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INSTRUCTIONAL GOALS

The goals of the instructional program are considered guides, rather than limits, which are flexible enough to meet the changing needs of both students and society for all grade levels and subject areas.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;
2. helping students establish aesthetic, moral and ethical values;
3. helping students relate satisfactorily to others in circumstances involving their families, work, government and recreation;
4. giving students a mastery of the basic skills of learning, thinking, problem-solving, reading, writing and computation;
5. teaching students to use the various media of self-expression;
6. instilling in students a knowledge of the social and natural sciences;
7. acquainting students with the richness of the national heritage;
8. stimulating students to work productively in the various areas of human endeavor and
9. acknowledging the importance of, and relating appropriately to, the home and other social agencies in developing the habits and attitudes that make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
OAC 3301-35-06

CROSS REFS.: ADA, Educational Philosophy
AE, School District Goals and Objectives
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

Instructors shall identify skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning within each subject area and at each grade level.

A standards-based curriculum is developed and implemented according to state academic content standards and the requirements established by the Ohio Administrative Code.

Courses of study are reviewed and updated as needed under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: ADA, Educational Philosophy
AE, School District Goals and Objectives
AFE, Evaluation of Instructional Programs (Also IM)
IA, Instructional Goals

ACADEMIC FREEDOM

Public education in a pluralistic society must strive to present, as objectively as possible, varied events, activities and perceptions reflected in history, literature and other sources of humanity's thought and expression. A major goal of education in a free society is to develop persons who can think critically, understand their culture, live compassionately with others, make sound decisions and live with the consequences of their judgment. Because points of view differ and biases exist, students must have access to materials that express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the age and relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views.

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the Board where such subjects or methods are deemed by the Board and/or District administrators to be educationally unsound, inappropriate for the age or maturity level of the students, or irrelevant to any valid educational objective. All instruction must conform to state academic content standards and the District's adopted courses of study. The right to free speech protected by the First Amendment does not extend to the in-class curricular speech of teachers made pursuant to their official duties. Accordingly, teacher speech in the classroom may be subject to reasonable controls as to appropriateness.

[Adoption date: April 30, 1990]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2011]

[Re-adoption date: October 10, 2016]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval. The number of hours scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities that are not on this calendar and are omitted through oversight, lack of advanced planning by staff, athletic leagues or other outside groups, or for some other acceptable reason, may be added. Such requests must be approved by the Superintendent.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

McDonald Local School District, McDonald, Ohio

SCHOOL DAY

“School day” is defined as the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule. It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can promote the efficient operation of the District and help achieve a more effective instructional program.

The housing of grade levels in school facilities and the administration of the instructional program is according to plans developed by the Superintendent and administrative staff, and approved by the Board.

Modifications in the organizational plan of each school may be made by the Board upon the recommendation of the Superintendent. The Superintendent continually monitors the effectiveness of the organizational plan and recommends to the Board modifications in the plan that are in the best interest of students; provides for the equivalency of instructional materials, equipment and personnel and makes the wisest use of resources and personnel to serve the educational goals of the Board.

The organization of facilities may be reorganized to comply with the provisions of No Child Left Behind.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3311.29
3313.53; 3313.531; 3313.641
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07;
3301-35-09

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
IHA, Grouping for Instruction
JECBD, Intradistrict Open Enrollment

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary in order to ensure that the District meets the needs of the students in its schools.

Curriculum planning is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction – program and process – and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The professional staff is expected to play an active role in curriculum development.

The Superintendent/designee provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.21; 3313.212

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)

ABB, Staff Involvement in Decision Making (Also GBB)

AFI, Evaluation of Educational Resources

BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study that promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by State and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3301.07
3313.21; 3313.212
3313.60; 3313.602; 3313.90
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum that serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in career-technical and other specialized fields and to grow toward independent learning.

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State law.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation, which serves the student during his/her school experiences and throughout life.

The curriculum responds to the wide range of developmental needs, learning styles, abilities and English proficiency by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: November 20, 2017]

LEGAL REFS.: ORC 3301.07

3313.53; 3313.60; 3313.604; 3313.6021

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: EBBA, First Aid

IB, Academic Freedom

INB, Teaching About Controversial Issues

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, ancestry, religion, sex, economic status, age, disability or military status through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff refreshes its awareness of the fact that the public schools are among the primary instruments for improving human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
 - A. recognize the dignity and worth of the individual;
 - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
 - C. stimulate the development of respect for the laws of this country.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC Chapter 4112
5903.01(G)
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
JB, Equal Educational Opportunities

TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or about religion in general should:

1. be objective;
2. avoid any doctrinal impact and
3. avoid any implication that religious doctrines have the support of school authority.

[Adoption date: October 10, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
U.S. Const. Amend. I
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities

CAREER-TECHNICAL EDUCATION

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter postsecondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shared with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, educational programs offered to secondary school students, adults, postgraduates and other desiring to obtain necessary workforce skills are established in accordance with State law and the Ohio Administrative Code.

The educational program is administered by the Superintendent/designee.

Fees may be charged to students, as established by the Board, to pay for materials they use in these courses and programs.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: August 22, 2018]

[Re-adoption date: November 28, 2018]

LEGAL REFS.: ORC Chapter 3303
3311.16; 3311.17; 3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-35-04
3301-61

CROSS REFS: JN, Student Fees, Fines and Charges
LB, Relations with Other Schools and Educational Institutions

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12); prescription opioid abuse prevention and anatomical gifts.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: July 12, 2010]

[Re-adoption date: March 8, 2016]

[Re-adoption date: October 10, 2016]

[Re-adoption date: April 26, 2017]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAF, Physical Education
IGAG, Drugs, Alcohol and Tobacco Education
IGAH, Family Life Education
IGAI, Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse

McDonald Local School District, McDonald, Ohio

PHYSICAL EDUCATION

The Board believes the District should provide education that is pertinent to the practical aspects of life, including instruction in student wellness practices. The Board promotes healthy schools by supporting wellness, which includes nutrition and physical activity instruction, as a part of the total learning environment.

