



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Wednesday, January 22, 2025, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

- | | |
|---|---|
| Brian Perry, Board of Education | Jamie Lennox, Special Education Director |
| Kelley Arnold, Board of Education | Hilary Sloat, Director of Diversity, Equity & Inclusion |
| Melissa Swearingen, Treasurer/CFO | Matt Middleton, Principal Hilliard Darby High School |
| Mike McDonough, Deputy Superintendent | Katherine Hueter, Principal Hilliard Weaver MS |
| Jill Abraham, Assistant Superintendent | Matt Trombitas, Asst Principal Hilliard Station Sixth Grade |
| Stacie Raterman, Communications Director | Kevin Landon, Principal Avery Elementary |
| Herb Higginbotham, Director of Elementary Education | Monica Campana, Principal Washington Elementary |
| Jacob Grantier, Director of Secondary Education | 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 – As Requested by District Administration

Status

1. IKF – Graduation Requirements
 - A required policy – HCSD re-adopted September 9, 2024
 - Review as requested by District Administration – Remove Capstone requirement beginning with the Class of 2027
 - Remove language with a ~~line drawn through it~~; add language in **bold-type**



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Wednesday, January 22, 2025, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Section IV – ODE/SBOE Restructuring Policy Updates Needing Further Review

1. OHIO DEPARTMENT OF EDUCATION AND WORKFORCE AND STATE BOARD OF EDUCATION POLICY CHANGES

- On January 8, 2024, the Board took action to authorize OSBA to commence a thorough review of the district’s board policies to identify those requiring updates due to the HB 33 legislative changes that impacted the Ohio Department of Education and the State Board of Education. The Board requested that OSBA create a chart outlining the specific policy sections requiring updates and provide a brief summary of the proposed edits for each affected policy.
- On December 9, 2024, the Board adopted the chart through a resolution allowing OSBA to make the necessary policy updates.
- OSBA also identified policies that did not align with the relevant OSBA model policy language and recommended the district to work with legal counsel to review and determine what edits, if any, are necessary to bring these policies into compliance with HB 33’s changes.
- Legal counsel and the appropriate district administrator reviewed the policies and provided recommendations as noted on the yellow copy of the policies.
- AFC-2 (Also GCN-2) – Evaluation of Professional and Certificated Staff
- GCB-2-R – Professional and Certificated Staff Contracts and Compensation Plans
- IGBI – English Learners
- IKEB-R – Acceleration (OSBA does not have a sample regulation)
- JHCC – Communicable Diseases
- Remove language with a line drawn through it; add language in **bold-type**

Section V – Review of Policies/Regulations/Exhibits – OSBA DECEMBER 2024 PDQ

Status

1. CASE LAW REQUIRES EXECUTIVE SESSIONS POLICY UPDATE

December 2024 PDQ
Page 1

BDC-Executive Sessions

- BDC is a required policy – HCSD re-adopted February 8, 2021
- In July, the Supreme Court of Ohio issued an [important decision](#) in the case known as *Look Ahead America v. Stark County Board of Elections*. The ruling clarifies [Ohio Revised Code \(RC\) 121.22\(G\)\(2\)](#) in a way that may limit the ability of boards of education to use this provision to enter executive session in certain instances. This provision enables public bodies to enter executive session for three distinct purposes: “to consider the purchase of property for public purposes, the sale of property at competitive bidding, or the sale or other disposition of unneeded, obsolete, or unfit-for-use property in ... if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest.”
- The question in the case was whether the final clause of the statute — “if premature disclosure of information would give an unfair competitive or bargaining advantage to



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Wednesday, January 22, 2025, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

a person whose personal, private interest is adverse to the general public interest” — applies to all three possible reasons for going into executive session as listed in RC 121.22(G)(2) or only the third listed. In other words, may a public body enter into executive session to consider the purchase of property for public purposes or the sale of property at competitive bidding without establishing that premature disclosure of that information would give an unfair advantage to one whose interest was adverse to the public interest?

- The court answered this question “no.” This decision means that boards that want to enter executive session to consider the purchase of property or the sale of property at competitive bidding must ensure that the final clause regarding unfair advantage applies and is included in the motion to go into executive session.
- BDC has been updated in light of this case.
- Remove language with a ~~line drawn through it~~; add language in **bold-type**

Section VI – Review of Policies/Regulations/Exhibits – OSBA DECEMBER 2024 PDQ (Board Action not Required)

December 2024 PDQ
Pages 2-3

1. CHANGES TO THE FEDERAL UNIFORM GRANT GUIDANCE

- Districts receiving federal funds are subject to the Uniform Grant Guidance requirements as outlined in Title 2 of the Code of Federal Regulations (CFR).
- The uniform guidance requirements districts follow appear in [2 CFR 200](#). Ohio Auditor of State (AOS) Bulletin [2024-006](#), released in October, addresses changes that impact entities receiving federal funds, including schools.
- Key compliance areas include:
 - Allowability of costs
 - Cash management and fund control
 - Procurement
 - Conflict of interest and mandatory disclosures
 - Management of equipment and supplies purchased with federal funds
 - Accountability and certifications
 - Monitoring and reporting performance
 - Internal controls
- The Ohio Department of Education and Workforce (ODEW) is working on information to help districts implement these new requirements. OSBA is reviewing their sample policies to identify necessary updates and will finalize recommendations in a future PDQ issue after the release of the ODEW guidance.

2. WHAT’S TO COME IN 2025

Some policy updates are expected to arrive in early 2025.

Senate Bill 104

- Senate Bill (SB) 104 was signed by Gov. **Mike DeWine** on Nov. 26 and will take effect 90 days after his signature.
- This bill makes changes to the College Credit Plus program and includes provisions regarding single-sex facilities and accommodations.



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent

Wednesday, January 22, 2025, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

- OSBA is reviewing the new law and will release SB 104 policy updates in a future PDQ issue or a special alert.

Special education policy update

- The Ohio Operating Standards for the Education of Children with Disabilities require that school districts and other educational agencies adopt written policies and procedures regarding educating children with disabilities.
- Districts can adopt the Ohio Department of Education and Workforce (ODEW) Special Education Model Policies and Procedures or develop their own.
- OSBA is reviewing their sample policies for necessary updates based on the release of the ODEW model policy and will provide more information in the first PDQ issue of 2025.
- For the 2024-25 school year, districts have until March 30, 2025, to upload board-approved policies through ODEW's monitoring system. Starting in the 2025-26 school year, the annual due date will be Nov. 30.

Pending legislation

- OSBA is working with their legislative team to closely monitor the lame-duck legislation.
- Topics include:
 - Parental rights
 - Released time for religious instruction
 - Administering over-the-counter medications
 - Technology monitoring
- As bills are passed, OSBA will review the policy implications for districts and release those recommendations in a future PDQ issue.



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Wednesday, January 22, 2025, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

OHIO SCHOOL BOARDS ASSOCIATION
POLICY DEVELOPMENT QUARTERLY

DECEMBER 2024 ISSUE

CASE LAW REQUIRES EXECUTIVE SESSIONS POLICY UPDATE

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

OSBA regularly reviews our sample policies in light of case law and legislative changes. Not every legal decision requires a policy update, but all are important to be aware of. Make sure you stay current on legal topics by subscribing to OSBA's [The Legal Ledger blog](#).

Ohio's open meetings law remains the subject of litigation, and the decision in *Look Ahead America v. Stark County Board of Elections* provides clarification on executive session topics. OSBA's legal team [provided insights into this decision](#) on The Legal Ledger blog when the case was decided.

In July, the Supreme Court of Ohio issued an [important decision](#) in the case known as *Look Ahead America v. Stark County Board of Elections*. The ruling clarifies [Ohio Revised Code \(RC\) 121.22\(G\)\(2\)](#) in a way that may limit the ability of boards of education to use this provision to enter executive session in certain instances. This provision enables public bodies to enter executive session for three distinct purposes: "to consider the purchase of property for public purposes, the sale of property at competitive bidding, or the sale or other disposition of unneeded, obsolete, or unfit-for-use property in ... if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest."

The question in the case was whether the final clause of the statute — "if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest" — applies to all three possible reasons for going into executive session as listed in RC 121.22(G)(2) or only the third listed. In other words, may a public body enter into executive session to consider the purchase of property for public purposes or the sale of property at competitive bidding without establishing that premature disclosure of that information would give an unfair advantage to one whose interest was adverse to the public interest?

