



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Wednesday, January 22, 2025, Central Office

Hilliard City School District
Operations Department

COMMITTEE MEMBERS

Brian Perry, Board of Education
Kelley Arnold, Board of Education
Melissa Swearingen, Treasurer/CFO
Mike McDonough, Deputy Superintendent
Jill Abraham, Assistant Superintendent
Stacie Raterman, Communications Director
Herb Higginbotham, Director of Elementary Education
Jacob Grantier, Director of Middle Level Education

Jamie Lennox, Special Education Director
Hilary Sloat, Director of Diversity, Equity & Inclusion
Matt Middleton, Principal Hilliard Darby HS
Katherine Hueter, Principal Hilliard Weaver MS
Matt Trombitas, Asst Principal Hilliard Station Sixth Grade
Kevin Landon, Principal Avery Elementary
Monica Campana, Principal Washington Elementary
Angie Rader, HEA Representative

RECOMMENDATION

Second Reading
February 24, 2025

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

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

1. AFC-2 (Also GCN-2) – Evaluation of Professional and Certificated Staff
2. BDC – Executive Sessions
3. GCB-2-R – Professional and Certificated Staff Contracts and Compensation Plans
4. IGBI – English Learners
5. IKEB-R – Acceleration
6. IKF-Graduation Requirements
7. JHCC – Communicable Diseases

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

- First reading – February 10, 2025
 - Second reading – February 24, 2025
 - Third reading and adoption – March 10, 2025
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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)**, 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, **E**valuations 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	Section B: School Board Governance And Operations
Title	Copy of Executive Sessions
Code	BDC
Status	
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. **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 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 Opens 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](#)



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.



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
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[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 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 **Intervention Assistance Team (IAT)** and/or ~~RTI~~ **Multi-Tiered Systems of Supports (MTSS)**
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~~ **MTSS** 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~~ **school** psychologist for data gathering.

Data Gathering by ~~Building~~ **School** 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 school psychologist will administer any individual cognitive and/or academic tests that are needed.

All assessment results will be returned to the building school 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 school 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 school 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	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 Career Based Intervention (CBI) 3 Related. Note: Taking one of these prior to the Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10th graders who are interested in Tolles Career & Technical Center.	½ unit
Senior Capstone - The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts course work were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the fine arts graduation requirement. Elective credits must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5 units

Hilliard City Schools Graduation Requirements Class of 2027 and Beyond

English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	1 unit
Science - Including one credit each in Biology and a physical science	3 units
Math - Must include Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education - Students may waive the physical education requirement with participation in athletics, marching band and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject area to meet the minimum credit requirement for graduation.	½ unit
Future Ready	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Sophomore, Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship, Life Skills 1 or Career Based Intervention (CBI) 3 Related. Note: Taking one of these prior to the Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10th graders who are interested in Tolles Career & Technical Center.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts course work were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the fine arts graduation requirement. Elective credits must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21 units

Summer School

Summer school credits are accepted toward graduation provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools, which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education, which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Legal [ORC 3301.07\(D\)\(3\)](#)
[ORC 3313.60](#)
[ORC 3313.6014](#)

[ORC 3313.603](#)

[ORC 3313.605](#)

[ORC 3313.61](#)

[ORC 3313.617](#)

[ORC 3345.06](#)

[OAC 3301-16-05](#)

[OAC 3301-35-04](#)

Cross References

[IGBM - Credit Flexibility](#)

[IGCA - Summer Schools](#)

[IGCD \(Also LEB\) - Educational Options](#)

[IGCH \(Also LEC\) - College Credit Plus](#)

[IGCI - Community Service](#)

[IKFC - Graduation Plans and Students at Risk of not Qualifying for a High School Diploma](#)

[JN - Student Fees, Fines and Charges](#)



Book	Policy Manual
Section	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](#)