A program of physical activity has substantial health benefits for students, including favorable effects on body weight, blood pressure, endurance capacity and physical strength. In addition, physical activity promotes good academic outcomes, fosters student attendance and helps increase a student's capacity for learning. The District promotes physical activity through structured classes in physical education and by encouraging students to develop healthy lifelong skills and interests in walking, biking or other leisure time activities.

The Board directs the administration to provide opportunities for physical activity through physical education classes, recess periods and cocurricular and extracurricular activities.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7CFR 220
7 CFR 225
7 CFR 245
ORC 3313.6016
3313.814
OAC 3301-91-09

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
EFG, Student Wellness Program
IGAE, Health Education
JHF, Student Safety

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with concern the serious implications of drug, alcohol and tobacco use by students. In keeping with its primary responsibility, the education of youth, the Board charges the staff to continue to investigate the causes of student involvement with drugs and alcohol and to develop suitable preventive measures whenever feasible.

The Board and the staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco. Instructional units include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC Chapter 2925
3313.60; 3313.95
OAC 3301-35-04; 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values, which result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

In addition to the requirements listed below, the policies and procedures concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
3. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally-placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for reevaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: July 12, 2010]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
JGF, Discipline of Students with Disabilities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a free appropriate public education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE to the child.

3. Multi-Factored Evaluation

The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: May 9, 1985)

(Re-approval date: March 25, 1996)

(Re-approval date: November 16, 2009)

(Re-approval date: October 10, 2016)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The services likely to be provided to a student based on the nature of their identification are:

Gifted identification area:	Services likely to be provided:
Superior cognitive ability	Cluster grouped or advanced courses in language arts, math, science, and/or social studies
Math	Cluster grouped or advanced courses in math
Science	Cluster grouped or advanced courses in science
Reading/writing	Cluster grouped or advanced courses in language arts
Social studies	Cluster grouped or advanced courses in social studies
Creative thinking	Cluster grouped or advanced courses in language arts, math, science, and/or social studies
Visual/performing arts (art, music, drama, dance)	Cluster grouped or advanced courses in art and/or music

The gifted services currently available within the District and the criteria for receiving these services are:

District Name for Service	Service Setting	Grade Level(s)	Criteria for Service	Service Provider
Cluster grouping for academics	Regular classroom with cluster group	1-12	Gifted identification in superior cognitive, reading/writing, math, science, social studies, and/or creative thinking	District staff
Cluster grouping for visual/performing arts	Regular specialist classroom with cluster group	1-12	Gifted identification in visual/performing arts	Trained district arts instructors
STEAM Excel	Educational options	5-8	Gifted identification in visual/performing arts	TCESC trained arts instructors
8th grade physical science and/or algebra 1	Regular classroom with subject acceleration	8	Gifted identification in superior cognitive, math, and/or science	District staff
Advanced classes	Honors classes	9-12	Gifted identification in superior cognitive, math, science, and/or reading/writing	District staff
College Credit Plus	College Credit Plus course	11-12	Gifted identification in corresponding area, university requirements	College professor or district staff

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a “no services” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

[Adoption date: May 9, 1985]

[Re-adoption date: December 8, 1999]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: May 30, 2017]

[Re-adoption date: December 27, 2017]

[Re-adoption date: March 28, 2018]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION (Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

The District provides all remedial supports required by law including those related to assessments and end-of-course examinations.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: April 13, 1992]

[Re-adoption date: November 16, 2009]

[Re-adoption date: March 8, 2016]

[Re-adoption date: October 10, 2016]

[Re-adoption date: November 20, 2019]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading
Guarantee)
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student, and identifies students who are reading below their grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from students.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: March 18, 2013]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3301.163
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, English Learners
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;

3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide a teacher who:

1. has less than one year of teaching experience, provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or

2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. small group instruction
 - B. reduced teacher-student ratios
 - C. more frequent progress monitoring
 - D. tutoring or mentoring

- E. transition classes containing third and fourth grade students
 - F. extended school day, week or year
 - G. summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
 4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
 5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

(Approval date: March 18, 2013)

(Re-approval date: March 8, 2016)

(Re-approval date: October 10, 2016)

HOMEBOUND INSTRUCTION

The Board provides instruction, as appropriate, for students confined to home in compliance with the law.

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified as needed by a licensed physician or psychologist. Home instruction teachers, who are provided by the school, are paid at the designated hourly rate.
2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.
3. Home instruction teachers must be certificated/licensed teachers.
4. All work must meet the standards of the Ohio Department of Education and be done under the supervision of the Superintendent/designee. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications between the regular classroom teacher and the home instructor to ensure a proper program of instruction for the student.
5. The duration and time of a home instruction program is determined by the Superintendent/designee, on the basis of information received from teachers, parents, medical personnel and the building principal. Exceptions are those children with disabilities who have an IEP.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
OAC Chapter 3301-51

CROSS REFS.: IGBA Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Non-Chartered or Home Schooling

ALTERNATIVE SCHOOL PROGRAMS

The Board may approve alternative school programs for students who cannot benefit from the regular school program.

Alternative school programs:

1. provide a setting in which individual guidance and challenge can be provided for each student;
2. provide an instructional program that assists each student in overcoming academic deficiencies, truancy and behavioral problems;
3. strive to improve each student's self-concept so that he/she recognizes his/her ability to succeed and play a contributing role in society;
4. provide an accepting environment in which respect and confidence are given to each student and
5. develop a realistic instructional program that assists each student in acquiring the skills necessary to become a self-supporting citizen.