The court answered this question "no." This decision means that boards that want to enter executive session to consider the purchase of property or the sale of property at competitive bidding must ensure that the final clause regarding unfair advantage applies and is included in the motion to go into executive session. Boards of education routinely use this provision to enter executive session to discuss property transactions, meaning that this decision could impact many boards. This interpretation of the statute runs counter to decisions reached by lower courts in this case and may conflict with boards' previous understanding of how this provision works. If your board intends to enter into executive session to consider the purchase or sale of property, your board will need to be cognizant of this decision. Specific questions about the application of the decision should be directed to your board's legal counsel.

Policy implications

Policy BDC, Executive Sessions, has been updated in light of this case and is available with this PDQ issue.

While the necessary policy change may seem minor, this decision may impact your past practices in this area. A more robust summary of this decision can be found in the School Law Summary (SLS), available to members of the OSBA Legal Assistance Fund. If your district is a member of the OSBA Legal Assistance Fund, you can access the applicable issue [here](#). If your district would like to join the OSBA Legal Assistance Fund, you can find more information about that process [here](#) or contact the OSBA Division of Legal Services at (855) OSBA-LAW.

CHANGES TO THE FEDERAL UNIFORM GRANT GUIDANCE

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

Districts receiving federal funds are subject to the Uniform Grant Guidance requirements as outlined in Title 2 of the Code of Federal Regulations (CFR). The uniform guidance requirements districts follow appear in [2 CFR 200](#). Ohio Auditor of State (AOS) Bulletin [2024-006](#), released in October, addresses changes that impact entities receiving federal funds, including schools. The Ohio Department of Education and Workforce (ODEW) is working on information to help districts implement these new requirements. As we await this guidance, let's review the uniform guidance and the 2024 changes.

What is the Uniform Grant Guidance?

The Uniform Grant Guidance is a set of rules and regulations for federal grants. All federal funds received by districts must be managed per the regulations of 2 CFR 200. Key compliance areas include:

- allowability of costs;
- cash management and fund control;
- procurement;
- conflict of interest and mandatory disclosures;
- management of equipment and supplies purchased with federal funds;
- accountability and certifications;
- monitoring and reporting performance;
- internal controls.

What's changed due to the 2024 updates?

[AOS Bulletin 2024-006](#) summarizes the key changes that directly impact how districts use and account for funds. Review the full bulletin for more information on these areas; [additional resources](#) are also available. The following are key changes:

Applicants, recipients and subrecipients must promptly disclose when they have "credible evidence" of violations of federal criminal law involving fraud, conflict of interest, bribery or gratuity violations. Districts must inform employees in writing of whistleblower rights and protections. Districts also must remember the Ohio Revised Code (RC) requirements for fraud reporting addressed in AOS Bulletin [2024-005](#).

The equipment capitalization threshold for items purchased with federal funds is increased from \$5,000 to \$10,000. Districts who want to use the \$10,000 threshold must document this as their capitalization threshold.

Specifies that recipients and subrecipients must *document* internal controls.

Recipients and subrecipients must take reasonable cybersecurity and other measures to safeguard information, including personally identifiable information and other types of information deemed sensitive by the pass-through entity or the district.

Procurement changes include:

The prohibition on using geographical preferences when evaluating proposals or bids is removed. The term "small purchases" is changed to "simplified acquisitions" in [2 CFR 200.320](#). Simplified acquisition procedures are used when the transaction is higher than the micropurchase threshold but does not exceed the simplified acquisition threshold.

When sealed bids are required, entities must document and provide a justification for all rejected bids.

Existing regulations already stated that, when possible, the recipient or subrecipient should ensure that small businesses, minority businesses, women's business enterprises and labor surplus area firms are considered as

set forth in the regulations. The 2024 revisions add veteran-owned businesses to this list of entities to consider.

The single audit threshold increased from \$750,000 to \$1 million.

Policy implications

OSBA is reviewing our sample policies to identify necessary updates and will finalize our recommendations in a future PDQ issue after the release of the ODEW guidance.

WHAT'S TO COME IN 2025?

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

Some policy updates are expected to arrive in early 2025.

Senate Bill 104

Senate Bill (SB) 104 was signed by Gov. **Mike DeWine** on Nov. 26 and will take effect 90 days after his signature. This bill makes changes to the College Credit Plus program and includes provisions regarding single-sex facilities and accommodations. A summary of these changes is available [here](#). OSBA is reviewing the new law and will release SB 104 policy updates in a future PDQ issue or a special alert. Districts with questions about this law's impact on specific district operations are encouraged to work with their district legal counsel.

Special education policy update

The Ohio Operating Standards for the Education of Children with Disabilities require that school districts and other educational agencies adopt written policies and procedures regarding educating children with disabilities. Districts can adopt the Ohio Department of Education and Workforce (ODEW) Special Education Model Policies and Procedures or develop their own. ODEW recently released the updated state [Special Education Model Policies and Procedures](#) and a [submission guide](#). OSBA is reviewing our sample policies for necessary updates based on the release of the ODEW model policy and will provide more information in the first PDQ issue of 2025.

Visit ODEW's [Operating Standards and Guidance webpage](#) for more information and resources, including the updated Special Education Model Policies and Procedures and a guide for submitting a board-approved model policy. For the 2024-25 school year, districts have until March 30, 2025, to upload board-approved policies through ODEW's monitoring system. Starting in the 2025-26 school year, the annual due date will be Nov. 30.

Pending legislation

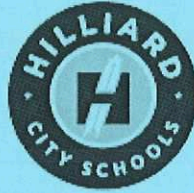
We are working with our legislative team to closely monitor the lame-duck legislation. Districts should refer to updates provided by our legislative division in Facts in a Flash and the Legislative Report as bills move through the process. As bills are passed, we will begin our review of the policy implications for districts and release those recommendations in a future PDQ issue. Topics we are monitoring include:

- parental rights;
- released time for religious instruction;
- administering over-the-counter medications;
- technology monitoring.

Enjoy this concise PDQ issue, and be prepared for the lame-duck legislation updates in early 2025.

Cross References

BDC - **OSBA Sample** Executive Sessions
December 2024 - 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

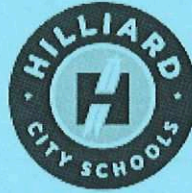
IE - Organization of Facilities for Instruction

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 3313.48](#)
[OAC 3301-35-02](#)

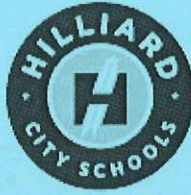
OAC 3301-35-04

OAC 3301-35-06

Cross References

IGBI - English Learners

IGBJ - Title I Programs



Book	Policy Manual
Section	Section I: Instruction
Title	Graduation Requirements
Code	IKF
Status	Active
Adopted	August 14, 2001
Last Revised	September 9, 2024
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

Graduation Requirements

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education and Workforce (ODEW) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows:

Statutory Graduation Requirements	
English Language Arts	4 units
Social Studies, including one-half unit of world history and civilization, one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology*	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education	½ unit
Electives ***	5 units
Financial Literacy****	
Total	20 units

The statutory graduation requirements also include:

1. *students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
2. ** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODEW as an alternative to Algebra II;
3. *** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
4. **** financial literacy requirements:
 - A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. students entering ninth grade for the first time one or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which ODEW requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half-unit of financial literacy as part of their required elective credits;
 - C. students entering ninth grade for the first time on or after July 1, 2022 can apply credit earned in Advanced Placement (AP) Microeconomics or AP Macroeconomics to satisfy the financial literacy requirement and
5. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Hilliard City Schools Graduation Requirements Class of 2018 and Beyond

English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Science - Including one credit each in Biology 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 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

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 Graduation Requirements
 Code IKF
 Status
 Adopted August 14, 2001
 Last Revised September 9, 2024
 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

Graduation Requirements

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education and Workforce (ODEW) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows:

Statutory Graduation Requirements	
English Language Arts	4 units
Social Studies, including one-half unit of world history and civilization, one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology*	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education	½ unit
Electives ***	5 units
Financial Literacy****	
Total	20 units

The statutory graduation requirements also include:

1. *students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
2. ** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODEW as an alternative to Algebra II;
3. *** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
4. **** financial literacy requirements:
 - A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. students entering ninth grade for the first time one or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which ODEW requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half-unit of financial literacy as part of their required elective credits;
 - C. students entering ninth grade for the first time on or after July 1, 2022 can apply credit earned in Advanced Placement (AP) Microeconomics or AP Macroeconomics to satisfy the financial literacy requirement and
5. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Hilliard City Schools Graduation Requirements Class of ~~2018~~ and Beyond 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 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 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	FOR REVIEW
Title	**OSBA Sample** Evaluation of Professional Staff (Administrators Both Professional and Support)
Code	AFC-2 (Also GCN-2)
Status	From OSBA
██████████	████████████████████
████████████████████	████████████████████

****OSBA Sample****

Evaluation of Professional Staff
(Administrators Both Professional and Support)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code (RC). Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law.

