use to the Board and the parent or guardian of the student to whom the drug was administered. The Superintendent annually reports District use of overdose reversal drugs in emergency situations to the Ohio Department of Education and Workforce.

If the Superintendent determines that a persistent pattern of overdoses in the District has emerged, the Superintendent must notify the parent or guardian of each student enrolled in the District.

### **Immunity**

So long as the District maintains a supply of overdose reversal drugs in compliance with State law and follows the outlined procedures in good faith, the following immunities apply:

1. The District and its employees are not subject to administrative action or criminal prosecution and is not liable for damages in a civil action for injury, death, or loss to person or property for an act or omission that arises from exercising the authority granted by State law.
2. After an overdose reversal drug has been dispensed, the District and its employees are not liable for or subject to any of the following for any act or omission of the individual to whom the drug is dispensed or personally furnished: damages in any civil action, prosecution in any criminal proceeding, or professional disciplinary action.

This does not eliminate, limit, or reduce any other immunity or defense that the District and its employees may be entitled to under section 9.86, RC Chapter 2744, section 4765.49, or any other RC provision or State common law provision.

Legal

[ORC Chapter 119](#)

[ORC 3313.7119](#)

[ORC 3715.50](#)