The alternative school program is staffed by personnel who are committed to the importance of the program and who recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan that includes long-range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program is made according to criteria established by the program staff in accordance with State law and approved by the Superintendent. Students in the alternative school program may return to their regular schools when they and the program staff agree that they are ready to do so.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-06; 3301-35-09

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 rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

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

1. appropriately identify language minority 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 in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

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

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: May 30, 2017]

[Re-adoption date: December 27, 2017]

[Re-adoption date: March 28, 2018]

LEGAL REFS.: 42 USC 2000d

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

34 CFR 200

ORC 3301.0711

3302.01; 3302.03

3313.61; 3313.611; 3313.612

3317.03

3331.04

OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination

IE, Organization of Facilities for Instruction

IGBJ, Title I Programs

IGBL, Parent and Family Involvement in Education

JB, Equal Educational Opportunities

JK, Employment of Students

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.

[Adoption date: November 16, 2009]
[Re-adoption date: October 10, 2016]
[Re-adoption date: May 30, 2017]
[Re-adoption date: December 27, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: 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

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board recognizes that a student's education is a shared responsibility by the school, the student and the family. Research indicates that involvement of parents and families in support of their children's education increases student achievement. Schools and parents and families must work as partners if the District is to meet its goal of effectively educating students.

The Board directs the administration and teaching staff to promote parent and family involvement by:

1. supporting meaningful two-way communication between school and home;
2. promoting responsible parenting;
3. encouraging parents and family members to play an integral role in assisting student learning;
4. assisting parents and family members in their efforts to support, reinforce and extend their children's learning;
5. providing opportunities for parent and family input in school programs and curriculum;
6. respecting parents and family members as partners in decisions affecting children and families;
7. welcoming parents and families as visitors to the schools;
8. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
9. communicating with parents and family members about Board policies and regulations;
10. encouraging parents and family members to volunteer in the schools and school-related activities;
11. encouraging parent and family involvement through parent groups and Board and school advisory committees;
12. supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of parent and family involvement strategies;

13. encouraging school administrators to set expectations and create a climate conducive to parent and family participation;
14. developing methods to accommodate and support parent and family involvement for parents with special needs, such as those who lack literacy skills or whose native language is not English and
15. assessing the effectiveness of parent and family involvement efforts.

[Adoption date: June 8, 1992]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: May 30, 2017]

[Re-adoption date: December 27, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
Student Handbooks

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;
2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or
3. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following procedure.

[Adoption date: July 12, 2010]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;
3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34
3301-35-01
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.: IGAD, Career-Technical Education
IGBH, Alternative School Programs
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)
IGCF, Home Schooling
IGCH, College Credit Plus (Also LEC)
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an ongoing basis;
2. allow for demonstrated proficiency options on an ongoing basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education (ODE) about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

ODE recommends that the Superintendent maintain a “library” of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: July 12, 2010)

(Re-approval date: October 10, 2016)

EXPERIMENTAL PROGRAMS

There are times when nontraditional approaches to instructional objectives are appropriate. To this end the Board has initiated experimental programs that must meet the following requirements:

1. The program or course is developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board makes formal application to the Ohio Department of Education (ODE) for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and ODE prior to implementation.
4. All instructional materials used in connection with this program are available for inspection by parents of participating students.
5. Students must be recommended for participation. The parent(s) must provide approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students who are 18 years of age or older must submit a written request to participate. This request is kept on file.
6. The program is evaluated based on learning outcomes, student achievement and accomplishment of stated objectives.
7. At the end of an established period of time, the Superintendent recommends either inclusion or exclusion of the experimental program in the District's educational offerings.
8. Fees are estimated for experimental programs as needed. Participating students are expected to pay allowable fees at the beginning of the program.

[Adoption date: April 30, 1990]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3302.07
OAC 3301-35-04; 3301-35-06
3301-46-01

CROSS REFS.: IGCD, Educational Options (Also LEB)
JN, Student Fees, Fines and Charges

McDonald Local School District, McDonald, Ohio

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs are representative of experiences that the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops procedures when the educational options are initiated. Each program option developed is presented to the Board for adoption; its procedures are presented for approval.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCB, Experimental Programs
IGCH, College Credit Plus (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: November 16, 2009)

(Re-approval date: October 10, 2016)

HOME SCHOOLING

The Superintendent may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being instructed at home in accordance with the State Board of Education rules in the Ohio Administrative Code (OAC).

The child being instructed at home must be instructed by an individual with one of the following qualifications:

1. a high school diploma;
2. a certificate of high school equivalence;
3. standardized test scores that demonstrate high school equivalence or
4. other credentials found appropriate by the Superintendent.

Lacking the above, the home teacher must work under the direction of a person holding a baccalaureate degree.

Any request to be excused must be made in writing by the parent(s) and must contain the information required by the OAC.

The Superintendent approves the home schooling request unless he/she determines that the information required by OAC has not been provided or unless he/she has substantial evidence that the minimum educational OAC requirements have not been met, despite the fact that the required information has been provided by the parent(s).

If the Superintendent intends to deny the request for home schooling, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.

Upon substantial evidence of cessation of home schooling in accordance with OAC, the Superintendent notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent.

[Adoption date: June 18, 2001]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Non-Chartered or Home Schooling
JEG, Exclusions and Exemptions from School Attendance

HOME SCHOOLING

1. The Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code (OAC).
2. If the Superintendent approves the home schooling request, he/she shall do so in writing and maintain a file in his/her office containing a copy of the information supplied by the parent(s), a copy of the excuse for home schooling granted by the Superintendent, papers showing how the qualification of the person instructing the child was determined and all other documents relating to the child's home schooling program.
3. If the Superintendent refuses a parental request for home schooling, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the District is located.
4. Academic assessment and remediation of home-schooled children should be performed in accordance with the OAC.