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth or improvement plan, two formal observations of at least 30 minutes each, walk-throughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth or improvement plan will be developed annually with each administrator and be based upon the results of previous evaluations available within the District and aligned to an existing building or District continuous improvement plan and/or goals. The District has discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

High-Quality Student Data

The evaluation uses at least two measures of District-determined high-quality student data (HQSD) to provide evidence of student learning attributable to the administrator, the data may be used as evidence in any component of the evaluation, where applicable. When applicable, the value-added progress dimension must be included as one of the measures of HQSD.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- align to learning standards;
- measure what is intended to be measured;
- be attributable to the administrator;
- demonstrate evidence of student learning (achievement and/or growth);
- follow protocols for administration and scoring;
- provide trustworthy results;
- not offend or be driven by bias.

AND the HQSD must be used by the administrator to:

- measure student learning (achievement and/or growth) and progress toward achieving State and local standards;
- facilitate the critical reflection and analysis of HQSD as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

LEGAL REFS:

Ohio Standards for Principals (2018)
ORC 3319.02
ORC 3319.03
ORC 3319.04
ORC 3319.111
ORC 3319.16
ORC 3319.17
ORC 3319.171
ORC 3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

NOTE: See policy coded AFC-1 (Also GCN-1) for an explanation of the coding of this sample policy. Regulations accompanying this policy follow under code AFC-2-R (Also GCN-2-R).

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses.

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements. In July 2021, the SBOE adopted the updated OPES 2.0 framework reflected in this policy.

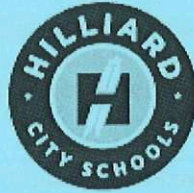
The phrase "other administrator" as used in the statute is defined as being comprised of three basic types: (1) licensed administrators; (2) nonlicensed supervisors and management-level employees and (3) business managers.

A licensed "other administrator" is any employee who works in a position for which the Board requires an administrative license. Professional pupil service employees (most notably guidance counselors), administrative specialists and persons employed in equivalent positions are, however, considered to be "other administrators" only if they spend less than 50% of their time teaching or working with students.

A nonlicensed "other administrator" is any employee (other than the Superintendent) whose job duties enable him/her to be considered as either a "supervisor" or "management-level employee" for purposes of the Collective Bargaining Law. Thus, nonlicensed persons employed as transportation coordinators and maintenance supervisors, if they responsibly direct other employees, discipline them or effectively recommend such action, would appear to be "other administrators" within the meaning of the law. Business managers are persons who are employed in positions requiring a business manager's license and whose powers and duties are set forth in a series of statutes applying only to such position.

THIS IS A REQUIRED POLICY

Legal [Ohio Standards for Principals 2018](#)
[ORC 3319.02](#)
[ORC 3319.03](#)
[ORC 3319.04](#)
[ORC 3319.111](#)
[ORC 3319.16](#)
[ORC 3319.17](#)



Book	Policy Manual
Section	Section A: Foundations And Basic Commitments
Title	Evaluation of Professional and Certificated Staff (Administrators both Certificated and Classified)
Code	AFC-2 (Also GCN-2)
Status	Active
Adopted	August 14, 2001
Last Revised	October 8, 2018
Prior Revised Dates	04/12/2005, 04/22/2013, 11/25/2013, 05/11/2015, 10/26/2015, 04/25/2016

Evaluation of Professional and Certificated Staff
(Administrators Both Certificated and Classified)

The Superintendent/designee institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a "supervisor" or "management-level employee" excluded from all of the employee bargaining units. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with the requirements of State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent. The evaluations are conducted annually by the Superintendent/designee.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

Ohio Principal Evaluation System (OPES)

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education. Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed district evaluators chosen from the Ohio Department of Education's list.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walkthroughs.

The Board allocates financial resources to support professional learning in compliance with State law and the State Board of Education's evaluation framework.

Legal

[ORC 3319.02](#)

[ORC 3319.03](#)

[ORC 3319.04](#)

[ORC 3319.111](#)

[ORC 3319.16](#)

[ORC 3319.17](#)

[ORC 3319.171](#)

[ORC 3319.22](#)

[OAC 3301-35-05](#)

Cross References

[AF - Commitment to Accomplishment](#)

[GBL - Personnel Records](#)



Book	Policy Manual
Section	FOR REVIEW
Title	Copy of Evaluation of Professional and Certificated Staff (Administrators both Certificated and Classified)
Code	AFC-2 (Also GCN-2)
Status	
Adopted	August 14, 2001
Last Revised	October 8, 2018
Prior Revised Dates	04/12/2005, 04/22/2013, 11/25/2013, 05/11/2015, 10/26/2015, 04/25/2016

Evaluation of Professional and Certificated Staff
(Administrators Both Certificated and Classified)

The Superintendent/designee institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code **(RC)**,~~7 including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses in order to be employed as pupil personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a "supervisor" or "management-level employee" excluded from all of the employee bargaining units.~~ In addition, eEvaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with ~~the requirements of State law.~~ All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. **A written copy of the preliminary evaluation is given to the administrator at this time.** Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent. ~~The evaluations are conducted annually by the Superintendent/designee.~~

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education. Evaluators must complete state sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed district evaluators chosen from the Ohio Department of Education's list.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value added data shall be included in the multiple measures used to evaluate student growth.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walkthroughs.

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law.

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

The Board allocates financial resources to support professional learning **development** in compliance with State law and the **SBOE's** State Board of Education's evaluation framework.

Legal

[ORC 3319.02](#)

[ORC 3319.03](#)

[ORC 3319.04](#)

ORC 3319.111

ORC 3319.16

ORC 3319.17

ORC 3319.171

ORC 3319.22

OAC 3301-35-05

Cross References

AF - Commitment to Accomplishment

GBL - Personnel Records



Book Policy Manual
Section FOR REVIEW
Title ****OSBA Sample**** Professional Staff Contracts and Compensation Plans (Alternative Administrative License)
Code GCB-2-R
Status From OSBA
[REDACTED]
[REDACTED]

****OSBA Sample****

Professional Staff Contracts and Compensation Plans
(Alternative Administrative License)

The Board may request that the State Board of Education (SBOE) issue an alternative administrative license valid for employing a principal, assistant principal, superintendent, or other administrative specialist working in a central office or supervisory capacity.

SBOE may issue a one-year alternative principal license (renewable two times), valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license (renewable one time) at the request of the District. The individual must:

1. be of good moral character;
2. submit to a BCI background check;
3. meet the following educational requirements:
 - A. have a bachelor's degree or master's degree (for principals, assistant principals and administrative specialists) and have a cumulative undergraduate grade-point average (GPA) of at least 3.0 on a 4.0 scale, or a cumulative graduate level GPA of at least 3.0 on a 4.0 scale if the individual holds a master's degree.
 - B. hold a master's degree (for superintendents) with a cumulative GPA of at least 3.0 on a 4.0 scale.
4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

SBOE may issue a professional administrative license to an individual with an alternative principal license or alternative superintendent or alternative administrative specialist license in accordance with State law.

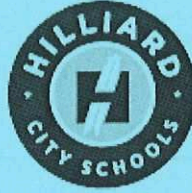
The District develops and implements a planned program for obtaining classroom-teaching experience for individuals issued an alternative principal license without two years of teaching experience under a standard teaching license, a professional pupil services license, an alternative teaching license, or a permanent non-tax certificate. The District develops and implements a plan outlining observation or classroom instruction across grade levels and subject area for individuals issued

an alternative administrative specialist or superintendent license without two years of teaching experience under a standard teaching license, a professional pupil services license, an alternative teaching license, or a permanent non-tax certificate. All such programs meet the requirements of State law.

NOTE: *The State Board of Education adopted requirements for alternative licensure to ensure that qualified individuals have increasing opportunities to become school administrators through alternative routes. The law ensures that alternative routes are standards-based and high quality.*

Alternative administrator licenses are available to individuals for whom their employing district has a board resolution supporting their position.

The requirements for the alternative principal license are outlined in Ohio Administrative Code (OAC) 3301-24-11. OAC 3301-24-12 outlines the requirements for alternative superintendent or other administrative specialist licenses.