(Approval date: June 18, 2001)

(Re-approval date: November 16, 2009)

(Re-approval date: October 10, 2016)

PRESCHOOL PROGRAM

In the event the District provides a preschool program, the preschool program will be guided by curriculum, written policies and procedures of the District that are consistent with applicable statutory requirements contained in State law. Resources of the preschool program include, but are not limited to:

1. staff;
2. cumulative records;
3. health and safety;
4. admission;
5. attendance and discipline;
6. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
7. management of communicable diseases and
8. transportation and field trips.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3301.53
3313.646
3323.02
OAC Chapter 3301-373301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EEA, Student Transportation Services
IIA, Instructional Materials
IICA, Field Trips
JEC, Student Admission
JG, Student Discipline
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases
JHF, Student Safety
JO, Student Records

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete eligible nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: July 18, 2011]

[Re-adoption date: March 8, 2016]

[Re-adoption date: October 10, 2016]

[Re-adoption date: April 26, 2017]

[Re-adoption date: November 20, 2017]

[Re-adoption date: August 22, 2018]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-13
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services;
12. information about eligible courses;
13. information on CCP probation, dismissal and appeal procedures and
14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE).

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) completed at the college.
2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.

- C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
- D. 12th grade may receive credit for up to the equivalent of one academic school year.
- 2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
- 3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
- 4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average (GPA) of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

- 1. Cumulative GPA of less than 2.0 in college courses taken through CCP or
- 2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;
2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;

3. allow the student to participate in CCP on CCP probation or
4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the eligible course at a public college/ university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/ university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: May 9, 1985)

(Re-approval date: November 16, 2009)

(Re-approval date: July 18, 2011)

(Re-approval date: March 8, 2016)

(Re-approval date: October 10, 2016)

(Re-approval date: April 26, 2017)

(Re-approval date: November 20, 2017)

(Re-approval date: August 22, 2018)

COMMUNITY SERVICE

The District is committed to preparing its students for active participation in community affairs in keeping with the tradition of volunteerism and civic responsibility. The implementation of a community service education program provides students with opportunities to receive training and support to assist them in becoming valuable community members.

Community service is an unpaid activity that provides service to an individual or group to address a school or community need. The activity must be developmentally appropriate, meaningful to the student and effectively use their skills.

The District offers community service education that acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities that meet the requirements of State law may be considered an elective towards graduation and/or granted special recognition in the student's record or on the student's high school diploma.

Through participation in community service, students have the opportunity to:

1. develop knowledge and respect for community and citizenship;
2. learn that problems can be solved by working together;
3. understand the responsibilities involved in citizenship;
4. explore career opportunities;
5. increase self-esteem and appreciation for others;
6. become sensitive to others and appreciate cultural diversity and
7. overcome interpersonal barriers.

Once the program for community service education has been established, students are ready to begin earning credit hours that may be used to meet graduation requirements. A community service advisory committee develops and implements the community service plan. Upon adoption by the Board, a copy of the plan is sent to the Ohio Department of Education. The community service plan is reviewed periodically by the advisory committee and, if necessary, revised by the Board at least once every five years.

[Adoption date: November 16, 2009]

[Re-adoption date: July 12, 2010]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.60; 3313.605
OAC 3301-35-04

CROSS REFS.: IKF, Graduation Requirements
JGD, Student Suspension
JGE, Student Expulsion

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A student attending a nonpublic, community, STEM or STEAM school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled in does not offer;
2. the student is not participating in the activity in the student's district of residence;

3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: July 12, 2010]

[Re-adoption date: August 18, 2014]

[Re-adoption date: October 10, 2016]

[Re-adoption date: April 26, 2017]

[Re-adoption date: March 28, 2018]

[Re-adoption date: October 24, 2018]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;
3313.664
3315.062
3319.16
3321.04
Chapter 4112
OAC 3301-27-01
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH, College Credit Plus (Also LEC)
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-Chartered or Home Schooling
JED, Student Absences and Excuses
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experiences in such courses as English and journalism and as extracurricular activities. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

School-Sponsored Publications

School publications afford an educational experience for students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisers advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
 - A. threatens to disrupt the educational process of the school, damage other individuals or advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
 - B. threatens any person or group within the school or advocates unlawful discrimination;
 - C. advocates violation of the law or official school procedures;
 - D. is considered false or libelous, based upon available facts and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty adviser. Parties have the right of appeal to the Superintendent.

Non-School-Sponsored Publications

Students who edit, publish and/or wish to distribute non-school-sponsored handwritten, printed or duplicated matter among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time, place and manner of distribution or may be prohibited from distributing such publications.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

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

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IIBH, District Websites
JF, Student Rights and Responsibilities

STUDENT SOCIAL EVENTS

All student functions held in the name of the District must be approved by the principal and supervised by one or more faculty members or approved volunteers.

All school functions such as parties, dances, etc. are held in the school building unless otherwise approved by the principal and/or the Superintendent.

Outsiders may be permitted to attend such functions with the permission of the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IICC, School Volunteers

STUDENT FUNDRAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fundraising projects that contribute to their educational growth and that do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor of State's Office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers, advisers or administrators;
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;
7. evaluated annually by teachers, advisers, administrators and students;
8. limited in number so as not to become a burden or nuisance to the community and
9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Online fundraising/crowdfunding campaigns also must be conducted in accordance with related policies and procedures.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

[Adoption date: August 8, 1984]
[Re-adoption date: November 16, 2009]
[Re-adoption date: August 18, 2014]
[Re-adoption date: October 10, 2016]
[Re-adoption date: October 24, 2018]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFFA)
IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

STUDENT FUNDRAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fundraising by or from students.

Any fundraising activities involving students must meet the following conditions:

1. All student fundraising activities must be in compliance with State law and the requirements of the Auditor of State's office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fundraising activity, unless such an activity is part of an approved course of study.
3. Fundraising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fundraiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fundraising activity occurring on or off District premises must be approved by the Superintendent or his/her designee. In order to be approved, the group leader or adviser must submit a proposal that is in compliance with the Auditor of State's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement that identifies the purpose of the fundraising activity and the reason for raising the money as well as all other items required by the Auditor of State.
6. Student groups can have only one fundraiser per year unless approved by the Superintendent.
7. All fundraising activities must stop when the total projected budget has been met or within two weeks from the start of the project, whichever comes first. Exceptions may be granted with the approval of the Superintendent or building principal.
8. Notice of fundraising activities is posted in school newsletters for parental information.
9. All participants soliciting from and/or selling to service organizations, businesses or the general public must carry and understand a cover letter explaining the specific purpose of their project.

10. Requests for purchases from student activities funds can be made only by faculty advisers, coaches or teachers assigned to an activity.
11. Elementary students (K-6) do not sell items or solicit donations by going door to door.
12. Pep rallies or assemblies promoting aggressive student selling, prizes, awards or incentives are discouraged.
13. All prizes, awards and incentives must be approved by the principal.
14. Contracts with outside suppliers for merchandise to be sold in a fundraising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise that is unsold and is resalable by the supplier can be returned for full credit. The District is not responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
15. Fundraising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure that the service is provided in a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.
16. Any fundraisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
17. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fundraiser. The report should indicate:
 - A. cost of items or merchandise;
 - B. amount of money projected and amount of money raised;
 - C. any differences between the actual activity and the planned activity;
 - D. any problems that occurred and how resolved;

- E. when and where funds are deposited and
 - F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
18. Donations to the District to be used for fundraising activities must be approved by the Board or its designee.
 19. Failure to follow these procedures could result in the suspension or loss of fundraising approval.

(Approval date: November 16, 2009)

(Re-approval date: October 10, 2016)

FUNDRAISER REQUEST FORM

(Fundraising Activities, School Service Projects and Community Service Projects)

Activity or Project _____

Sponsoring Group _____

Description of Fundraiser _____

Purpose of Fundraiser (How will these funds be used?) _____

Will there be open solicitation for donations, products or services? Yes ____ No ____

If yes: What type? _____

By whom? _____

How obtained? _____

Origin of sale items:

Vendor _____ Contact _____

Address _____ City _____

State _____ Telephone _____

To whom will product or service be sold? _____

Will students be going door to door? Yes ____ No ____

Are awards, prizes or incentives being offered? Yes ____ No ____

If yes, what types? _____ Approximate values \$ _____

Fundraiser starting date _____ Fundraiser projected ending date _____

Anticipated net revenue \$ _____

Additional comments: _____

Form completed by _____ Title _____

Date submitted to principal and Superintendent _____

Principal's signature _____ Date _____

Superintendent's signature _____ Date _____

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

Crowdfunding campaigns on behalf of the District, or any school within the District by any school employee or official is prohibited. Staff is not permitted to use the name of the District or any of its schools, or any images or text related to the District, in any online fundraising effort or campaign.

[Adoption date: October 24, 2018]

[Re-adoption date: May 22, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

STUDENT ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities are managed as follows.

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisers, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Auditor of State. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expended for each purpose.
4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fundraising Activities

INTERSCHOLASTIC ATHLETICS

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

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

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

The Board may require that students pay reasonable fees to participate in interscholastic athletics.

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

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA and State law must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students in grades 9-12 are eligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season and the student must finish fulfilling his/her transfer consequence, for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the next school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contests in that sport. Exceptions to the eligibility provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

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

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

[Adoption date: May 9, 1985]

[Re-adoption date: November 15, 1990]

[Re-adoption date: November 16, 2009]

[Re-adoption date: July 18, 2011]

[Re-adoption date: October 10, 2016]

[Re-adoption date: April 26, 2017]

[Re-adoption date: November 20, 2017]

[Re-adoption date: March 28, 2018]

[Re-adoption date: October 24, 2018]

[Re-adoption date: November 20, 2019]

LEGAL REFS.: ORC 2305.23; 2305.231

3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539;

3313.66; 3313.661; 3313.664

3315.062

3319.303

3321.04

3707.52

OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period as long as they have received passing grades in a minimum of five credits in that grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 1.2 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association. In order to be eligible, a high school student must have passed a minimum of five one -credit courses or the equivalent, that count toward graduation, in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the immediately preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

If a student received home schooling in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home schooling to be eligible to participate in the program.

If a student did not receive home schooling in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home schooling after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

[Adoption date: June 8, 1988]

[Re-adoption date: June 30, 1998]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.537; 3313.5311; 3313.5312; 3313.66; 3313.661
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II, the Korean Conflict or the Vietnam Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law.

The Board may grant a diploma to a World War II, Korean Conflict or Vietnam Conflict veteran if all of the following apply.

1. The veteran either left a public or nonpublic high school located in any state prior to graduation:
 - A. in order to serve in the armed forces of the United States or
 - B. due to family circumstances and subsequently entered the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, a diploma of adult education or a diploma from another school.

The veteran is not required to take the high school equivalency tests approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or
2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the state of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

GROUPING FOR INSTRUCTION

The District may group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of student needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual students.

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in striving for the most effective placement of students into classes. The assignment of classes to teachers is the responsibility of the Superintendent, working in cooperation with the principals and the teachers concerned.

Grouping within the classroom is desirable. Teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some students may be grouped together for one activity but regrouped for another activity. Students should not, as a rule, remain in the same groups throughout the school year.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: IE, Organization of Facilities for Instruction
IHB, Class Size

CLASS SIZE

While the Board strives to provide the appropriate class size for each learning experience, there are times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms affect the number of students that must be assigned to a room.

The Superintendent's recommendations for upper and lower limits on class size consist of the best professional knowledge relative to desirable class size, together with:

1. student load, which helps teachers to be most effective;
2. the financial condition of the District and the willingness of the residents to provide for optimal class sizes;
3. the particular requirements of the subject being taught and
4. the presence of students with special needs in the class.

Circumstances may prohibit the achievement of optimal class sizes in all cases, but the Board believes firmly that high standards must be developed and maintained as constant guides.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03
OAC 3301-35-04; 3301-35-05

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials.