Book	Policy Manual
Section	Section G: Personnel
Title	Professional and Certificated Staff Contracts and Compensation Plans (Administrators)
Code	GCB-2-R
Status	Active
Adopted	August 14, 2001
Last Revised	August 8, 2022
Prior Revised Dates	12/11/2001, 05/12/2008, 05/11/2015, 04/26/2016

Professional and Certificated Staff Contracts and Compensation Plans
(Administrators)

The Board may request the State Board of Education to issue an alternative administrative license valid for employing a superintendent, principal or assistant principal or other administrative specialist working in a central office or supervisory capacity, as specified by the Board.

The State Board of Education may issue the alternative administrative license if the Board has determined that the individual:

1. is of good moral character in accordance of the Licensure Code of Professional Conduct for Ohio Educators;
2. holds at least a baccalaureate degree from an accredited institution of higher education in a field related to finance or administration or has five years of recent work experience in education, management or administration and
3. submit to a BCII background check.

An alternative administrative license is valid only in this District. The State Board of Education may renew the license annually upon request of the Board.



Book	Policy Manual
Section	FOR REVIEW
Title	Copy of Professional and Certificated Staff Contracts and Compensation Plans (Administrators)
Code	GCB-2-R
Status	
Adopted	August 14, 2001
Last Revised	August 8, 2022
Prior Revised Dates	12/11/2001, 05/12/2008, 05/11/2015, 04/26/2016

Professional and Certificated Staff Contracts and Compensation Plans
(Administrators)

The Board may request the State Board of Education to issue an alternative administrative license valid for employing a superintendent, principal or assistant principal or other administrative specialist working in a central office or supervisory capacity, as specified by the Board.

The State Board of Education may issue the alternative administrative license if the Board **adopts the required resolution of position verification and the individual meets all criteria set forth by the State Board of Education.** ~~has determined that the individual:~~

- ~~1. is of good moral character in accordance of the Licensure Code of Professional Conduct for Ohio Educators;~~
2. holds at least a baccalaureate degree from an accredited institution of higher education in a field related to finance or administration or has five years of recent work experience in education, management or administration and
3. submit to a BCII background check.

An alternative administrative license is valid only in this District. The State Board of Education may renew the license annually upon request of the Board.

Elementary and Secondary Education Act; 20 USC 1221 et seq.

34 CFR Part 200

ORC 3301.0711

ORC 3302.01

ORC 3302.03

ORC 3313.61

ORC 3313.611

ORC 3313.612

ORC 3317.03

ORC 3331.04

OAC 3301-35-04

OAC 3301-35-06

OAC 3301-35-07



Book	Policy Manual
Section	Section I: Instruction
Title	English Learners
Code	IGBI
Status	Active
Adopted	August 14, 2001
Last Revised	March 12, 2018
Prior Revised Dates	11/11/2003, 07/26/2004, 10/25/2004, 01/22/2007, 01/14/2013, 05/11/2015, 07/05/2017

English Learners

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

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

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

Students are encouraged to make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets. The Board encourages parents to stay in communication with the school for current requirements.

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

Legal	42 USC 2000d Elementary and Secondary Education Act; 20 USC 1221 et seq. 34 CFR Part 200 ORC 3301.0711 ORC 3302.01 ORC 3302.03 ORC 3313.61
-------	--

ORC 3313.611

ORC 3313.612

ORC 3317.03

ORC 3331.04

OAC 3301-35-04

OAC 3301-35-06

OAC 3301-35-07

Cross References

AC - Nondiscrimination

IE - Organization of Facilities for Instruction

IGBJ - Title I Programs

IGBL - Parent and Family Involvement in Education

JB - Equal Educational Opportunities

JK - Employment of Students



Book Policy Manual
Section FOR REVIEW
Title Copy of English Learners
Code IGBI
Status
Adopted August 14, 2001
Last Revised March 12, 2018
Prior Revised Dates 11/11/2003, 07/26/2004, 10/25/2004, 01/22/2007, 01/14/2013, 05/11/2015, 07/05/2017

English Learners

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action **(including, but not limited to, reasonable accommodations)** to support the acquisition of the English language in order to provide the student equal access to its programs.

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

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

Students are encouraged to make yearly gains towards closing the achievement gap as defined by the ~~State Board of Education~~ **Ohio Department of Education and Workforce** performance targets. The Board encourages parents to stay in communication with the school for current requirements.

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

Legal [42 USC 2000d](#)
[Elementary and Secondary Education Act; 20 USC 1221 et seq.](#)
[34 CFR Part 200](#)
[ORC 3301.0711](#)
[ORC 3302.01](#)
[ORC 3302.03](#)
[ORC 3313.61](#)

ORC 3313.611

ORC 3313.612

ORC 3317.03

ORC 3331.04

OAC 3301-35-04

OAC 3301-35-06

OAC 3301-35-07



Cross References

AC - Nondiscrimination

IE - Organization of Facilities for Instruction

IGBJ - Title I Programs

IGBL - Parent and Family Involvement in Education

JB - Equal Educational Opportunities

JK - Employment of Students

Book	Title	Code	Class	Adopted	Last Revised	Next Revised Date
Policy Manual	Copy of English Learners	IGBI		August 14, 2001	March 12, 2018	11/11/2007, 07/27/2004, 10/25/2004, 01/23/2007, 01/14/2013, 07/02/2017
	FOR REVIEW					

English Learners

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, it is the Board's policy to ensure that all students have the opportunity to speak and understand the English language, excluding a student from effective participation in the educational programs offered by the District. The District shall take appropriate action (including, but not limited to, reasonable accommodations) to support the acquisition of the English language in order to provide the student equal access to its programs.

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

1. appropriately assess and identify English learner students;
 2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics; and
 3. annually assess the English proficiency of students and monitor their progress.
- Students are encouraged to make yearly gains toward the achievement gap as defined by the State Board of Education Ohio Department of Education and Workforce performance targets. The Board encourages parents to stay in communication with the school for current requirements.
- The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly updated of their child's progress.

Book	Title	Code	Class	Adopted	Last Revised	Next Revised Date
Elementary and Secondary Education Act - 20 USC 1221-1225						
24 USC 2001-2002						
OAC 3301-35-04						
OAC 3301-35-06						
OAC 3301-35-07						



Book	Policy Manual
Section	Section I: Instruction
Title	Acceleration
Code	IKEB-R
Status	Active
Adopted	August 13, 2007
Last Revised	July 8, 2015
Prior Revised Dates	09/28/2009, 05/11/2015

Acceleration

Pre-Referral Informal Case Review

Upon being contacted about potentially unique student needs, the principal may conduct an informal case review with all relevant parties to review available data, discuss student learning and potential needs and review results of interventions already applied.

To respond to identified student needs, options such as these should be considered:

1. classroom differentiation;
2. flexible instructional groups;
3. intervention provided by other school staff;
4. referral to IAT and/or RTI
5. completion of an Acceleration Referral to consider possible subject area or whole grade acceleration.

Documentation of an informal case review, IAT and/or RTI meeting/plan and/or any school interventions should be placed in the student file to insure that there is a full and accurate record of such discussions and interventions.

Acceleration Referral

A child's teacher and/or parents may submit an Acceleration Referral to the building principal.

After the principal signs the referral, a copy should be placed in the student's file, and the referral should be forwarded to the building psychologist for data gathering.

Data Gathering by Building Psychologist

The school psychologist will collect and review the data already available, and will communicate with the principal if any additional data are needed. The principal will approve the collection of additional data, and will communicate with staff who will be asked to administer assessments or provide additional information.

Upon approval of the principal, and receipt of written permission from the parents, the building psychologist will administer any individual cognitive and/or academic tests that are needed.

All assessment results will be returned to the building psychologist by teachers and other staff who are completing them.

The school psychologist will complete the Iowa Acceleration Scale, will create and maintain a file with documents related to the acceleration referral and will notify the principal when these steps have been completed.

Data Review and Decision

Upon receiving notification from the building psychologist that all data have been gathered and completed, the principal will convene an acceleration evaluation committee. Acceleration evaluation committee members may include:

1. principal and/or assistant principal (secondary);
 2. intervention teacher (elementary);
 3. child's current teacher;
 4. A teacher at the grade level to which the student may be accelerated;
 5. parent or legal guardian;
 6. building psychologist;
 7. gifted intervention specialist(s) if the child is receiving gifted education services;
 8. special education teacher(s) if the child is receiving special education services and
- The acceleration evaluation committee will examine the data and determine the appropriateness of whole grade or subject area accelerated placement for the child.