Materials for school classrooms are recommended by appropriate professional staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information that enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, filmstrips, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h

ORC 3313.21; 3313.212

3313.642

3329.06; 3329.07; 3329.08

OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)

EGAAA, Copyright

IIAA, Textbook Selection and Adoption

IIAC, Library Materials Selection and Adoption

INB, Teaching About Controversial Issues

KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;
2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and
3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The Superintendent establishes textbook and/or curriculum committees that include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.21; 3313.212
3313.642
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
KLB, Public Complaints About the Curriculum or Instructional Materials

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The right to a free choice among alternatives is basic to a democratic society. It is through the exercise of the freedoms set forth in the Bill of Rights that an informed choice can take place. Our educational system must, therefore, allow free access to a full range of instructional materials to ensure the realization of this freedom.

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the professional staff to increase the effectiveness of the instructional program. Supplementary instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet).

Materials are considered on the basis of overall purpose; timeliness or permanence; importance of the subject matter; quality of the writing or production; readability and popular appeal; authoritativeness; reputation of the publisher or producer; reputation and significance of the author, artist, composer, producer, etc.; format and price.

Supplementary materials support and are consistent with the general educational goals of the District and the written objectives of specific courses.

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. Materials should be appropriate for the subject area, age level, ability level, emotional development and social development of the students for whom they are selected.

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article that may be offensive.

Films and other rented instructional materials are used in the classroom for education purposes only. No rented film that includes a notice that the film is intended for “home use only” will be shown to a class for entertainment purposes.

When using film, instructional television or any other technology (coupled with graded courses of study and general curriculum materials), teachers should keep in mind that the software delivered to the student must be suitable to both the skill and maturity level of the learner. Federal copyright rules must be followed at all times.

In addition, parents have the right to inspect any materials used as part of the educational curriculum to which their child will be exposed.

[Adoption date: October 10, 2016]

LEGAL REFS.: U.S. Const. Art. I, Section 8
 Copyright Act, 17 USC 101 et seq.
 Family Educational Rights and Privacy Act; 20 USC Section 1232h
 ORC 3313.642
 3329.06; 3329.07; 3329.08
 OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
 EGAAA, Copyright
 IIAA, Textbook Selection and Adoption
 IIAC, Library Materials Selection and Adoption
 INB, Teaching About Controversial Issues
 KLB, Public Complaints About the Curriculum or Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board believes the responsibility of the school library resources is to:

1. provide materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information which enables students to make intelligent judgments in their daily lives;
4. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

Gifts of library books are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
INB, Teaching About Controversial Issues
KH, Public Gifts to the District
KLB, Public Complaints About the Curriculum or Instructional Materials

DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;
2. allow individual schools to provide current and complete information to its community at large;
3. give the community a means to communicate effectively with the Board and staff;
4. create expanded means for student expression;
5. provide avenues for teachers to help students meet high standards of performance and
6. provide opportunities for staff to communicate with students.

The technology coordinator is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent. The principal/designee of each school shall ensure that the school's Web page is maintained in such a way that the community receives current and accurate information.

The District may elect to have its websites serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;
2. posting teacher—created class information or
3. publishing appropriate student class work.

When a school allows student publications on its Web page, the purpose of including such publications shall be clearly identified in that section of the page. These publications shall be consistent with the District's mission, goals, policies, programs and activities. All publications shall meet established District requirements related to student print publications and be in accordance with State and Federal law related to student expression.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents, and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop procedures to implement all the provisions of this policy. These procedures shall address staff and student privacy and content standards for website publications.

[Adoption date: November 16, 2009]

[Re-adoption date: April 11, 2011]

[Re-adoption date: October 10, 2016]

[Re-adoption date: December 19, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101
et seq.
ORC 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know
KJ, Advertising in the Schools

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Records Check
IICC, School Volunteers

FIELD TRIPS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than that which is only discussed or read about.

Field trips – properly planned, supervised and integrated into the instructional program – are not to be considered “outings” or days off from school, but rather extensions of the curriculum.

All field trips sponsored by the schools are educational in nature and are directly related to the subject matter and the course objectives of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

To the extent feasible, community resource persons and organizations are involved in planning and conducting field trips so that students derive the greatest educational benefit from the trip.

Non-School-Sponsored Field Trips

Non-school-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for non-school-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee’s workday.

Travel Vendor Compensation

Any compensation paid by a private travel vendor to a District official or employee, after the official or employee has participated in selecting the vendor to provide a field trip, is considered “public money” and must be returned to the District.

All travel arrangements must be in compliance with District field trip procedures and approved by the Superintendent or his/her designee.

[Adoption date: May 9, 1985]

[Re-adoption date: July 18, 2000]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3327.15

OAC 3301-35-01; 3301-35-06

CROSS REFS.: EEAD, Non-Routine Use of School Buses

IF, Curriculum Development

IGDF, Student Fundraising Activities

JN, Student Fees, Fines and Charges

FIELD TRIPS

The Board recognizes that the firsthand learning experiences provided by field trips may be the most effective and worthwhile means of learning when properly planned and implemented. It is the desire of the Board to encourage field trips as an integral part of the instructional program of the District.

The following guidelines are set to implement the planning of field trips and excursions as part of, and directly related to, classroom and other learning activities.

1. Transportation must be approved by the principal and transportation supervisor.
2. Each student who goes on a field trip or excursion must have written parental permission.
3. All field trips must be supervised.
4. All trips must be well planned, properly timed, and related to regular learning activities.
5. The principal and the transportation supervisor will be responsible to ensure the field trips are in compliance with local rules and regulations as well as State law.
6. All field trips must be within budgetary allotments for such purpose and must be approved by the principal.
7. Overnight field trips must be approved by the Board 30 days prior to the trip.
8. Non-district-sponsored field trips:

The Board does not and cannot prohibit students from participation in non-school-sponsored trips offered by individuals or organizations so long as the trips do not interfere with student participation in the regular school curriculum. The Board, however, does not sponsor such trips or assume any responsibility for them. Further, the Board does not and cannot warrant, guarantee or take any position as to the reliability of any individual or organization that sponsors and solicits students to participate in non-school-sponsored trips or the quality of such trips. Such non-school-sponsored trips are not school-sponsored activities, and students who participate in them, and parents who authorize student participation, take full responsibility for any consequences that arise from such participation.

No individual or organization that sponsors or organizes non-school-sponsored trips may solicit students to participate in such trips, while on school property or during the instructional school day.

Staff employed by the Board who solicit students to participate are acting outside the scope of their employment or official responsibilities as teachers or other staff of the District.

9. Private parties or sleepovers at a staff member's home must be approved by the principal.

(Approval date: November 16, 2009)

(Re-approval date: October 10, 2016)

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: April 11, 2011]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 121.401
2305.23; 2305.231
Chapter 2744
3319.39

CROSS REFS.: GBQ, Criminal Records Check
GDBB, Classified Staff Pupil Activity Contracts
IIC, Community Instructional Resources (Also KF)

GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and career matters.

Guidance is based upon these broad fundamental principles.

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions are improvable. Equality of educational opportunity benefits the individual and society.
3. Guidance is a continual and developmental process.
4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.
5. Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

Guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. These programs assist students in developing good study habits and personal guidance, which is in keeping with the principles of human dignity and equality.

A written guidance plan is developed to provide systematic aid to students in kindergarten through 12th grade regarding educational, career, civic, personal and social concerns, including the harmful effects of drugs, alcohol and tobacco. This plan provides for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral. The plan is evaluated and submitted to the Board for adoption every three years.

The guidance department is responsible for assisting with implementation of the testing dimension of the educational program. The guidance staff further assists the instructional staff and administration in developing and implementing intervention programs to assist students to realize academic improvement.

Counseling services are provided by certificated/licensed school counselors.

[Adoption date: May 9, 1985]
[Re-adoption date: November 16, 2009]
[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IL, Testing Programs
JK, Employment of Students

CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters. This policy is supplemented by student graduation plans developed in accordance with law.

This policy is reviewed biennially and made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following.

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades six through 12.
3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.
4. Train employees on advising students on career pathways, including the use of online tools.
5. Develop multiple, clear academic pathways students can use to earn a high school diploma.
6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
7. Document career advising provided to each student.
8. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising.

[Adoption date: December 21, 2015]

[Re-adoption date: October 10, 2016]

[Re-adoption date: November 20, 2017]

[Re-adoption date: June 29, 2020]

LEGAL REF.: ORC 3313.617; 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources

IJ, Guidance Program

IKFC, Graduation Plans and Students at Risk of Not Qualifying for a
High School Diploma

IL, Testing Programs

JK, Employment of Students

ACADEMIC ACHIEVEMENT

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the District seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: May 9, 1985]

[Re-adoption date: June 30, 1998]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IKA, Grading Systems
IKAB, Student Progress Reports to Parents

GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement that enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

The Superintendent/designee develops procedures for grading that include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.
5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

Final decision on any grade is the responsibility of the building principal.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: IK, Academic Achievement

IKAB, Student Progress Reports to Parents

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school. The type of progress reports sent to parents are devised by the professional staff in cooperation with parents.

Reports are provided to parents of children in grades one through 12 four times per year. Progress reports are provided to parents at the completion of each grading period. Interim reports are also required for students in danger of failing. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

HOMework

As long as it is properly designed, carefully planned and geared to the development of the individual student, homework meets a real need and has a definite place in the educational program. It is not used for disciplinary purposes. The extent and type of homework given is decided by the classroom teacher within the framework of specific instructional plans.

Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been developed and complete certain projects, such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

[Adoption date: June 11, 1991]

[Re-adoption date: June 30, 1998]

[Re-adoption date: November 16, 2009]

[Re-adoption date: March 8, 2016]

[Re-adoption date: October 10, 2016]

[Re-adoption date: November 20, 2019]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;
3313.608; 3313.609; 3313.6010; 3313.6012
3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading
Guarantee)
IGCD, Educational Options (Also LEB)

ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

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

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

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education's model acceleration policy.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 3321.01
 3324.01 et seq.
 OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Students Who are Gifted
 IKFA, Early Graduation
 JB, Equal Educational Opportunities
 JEB, Entrance Age (Mandatory Kindergarten)
 JEBA, Early Entrance to Kindergarten
 Ohio Department of Education Model Acceleration Policy for Advanced
 Learners
 Student Handbooks

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high 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.

<u>District Minimum</u>		<u>Statutory Graduation Requirements</u>	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units	Social Studies *	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent **	4 units	Math, including one unit of Algebra II or its equivalent **	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives ***	<u>5 units</u>	Electives ***	<u>5 units</u>
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
2. ** students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
3. *** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
4. units earned in social studies shall be integrated with economics and financial literacy and
5. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Summer School

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

Educational Options

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

College Credit Plus and Postsecondary Enrollment 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, or where applicable the former Postsecondary Enrollment Options Program, counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

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

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools that 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.

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir 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.

[Adoption date: November 16, 2009]
[Re-adoption date: July 12, 2010]
[Re-adoption date: March 8, 2016]
[Re-adoption date: October 10, 2016]
[Re-adoption date: April 26, 2017]
[Re-adoption date: March 28, 2018]
[Re-adoption date: November 20, 2019]
[Re-adoption date: June 29, 2020]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61; 3313.617
3345.06
OAC 3301-35-04
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a
High School Diploma
JN, Student Fees, Fines and Charges

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students, provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.605; 3313.61
3324.01 et seq.
OAC 3301-35-04

CROSS REFS.: IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
IKEB, Acceleration
IKF, Graduation Requirements

GRADUATION PLANS AND STUDENTS AT RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA

The Board desires that all students are able to earn a high school diploma. Recognizing students may be at risk of not earning a high school diploma, the Board adopts the following policy.