Minimum Criteria for Accelerated Placement in Hilliard City Schools

Whole Grade Acceleration

The school psychologist will complete the Iowa Acceleration Scale, will create and maintain a file with documents related to the acceleration referral and will notify the principal when these steps have been completed.

Iowa Acceleration Scale

Ranking of "Excellent" or "Good" — candidate for acceleration

1. **Cognitive Ability** (Iowa Scale IV)

The four Iowa Acceleration Scale checklists should be completed by the student's current teacher(s), and the results should be considered in determining the student's eligibility for an accelerated placement:

A. School and Academic Factors (Iowa Scale VII)

B. Development Factors (Iowa Scale VIII)

Note: Developmental factors should be considered in relationship to the child's cognitive abilities. Students with exceptional cognitive abilities may score lower levels on this section; however, their high cognitive ability and achievement will serve as a balance on the final tally of points for the Iowa Scale.

C. Interpersonal Skills (Iowa Scale IX)

On a nationally standardized test administered individually by a school psychologist that includes both verbal and nonverbal subscales. The assessment must have been conducted within the last 24 months. If test results are available from more than one individual assessment (as described above), the most recent scores should be used.

*If the child's Full Scale (Composite) cognitive score is below the level indicated, (but not lower than a 115 Full Scale score, or one standard deviation above the mean) and/or if cognitive ability has been measured by a nonverbal instrument score, all other criteria should be met.

2. **Academic Aptitude** (Iowa Scale V)

Academic aptitude is measured by an Ohio Department of Education-approved above level standardized achievement test, administered individually by a school psychologist that allows measurement of academic ability beyond the student's current grade level.

3. **Academic Achievement** (Iowa Scale VI) — Grade-level achievement test (most current within the last 12 months)

Academic achievement is measured by results on a nationally standardized achievement test for the grade level at which the child is currently placed. The test must have been taken within the last 12 months. If more than one set of test scores is available, the most current score should be used.

Note: For reading or math, if the student has recently been assessed using an out-of-level nationally standardized achievement test, and the student has scored 90th percentile or higher (using grade- vs. age-based academic scores), it is not necessary to also administer a grade-level nationally standardized achievement test in that subject area. In this case, to complete this section of the Iowa Acceleration Scale, it should be assumed that the child would score at the 95th percentile on a grade-level achievement test in that subject area.

4. **Behavioral Checklists**

The four Iowa Acceleration Scale checklists should be completed by the student's current teacher(s), and the results should be considered in determining the student's eligibility for an accelerated placement

A. School and Academic Factors (Iowa Scale VII)

B. Developmental Factors (Iowa Scale VIII)

Note: Developmental factors should be considered in relationship to the child's cognitive abilities. Students with exceptional cognitive abilities may score at lower levels on this section; however, their high cognitive ability and achievement will serve as a balance on the final tally of points for the Iowa Scale.

C. Interpersonal Skills (Iowa Scale IX)

D. Attitude and Support (Iowa Scale X)

Whole Grade Acceleration is Recommended

If the acceleration evaluation committee makes a decision in favor of whole grade acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should create a written acceleration plan, which includes signatures of parents and all other members of the committee.
2. The acceleration evaluation committee should coordinate the acceleration plan with any other services being received by the child, in consultation with the staff members who are providing those services.
3. The signed Acceleration Plan should be placed in the child's permanent school file, and a copy should be sent to the gifted services secretary to file.
4. The building secretary should record the accelerated placement in the District's student database.
5. The principal should assign a school staff member to monitor student transition and ongoing progress during the accelerated placement.

Whole Grade Acceleration is NOT Recommended

If the acceleration evaluation committee does not recommend whole grade acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should document its findings, including the names of committee members and the reason(s) for not recommending accelerated placement at this time. Any member of the committee, including the parent/guardian, may include a statement of dissent.
2. This document should be placed in the student's permanent school file, and a copy should be sent to the gifted services secretary to file.
3. Parents should be informed of their right to make a written appeal of the decision to the Superintendent/designee within 10 school days of their receipt of the written acceleration evaluation committee's decision from the building principal. Information provided to parents should include the mailing address of the Superintendent/designee and should identify any factors or documents the parents should include in their letter of appeal to the

Superintendent/designee.

4. The acceleration evaluation committee should communicate alternative steps that might be taken within the school to address the student's educational needs and provide additional challenges to the student.

Annual Review and Planning

Following successful completion of the transition period defined by the acceleration evaluation committee, a student's acceleration is considered permanent, based on the child's continued success in the accelerated placement.

1. Subject Area Acceleration

For subject area acceleration

- A. Score above grade-level in the accelerated subject on a nationally standardized achievement test **within the last 12 months**, and
- B. To gain a holistic view of the child's likelihood for success, the acceleration committee may use additional test data that measures motivation, reading skills, and social/physical/emotional factors.

Subject Area Acceleration is Recommended

If the acceleration evaluation committee makes a decision in favor of subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should create a written acceleration plan, which includes signatures of parents and all other members of the committee.
2. The acceleration evaluation committee should coordinate the acceleration plan with any other services being received by the child, in consultation with the staff members who are providing those services.
3. The signed acceleration plan should be placed in the child's permanent school file and a copy should be sent to the gifted services secretary to file.
4. The building secretary should record the accelerated placement in the District's student database.
5. The principal should assign a school staff member to monitor student transition and ongoing progress during the accelerated placement.

Subject Area Acceleration is NOT Recommended

If the acceleration committee does not recommend subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration committee should document its findings, including the names of committee members and the reason(s) for not recommending accelerated placement at this time. Any member of the committee, including the parent/guardian, may include a statement of dissent.
2. This document should be placed in the student's permanent school file and a copy should be sent to the gifted services secretary to file.
3. Parents should be informed of their right to make a written appeal of the decision to the Superintendent/designee within 10 school days of their receipt of the written acceleration evaluation committee's decision from the building principal. Information provided to parents should include the mailing address of the Superintendent/designee and should identify any factors or documents the parents should include in their letter of appeal to the Superintendent/designee.
4. The acceleration evaluation committee should communicate alternative steps that might be taken within the school to address the student's educational needs and provide additional challenges to the student.

Annual Review and Planning

Following successful completion of the transition period defined by the acceleration evaluation committee, a student's acceleration is considered permanent, based on the child's continued success in the acceleration placement.

For students in subject area accelerated placements, the building principal/designee will conduct a planning conference during the second semester of the school year to identify, for the following school year, the classroom placement for subject area acceleration, and any specialized resources that might be needed to ensure the student's continual progress. If the student's regular class placement will be changing from elementary to sixth grade, from sixth grade to middle school or from middle school to high school, the principal/designee from the new school should participate in the planning conference.



Book	Policy Manual
Section	FOR REVIEW
Title	Copy of Acceleration
Code	IKEB-R
Status	
Adopted	August 13, 2007
Last Revised	July 8, 2015
Prior Revised Dates	09/28/2009, 05/11/2015

Acceleration

Pre-Referral Informal Case Review

Upon being contacted about potentially unique student needs, the principal may conduct an informal case review with all relevant parties to review available data, discuss student learning and potential needs and review results of interventions already applied.

To respond to identified student needs, options such as these should be considered:

1. classroom differentiation;
2. flexible instructional groups;
3. intervention provided by other school staff;
4. referral to IAT and/or RTI
5. completion of an Acceleration Referral to consider possible subject area or whole grade acceleration.

Documentation of an informal case review, IAT and/or RTI meeting/plan and/or any school interventions should be placed in the student file to insure that there is a full and accurate record of such discussions and interventions.

Acceleration Referral

A child's teacher and/or parents may submit an Acceleration Referral to the building principal.

After the principal signs the referral, a copy should be placed in the student's file, and the referral should be forwarded to the building psychologist for data gathering.

Data Gathering by Building Psychologist

The school psychologist will collect and review the data already available, and will communicate with the principal if any additional data are needed. The principal will approve the collection of additional data, and will communicate with staff who will be asked to administer assessments or provide additional information.

Upon approval of the principal, and receipt of written permission from the parents, the building psychologist will administer any individual cognitive and/or academic tests that are needed.

All assessment results will be returned to the building psychologist by teachers and other staff who are completing them.

The school psychologist will complete the Iowa Acceleration Scale, will create and maintain a file with documents related to the acceleration referral and will notify the principal when these steps have been completed.