Graduation Plans

Beginning with the 2020-2021 school year, the District develops a graduation plan for each student enrolled in grades nine through 12 to address the student's academic pathway to meet the curriculum requirements specified by the District and to satisfy the applicable graduation requirements.

The plan is developed jointly by the student and a representative of the District and updated each school year in which the student is enrolled in the District until the student qualifies for a high school diploma. The District invites the student's parent, guardian or custodian to assist in developing and updating the graduation plan.

Graduation plans supplement the Board-adopted career advising policy.

A student's individualized education plan (IEP) may be used in lieu of a graduation plan when the IEP contains academic goals substantively similar to a graduation plan.

At-Risk Students

The Board directs the Superintendent/designee to develop criteria for identifying students at risk of not qualifying for a high school diploma. This criteria at minimum includes a student's lack of progress on the graduation plan developed by the District in accordance with law. The criteria also may include other factors such as student absences or misconduct and other factors deemed appropriate by the administration.

The Board directs the Superintendent/designee to develop procedures for identifying at risk students. These procedures must include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures must allow for identification of students as at risk in any of grades nine through 12 and may include identification of students in other grades.

The District provides written notice to the parent, guardian or custodian of an at-risk student in each year a student has been identified as at risk. This written notice includes all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;

2. A description of the District's or school's curriculum requirements, or the student's IEP, and, as appropriate, the applicable graduation conditions of State law;
3. A description of any additional instructional or support services available to the at-risk student through the District or school.

The District assists students at risk of not graduating with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

1. Mentoring programs;
2. Tutoring programs;
3. High school credit through demonstrations of subject area competency;
4. Adjusted curriculum options;
5. Career-technical programs;
6. Mental health services;
7. Physical health care services;
8. Family engagement and support services.

[Adoption date: June 29, 2020]

LEGAL REF.: ORC 3313.617; 3313.618; 3313.619; 3313.6020

CROSS REFS.: IJA, Career Advising
IKF, Graduation Requirements

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. provide general information about a student's probable aptitude for school-related tasks and
5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

[Re-adoption date: April 26, 2017]

LEGAL REFS.: ORC 3301.0710 through 3301.0713; 3301.0715; 3301.0717; 3301.0729
3319.32; 3319.321
OAC 3301-13-05
3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)
IGBA, Programs for Students with Disabilities
JO, Student Records

TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;
7. specify the procedure for determining whether to invalidate a student's assessment score;
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

(Approval date: April 11, 2011)

(Re-approval date: October 10, 2016)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the testing programs are used as a part of the evaluation.

[Adoption date: May 9, 1985]

[Re-adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

TEACHING ABOUT CONTROVERSIAL ISSUES

In the study of controversial issues, students have the right to:

1. study any controversial issue that has political, economic or social significance and concern;
2. have free access to all appropriate information, including materials that circulate freely in the community;
3. study under competent instruction in an atmosphere free from bias and prejudice and
4. form and express their own opinions on controversial issues without jeopardizing relations with teachers or the school.

The study of controversial issues should be objective and scholarly with minimum of emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and objective manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Teachers determine the appropriateness of certain issues for consideration using the following criteria.

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.
3. The issue should receive only as much time as is needed to consider it adequately.
4. The issue should be current, significant and relevant to the students and the teacher.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom shall confer with the principal concerning the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

[Adoption date: October 10, 2016]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-04

CROSS REFS.: IB, Academic Freedom
KLB, Public Complaints About the Curriculum or Instructional Materials

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

“Religious celebration” is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
- B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
- C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs that have significance for a particular religion should not be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually by October 1 to the Ohio Department of Education.

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

[Adoption date: November 16, 2009]

[Re-adoption date: July 12, 2010]

[Re-adoption date: October 10, 2016]

[Re-adoption date: June 29, 2020]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.

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

ORC 5.23

3313.601; 3313.602; 3313.63; 3313.80

OAC 3301-35-04

FLAG AND MOTTO DISPLAYS

State law mandates that the United States flag be displayed over, near or within all school buildings every day school is in session. The Board directs the Superintendent/designee to carry out this mandate. Penalties are assessed by the state for noncompliance.

State law requires the District to:

1. accept donated copies of the national and state mottoes, or money donated to purchase copies of mottoes, if the copies meet design requirements adopted by Board resolution or State law and
2. display the mottoes in an appropriate manner in a classroom, auditorium or cafeteria.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03(A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances
INDA, Patriotic Exercises

ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing procedures for the care and control of the animals.

Service Animals

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.

[Adoption date: November 16, 2009]

[Re-adoption date: October 10, 2016]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
28 CFR 35.136(d)
ORC Chapter 3323
Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBC, Emergency Management and Safety Plans
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the building principal approves the use of the animal(s) for teaching or training of students in accordance with the following procedures.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under 16 weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.
2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.
3. Students may not bring personal pets to school at any time, for any purpose.
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - A. no one is allergic to the animal;
 - B. proper examinations and immunizations have been given by a veterinarian;
 - C. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
 - D. arrangements have been made for the proper care of the animal when school is not in session and
 - E. rules have been established for the handling and treatment of the animal.
5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:
 - A. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;
 - B. studies involving animals have clearly defined objectives;
 - C. all animals used in the studies must be acquired in accordance with law;

- D. the comfort of the animal used in the study is highly regarded and
 - E. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.
6. When animals are used as part of an experiment, such as dissection in a science course, the building principal/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.
 7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.
 8. Hand washing facilities are available and immediately used when animals are handled.
 9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.
 10. Animals are not permitted on surfaces where food or drink is prepared or consumed.
 11. All animal feed is tightly sealed and labeled in containers separate from human food.

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities. Service animals must:

1. be on a harness, leash or other tether or be under the control of the handler either through voice commands, signals or other means;
2. be housebroken and
3. be up-to-date on vaccinations.

In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.

(Approval date: October 10, 2011)
(Re-approval date: October 10, 2016)