Data Review and Decision

Upon receiving notification from the building psychologist that all data have been gathered and completed, the principal will convene an acceleration evaluation committee. Acceleration evaluation committee members may include:

1. principal and/or assistant principal (secondary);
2. intervention teacher (elementary);
3. child's current teacher;
4. A teacher at the grade level to which the student may be accelerated;
5. parent or legal guardian;
6. building psychologist;
7. gifted intervention specialist(s) if the child is receiving gifted education services;
8. special education teacher(s) if the child is receiving special education services and

The acceleration evaluation committee will examine the data and determine the appropriateness of whole grade or subject area accelerated placement for the child.

Minimum Criteria for Accelerated Placement in Hilliard City Schools

Whole Grade Acceleration

The school psychologist will complete the Iowa Acceleration Scale, will create and maintain a file with documents related to the acceleration referral and will notify the principal when these steps have been completed.

Iowa Acceleration Scale

Ranking of "Excellent" or "Good" — candidate for acceleration

1. Cognitive Ability (Iowa Scale IV)

The four Iowa Acceleration Scale checklists should be completed by the student's current teacher(s), and the results should be considered in determining the student's eligibility for an accelerated placement:

- A. School and Academic Factors (Iowa Scale VII)
- B. Development Factors (Iowa Scale VIII)

Note: Developmental factors should be considered in relationship to the child's cognitive abilities. Students with exceptional cognitive abilities may score lower levels on this section; however, their high cognitive ability and achievement will serve as a balance on the final tally of points for the Iowa Scale.

C. Interpersonal Skills (Iowa Scale IX)

On a nationally standardized test administered individually by a school psychologist that includes both verbal and nonverbal subscales. The assessment must have been conducted within the last 24 months. If test results are available from more than one individual assessment (as described above), the most recent scores should be used.

*If the child's Full Scale (Composite) cognitive score is below the level indicated, (but not lower than a 115 Full Scale score, or one standard deviation above the mean) and/or if cognitive ability has been measured by a nonverbal instrument score, all other criteria should be met.

2. Academic Aptitude (Iowa Scale V)

Academic aptitude is measured by an Ohio Department of Education **and Workforce**-approved above level standardized achievement test, administered individually by a school psychologist that allows measurement of academic ability beyond the student's current grade level.

3. **Academic Achievement** (Iowa Scale VI) — Grade-level achievement test (most current within the last 12 months)

Academic achievement is measured by results on a nationally standardized achievement test for the grade level at which the child is currently placed. The test must have been taken within the last 12 months. If more than one set of test scores is available, the most current score should be used.

Note: For reading or math, if the student has recently been assessed using an out-of-level nationally standardized achievement test, and the student has scored 90th percentile or higher (using grade- vs. age-based academic scores), it is not necessary to also administer a grade-level nationally standardized achievement test in that subject area. In this case, to complete this section of the Iowa Acceleration Scale, it should be assumed that the child would score at the 95th percentile on a grade-level achievement test in that subject area.

4. **Behavioral Checklists**

The four Iowa Acceleration Scale checklists should be completed by the student's current teacher(s), and the results should be considered in determining the student's eligibility for an accelerated placement

A. School and Academic Factors (Iowa Scale VII)

B. Developmental Factors (Iowa Scale VIII)

Note: Developmental factors should be considered in relationship to the child's cognitive abilities. Students with exceptional cognitive abilities may score at lower levels on this section; however, their high cognitive ability and achievement will serve as a balance on the final tally of points for the Iowa Scale.

C. Interpersonal Skills (Iowa Scale IX)

D. Attitude and Support (Iowa Scale X)

Whole Grade Acceleration is Recommended

If the acceleration evaluation committee makes a decision in favor of whole grade acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should create a written acceleration plan, which includes signatures of parents and all other members of the committee.
2. The acceleration evaluation committee should coordinate the acceleration plan with any other services being received by the child, in consultation with the staff members who are providing those services.
3. The signed Acceleration Plan should be placed in the child's permanent school file, and a copy should be sent to the gifted services secretary to file.
4. The building secretary should record the accelerated placement in the District's student database.
5. The principal should assign a school staff member to monitor student transition and ongoing progress during the accelerated placement.

Whole Grade Acceleration is NOT Recommended

If the acceleration evaluation committee does not recommend whole grade acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should document its findings, including the names of committee members and the reason(s) for not recommending accelerated placement at this time. Any member of the committee, including the parent/guardian, may include a statement of dissent.
2. This document should be placed in the student's permanent school file, and a copy should be sent to the gifted services secretary to file.
3. Parents should be informed of their right to make a written appeal of the decision to the Superintendent/designee within 10 school days of their receipt of the written acceleration evaluation committee's decision from the building principal. Information provided to parents should include the mailing address of the Superintendent/designee and should identify any factors or documents the parents should include in their letter of appeal to the

Superintendent/designee.

4. The acceleration evaluation committee should communicate alternative steps that might be taken within the school to address the student's educational needs and provide additional challenges to the student.

Annual Review and Planning

Following successful completion of the transition period defined by the acceleration evaluation committee, a student's acceleration is considered permanent, based on the child's continued success in the accelerated placement.

1. Subject Area Acceleration

For subject area acceleration

- A. Score above grade-level in the accelerated subject on a nationally standardized achievement test **within the last 12 months**, and
- B. To gain a holistic view of the child's likelihood for success, the acceleration committee may use additional test data that measures motivation, reading skills, and social/physical/emotional factors.

Subject Area Acceleration is Recommended

If the acceleration evaluation committee makes a decision in favor of subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration evaluation committee should create a written acceleration plan, which includes signatures of parents and all other members of the committee.
2. The acceleration evaluation committee should coordinate the acceleration plan with any other services being received by the child, in consultation with the staff members who are providing those services.
3. The signed acceleration plan should be placed in the child's permanent school file and a copy should be sent to the gifted services secretary to file.
4. The building secretary should record the accelerated placement in the District's student database.
5. The principal should assign a school staff member to monitor student transition and ongoing progress during the accelerated placement.

Subject Area Acceleration is NOT Recommended

If the acceleration committee does not recommend subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The acceleration committee should document its findings, including the names of committee members and the reason(s) for not recommending accelerated placement at this time. Any member of the committee, including the parent/guardian, may include a statement of dissent.
2. This document should be placed in the student's permanent school file and a copy should be sent to the gifted services secretary to file.
3. Parents should be informed of their right to make a written appeal of the decision to the Superintendent/designee within 10 school days of their receipt of the written acceleration evaluation committee's decision from the building principal. Information provided to parents should include the mailing address of the Superintendent/designee and should identify any factors or documents the parents should include in their letter of appeal to the Superintendent/designee.
4. The acceleration evaluation committee should communicate alternative steps that might be taken within the school to address the student's educational needs and provide additional challenges to the student.

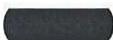
Annual Review and Planning

Following successful completion of the transition period defined by the acceleration evaluation committee, a student's acceleration is considered permanent, based on the child's continued success in the acceleration placement.

For students in subject area accelerated placements, the building principal/designee will conduct a planning conference during the second semester of the school year to identify, for the following school year, the classroom placement for subject area acceleration, and any specialized resources that might be needed to ensure the student's continual progress. If the student's regular class placement will be changing from elementary to sixth grade, from sixth grade to middle school or from middle school to high school, the principal/designee from the new school should participate in the planning conference.



Book Policy Manual
Section FOR REVIEW
Title ****OSBA Sample**** Communicable Diseases
Code JHCC
Status From OSBA



****OSBA Sample****

Communicable Diseases

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation. The Board directs the Superintendent to develop and implement communicable disease management protocols in consultation with health professionals.

In order to protect the health and safety of students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools. The Board will not require an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval, nor will the District discriminate against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Readmission is dependent upon a decision by a physician, school nurse or public health nurse.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

LEGAL REFS.:

- ORC 3313.67
- ORC 3313.671
- ORC 3313.68
- ORC 3313.71
- ORC 3319.321
- ORC 3707.04
- ORC 3707.06
- ORC 3707.08
- ORC 3707.16
- ORC 3707.20
- ORC 3707.21
- ORC 3707.26
- ORC 3792.04

CROSS REFS.: JHCA, Physical Examinations of Students
JHCB, Immunizations

NOTE: Communicable diseases are illnesses caused by microorganisms and transmitted from an infected person or animal to another person or animal. Most communicable diseases are spread through contact or close proximity because the microorganisms are airborne, i.e., they are expelled from the nose and mouth of the infected person and inhaled by anyone in the vicinity.

To ensure the health and safety of the entire school community, boards should make sure that administrators develop, implement and maintain a communicable disease management program within the District's larger comprehensive emergency/safety plan.

At a minimum, this program should include how to identify, detect and report communicable diseases, when to isolate students from other students, when to exclude students from school, what should be done to educate excluded students and how to integrate infected students back into the classrooms.

HB 244 (2021) enacts Ohio Revised Code 3792.04, prohibiting a public school from requiring an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval. The provisions also prohibit the District from discriminating against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

Legal

[ORC 3313.67](#)

[ORC 3313.671](#)

[ORC 3313.68](#)

[ORC 3313.71](#)

[ORC 3319.321](#)

[ORC 3707.04](#)

[ORC 3707.06](#)

[ORC 3707.08](#)

[ORC 3707.16](#)

[ORC 3707.20](#)

[ORC 3707.21](#)

[ORC 3707.26](#)

[ORC 3792.04](#)



Book	Policy Manual
Section	Section J: Student
Title	Communicable Diseases
Code	JHCC
Status	Active
Adopted	August 14, 2001
Last Revised	November 8, 2021
Prior Revised Dates	05/11/2011, 05/11/2015, 02/08/2016

Communicable Diseases

It is the belief of the Board that it has the responsibility to attempt to ensure that all students and staff are provided with a healthy learning environment, which would promote their optimum level of health. Learning is more apt to occur when the learner is in a healthy state physically, socially, emotionally and mentally. The Board will instruct administrators and school health personnel to establish and enforce procedures in accordance with Federal, State and local laws, directives by agencies of the State, Board policy and administrative recommendations.

The Board will not require an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval, nor will the District discriminate against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

Casual-Contact Communicable Diseases

Any child suspected of having a casual-contact communicable disease will be referred to a physician for examination and recommendation for exclusion from school. Readmission to school will be allowed by a physician's statement or by consultation with the school nurse. In case of doubt regarding exclusion or readmission, the physician will be consulted.

Exclusion from and readmission to school of students with suspected communicable disease shall be determined by using the Ohio Department of Health publication "Communicable Disease Chart" as a minimal standard. This chart is not an all-inclusive list. Cases of communicable disease that are reportable by law should be reported to the local health department Infectious Disease Reporting System (IDRS).

When deemed appropriate, the school nurse will request the building principal to inform parents when a communicable disease occurs in the classroom.

Control of Noncasual-Contact Communicable Diseases

The Board seeks to provide a safe educational environment for both students and staff. It is the Board's intent to ensure that any student or employee who contracts a communicable disease that is not communicated through casual contact will have his/her status in the District examined by a medical evaluation team and that the rights of both the affected individual and those of other members and students will be acknowledged and respected.

For purposes of this policy, "noncasual-contact communicable diseases" shall include:

1. HIV positive individual
2. hepatitis B
3. other like diseases that may be specified by the State Board of Health.

Medical Evaluation Team - Non-Casual Communicable Diseases

The Board seeks to keep students and employees in school unless there is definitive evidence to warrant exclusion. When the Superintendent/designee learns that a student or employee may be infected with a noncasual-contact communicable disease, the Superintendent/designee may convene a medical evaluation team. That team may consist of an administrator assigned by the Superintendent/designee, with prior written permission, the individual's primary care physician, a physician designated by the Board, a school nurse and a public health official. The team has the authority to request additional expertise as may be considered necessary and appropriate. Administration will act as chairperson and convene the team.

The medical evaluation team may make such expeditious examination of the employee or student as in its opinion the protection of the health of the students, teachers and other school employees require. If it is a student, the parent/guardian must give written permission for this examination to occur. If it is an employee, then that individual must give prior written permission for this examination to occur. The team shall make a written report to the Superintendent/designee, which shall specify the following:

1. whether the employee or student has been exposed to or has contracted a communicable disease;
2. the identification of the disease, its nature and prognosis;
3. the nature of the risk of the employee's or student's medical condition (how the disease is transmitted);
4. the duration of the condition (how long the carrier is infectious);
5. the severity of the risk of the medical condition (the potential harm to third parties);
6. the probability the disease will be transmitted and varying degrees of harm and
7. a recommendation regarding future attendance of a student or future employment of an employee.

After considering the report of the medical evaluation team, the Superintendent/designee may assign the student to school unconditionally, to school under restrictive conditions or to home instruction pursuant to the Board's policy on home instruction. With respect to an evaluation of an employee, the Superintendent/designee may assign the employee to return to his/her usual place of employment unconditionally or to a work assignment under restrictive conditions or the Superintendent/designee may seek to have the employee utilize sick leave or be placed on a leave of absence in accordance with the collective bargaining agreement and Ohio law.

The evaluation team shall maintain an active role in monitoring an infected student's or employee's condition. If the Superintendent/designee or any member of the evaluation team believes there has been a change in the student's or employee's condition, the Evaluation Team will reconvene to review the circumstances of the infected person(s). If the review suggests a need to revise the initial recommendation, the evaluation team will do so in a timely manner and direct the recommendation to the Superintendent/designee.

Confidentiality of Non-Casual Communicable Diseases

The Board recognizes the need to protect the individual rights and the health of persons infected with communicable diseases and the rights and health of those not similarly infected. The Board believes that information concerning the health of any employee or student should be treated as confidential information and should be known only to those required to have such information. No person in this setting is required by law to disclose any information with regard to HIV or HEP B status. If an HIV or HEP B positive staff member or the parent/guardian of an HIV or HEP B positive student chooses, the HIV or HEP B positive individual or his/her parent or guardian will make the determination with whom the individual's HIV or HEP B status will be shared. It is in the best interest of the District to have the HIV or HEP B positive individual specify in writing with whom his/her HIV or HEP B status can be shared and how this information will be provided to the specified individuals.

Communicable Diseases Education Program

The Board directs the administration to develop a program for educating persons regarding communicable diseases. The program should provide a plan for making information about communicable diseases available to students and employees. The program should include in-service training for teachers, administrators and non-teaching employees. The Board and administration will assist other public agencies in providing information about communicable diseases to the public. In developing such programs, it is expected that information from sources such as the National Centers for Disease

Control, the Ohio Department of Health and the Ohio Department of Education will be utilized. The purposes of the education program will help to dispel fears based upon erroneous information or a lack of information and adherence to FERPA guidelines.

Legal

- [ORC 3313.67](#)
- [ORC 3313.671](#)
- [ORC 3313.68](#)
- [ORC 3313.71](#)
- [ORC 3319.321](#)
- [ORC 3707.04](#)
- [ORC 3707.06](#)
- [ORC 3707.08](#)
- [ORC 3707.16](#)
- [ORC 3707.20](#)
- [ORC 3707.21](#)
- [ORC 3707.26](#)
- [ORC 3792.04](#)

Cross References

- [JHCA - Physical Examinations of Students \(Student Screening Programs\)](#)
- [JHCB - Immunizations](#)



Book	Policy Manual
Section	FOR REVIEW
Title	Copy of Communicable Diseases
Code	JHCC
Status	
Adopted	August 14, 2001
Last Revised	November 8, 2021
Prior Revised Dates	05/11/2011, 05/11/2015, 02/08/2016

Communicable Diseases

It is the belief of the Board that it has the responsibility to attempt to ensure that all students and staff are provided with a healthy learning environment, which would promote their optimum level of health. Learning is more apt to occur when the learner is in a healthy state physically, socially, emotionally and mentally. The Board will instruct administrators and school health personnel to establish and enforce procedures in accordance with Federal, State and local laws, directives by agencies of the State, Board policy and administrative recommendations.

The Board will not require an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval, nor will the District discriminate against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

Casual-Contact Communicable Diseases

Any child suspected of having a casual-contact communicable disease will be referred to a physician for examination and recommendation for exclusion from school. Readmission to school will be allowed by a physician's statement or by consultation with the school nurse. In case of doubt regarding exclusion or readmission, the physician will be consulted.

Exclusion from and readmission to school of students with suspected communicable disease shall be determined by using the Ohio Department of Health publication "Communicable Disease Chart" as a minimal standard. This chart is not an all-inclusive list. Cases of communicable disease that are reportable by law should be reported to the local health department Infectious Disease Reporting System (IDRS).

When deemed appropriate, the school nurse will request the building principal to inform parents when a communicable disease occurs in the classroom.

Control of Noncasual-Contact Communicable Diseases

The Board seeks to provide a safe educational environment for both students and staff. It is the Board's intent to ensure that any student or employee who contracts a communicable disease that is not communicated through casual contact will have his/her status in the District examined by a medical evaluation team and that the rights of both the affected individual and those of other members and students will be acknowledged and respected.

For purposes of this policy, "noncasual-contact communicable diseases" shall include:

1. HIV positive individual
2. hepatitis B
3. other like diseases that may be specified by the State Board of Health.

Medical Evaluation Team - Non-Casual Communicable Diseases

The Board seeks to keep students and employees in school unless there is definitive evidence to warrant exclusion. When the Superintendent/designee learns that a student or employee may be infected with a noncasual-contact communicable disease, the Superintendent/designee may convene a medical evaluation team. That team may consist of an administrator assigned by the Superintendent/designee, with prior written permission, the individual's primary care physician, a physician designated by the Board, a school nurse and a public health official. The team has the authority to request additional expertise as may be considered necessary and appropriate. Administration will act as chairperson and convene the team.

The medical evaluation team may make such expeditious examination of the employee or student as in its opinion the protection of the health of the students, teachers and other school employees require. If it is a student, the parent/guardian must give written permission for this examination to occur. If it is an employee, then that individual must give prior written permission for this examination to occur. The team shall make a written report to the Superintendent/designee, which shall specify the following:

1. whether the employee or student has been exposed to or has contracted a communicable disease;
2. the identification of the disease, its nature and prognosis;
3. the nature of the risk of the employee's or student's medical condition (how the disease is transmitted);
4. the duration of the condition (how long the carrier is infectious);
5. the severity of the risk of the medical condition (the potential harm to third parties);
6. the probability the disease will be transmitted and varying degrees of harm and
7. a recommendation regarding future attendance of a student or future employment of an employee.

After considering the report of the medical evaluation team, the Superintendent/designee may assign the student to school unconditionally, to school under restrictive conditions or to home instruction pursuant to the Board's policy on home instruction. With respect to an evaluation of an employee, the Superintendent/designee may assign the employee to return to his/her usual place of employment unconditionally or to a work assignment under restrictive conditions or the Superintendent/designee may seek to have the employee utilize sick leave or be placed on a leave of absence in accordance with the collective bargaining agreement and Ohio law.

The evaluation team shall maintain an active role in monitoring an infected student's or employee's condition. If the Superintendent/designee or any member of the evaluation team believes there has been a change in the student's or employee's condition, the Evaluation Team will reconvene to review the circumstances of the infected person(s). If the review suggests a need to revise the initial recommendation, the evaluation team will do so in a timely manner and direct the recommendation to the Superintendent/designee.

Confidentiality of Non-Casual Communicable Diseases

The Board recognizes the need to protect the individual rights and the health of persons infected with communicable diseases and the rights and health of those not similarly infected. The Board believes that information concerning the health of any employee or student should be treated as confidential information and should be known only to those required to have such information. No person in this setting is required by law to disclose any information with regard to HIV or HEP B status. If an HIV or HEP B positive staff member or the parent/guardian of an HIV or HEP B positive student chooses, the HIV or HEP B positive individual or his/her parent or guardian will make the determination with whom the individual's HIV or HEP B status will be shared. It is in the best interest of the District to have the HIV or HEP B positive individual specify in writing with whom his/her HIV or HEP B status can be shared and how this information will be provided to the specified individuals.

Communicable Diseases Education Program

The Board directs the administration to develop a program for educating persons regarding communicable diseases. The program should provide a plan for making information about communicable diseases available to students and employees. The program should include in-service training for teachers, administrators and non-teaching employees. The Board and administration will assist other public agencies in providing information about communicable diseases to the public. In developing such programs, it is expected that information from sources such as the National Centers for Disease

Control, the Ohio Department of Health and the Ohio Department of Education **and workforce** will be utilized. The purposes of the education program will help to dispel fears based upon erroneous information or a lack of information and adherence to FERPA guidelines.

Legal

[ORC 3313.67](#)

[ORC 3313.671](#)

[ORC 3313.68](#)

[ORC 3313.71](#)

[ORC 3319.321](#)

[ORC 3707.04](#)

[ORC 3707.06](#)

[ORC 3707.08](#)

[ORC 3707.16](#)

[ORC 3707.20](#)

[ORC 3707.21](#)

[ORC 3707.26](#)

[ORC 3792.04](#)

Cross References

[JHCA - Physical Examinations of Students \(Student Screening Programs\)](#)

[JHCB - Immunizations](#)



Book	Policy Manual
Section	Issue 4 of 2024 December PDQ (Revised)
Title	**OSBA Sample** Executive Sessions
Code	BDC
Status	From OSBA
Adopted	August 14, 2001
Last Revised	February 8, 2021

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

Executive Sessions

Educational matters should be discussed and decisions made at public meetings of the Board. Some matters are more properly discussed by the Board in executive session. As permitted by law, the Board may enter into executive session for consideration of the following matters:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee or official, or the investigation of charges or complaints against an employee, official or student, unless such individual requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);
2. **either** the purchase of property for public purposes, or ~~for~~ the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;
3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;
4. matters required to be kept confidential by Federal law or State statutes;
5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;
6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action or
7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance, provided that:
 - A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

B. a unanimous quorum of the Board has determined by a roll-call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

Conferences with a member of the Auditor of State's Office or an appointed certified public accountant for the purpose of an audit are not considered meetings subject to the Open Meetings Act (Sunshine Law).

The Board meets in executive session only to discuss legally authorized matters. Executive sessions are held only as part of a regular or special meeting and only after a majority of the quorum determines, by a roll-call vote, to hold such a session.

When the Board holds an executive session for any of the reasons stated above, the motion and vote to hold the executive session shall state one or more of the purposes listed under such paragraph for which the executive session is to be held, but need not include the name of any person to be considered in the executive session. The minutes shall reflect the information described above.

In compliance with law, no official action may be taken in executive session. To take final action on any matter discussed, the Board reconvenes into public session.

The Board may invite staff members or others to attend executive sessions at its discretion.

No present or former Board members or employees shall disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

Legal References

ORC 102.03
ORC 121.22

Cross References

AFBA (Also BCCB) - Evaluation of the Treasurer
BCD (Also CBI) - Board-Superintendent Relationship
BCE - Board Committees
BCF - Advisory Committees to the Board
BD - School Board Meetings
BDDG - Minutes
KBA - Public's Right to Know
KLD - Public Complaints About District Personnel

NOTE: This policy has incorporated the substance of State law on public meetings into its policy.

THIS IS A REQUIRED POLICY

Legal ORC 102.03
ORC 121.22



Book	Policy Manual
Section	Section B: School Board Governance And Operations
Title	Executive Sessions
Code	BDC
Status	Active
Adopted	August 14, 2001
Last Revised	February 8, 2021
Prior Revised Dates	11/25/2013, 05/11/2015, 06/15/2020

Executive Sessions

Educational matters should be discussed and decisions made at public meetings of the Board (in accordance with the rationale for the creation of public governing bodies). Some matters are more properly discussed by the Board in executive session. As permitted by law, the Board may enter into executive session for consideration of the following matters:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee or official, or the investigation of charges or complaints against an employee, official, licensee or student, unless such individual requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);
2. the purchase of property for public purposes or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;
3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing or avoiding prosecution for, a violation of the law;
4. matters required to be kept confidential by Federal law or State statutes;
5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;
6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action or
7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:
 - A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

B. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

Conferences with a member of the office of the Auditor of State or an appointed certified public accountant for the purpose of an audit are not considered meetings subject to the Open Meetings Act (Sunshine Law).

The Board meets in executive session only to discuss legally authorized matters. Executive sessions are held only as part of a regular or special meeting and only after a majority of the "quorum" determines, by a roll-call vote, to hold such a session.

When the Board holds an executive session for any of the reasons stated above, the motion and vote to hold the executive session shall state one or more of the purposes listed under such paragraph for which the executive session is to be held, but need not include the name of any person to be considered in the executive session. The minutes shall reflect the information described above.

In compliance with law, no official action may be taken in executive session. To take final action on any matter discussed, the Board reconvenes into public session.

The Board may invite staff members or others to attend executive sessions at its discretion.

No present or former Board members or employees shall disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

Legal [ORC 102.03](#)
[ORC 121.22](#)

Cross References [AFBA \(Also BCCB\) - Evaluation of the Treasurer/CFO](#)
[BCD \(Also CBI\) - Board-Superintendent/CEO Relationship](#)
[BCE - Board Committees](#)
[BCF - Advisory Committees to the Board](#)
[BD - School Board Meetings](#)
[BDDG - Minutes](#)
[KBA - Public's Right to Know](#)
[KLD - Public Complaints About District Personnel](#)