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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 needs 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 which make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: December 22, 2009]

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: December 22, 2009]

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 which express this diverse perspective.

It is the responsibility of the teacher to make certain that access to materials presenting various sides of an issue is available. Teachers must take into account the relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views. All instruction conforms to state academic content standards and adopted courses of study.

The principle of academic freedom presupposes intellectual honesty on the part of the person who exercises it and that he/she can and will discriminate among facts relating to an issue. In expressing a personal opinion, a teacher makes it known to students that the view is his/her own and does not attempt to bring students to a commitment to that personal viewpoint.

[Adoption date: December 22, 2009]

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 is prepared by the Superintendent and presented to the Board for approval. The number of days scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days 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 consults with other administrators in districts in the geographical area. He/She may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities which 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: December 22, 2009]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482; 3313.483; 3313.62; 3313.63
3317.01

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels. These hours satisfy the time requirements established by State law and the State Board of Education regulations.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation. Any major changes in schedules are subject to Board approval. The Ohio Administrative Code regulation for length of day must be followed.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482
OAC 3301-35-06

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 are 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 which 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.

Facilities may be re-organized to comply with the provisions of No Child Left Behind.

[Adoption date: December 22, 2009]

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, Limited English Proficiency
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: December 22, 2009]

LEGAL REFS.: 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)

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study which 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: December 22, 2009]

LEGAL REFS.: ORC 3301.07
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 which 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 serve 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: December 22, 2009]

LEGAL REFS.: ORC 3301.07
3313.53; 3313.60; 3313.604
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: 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, religion, sex, economic status, age or disability 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 facts 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 each student's capacity permits and
 - C. stimulate the development of respect for the laws of this country.

[Adoption date: December 22, 2009]

LEGAL REFS.: OAC 3301-35-04(B)(1)(6); 3301-35-03(H)

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: December 22, 2009]

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. At the secondary level, 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, shares 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, the Ohio Administrative Code provides a list of educational programs that may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

As established by the Board, fees are charged to students to pay for materials they use in these courses and programs.

[Adoption date: December 22, 2009]

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 law and includes practical training in procedures to be used in student wellness, first aid, safety, fire prevention and cardiopulmonary resuscitation.

The Board believes that one of the greatest opportunities 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 and wellness habits may be instilled and the availability of qualified personnel to conduct health education programs are readily available.

The health education program emphasizes a contemporary approach to the presentation of health and wellness information, skills and knowledge necessary for students to understand the functioning and proper care of the human body.

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: December 22, 2009]

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

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
EFG, Student Wellness Program
IGAF, Physical Education
IGAI, Sex 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: December 22, 2009]

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 which 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 regulations 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: December 22, 2009]

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. 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 re-evaluation 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 and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

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: December 22, 2009]

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 for children 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 three through 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. 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 free appropriate public education to the child.

3. Multifactorial Evaluation

The District provides a multifactorial 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 multifactorial 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 Free Appropriate Public Education (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: December 22, 2009)

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children in the District who are gifted are provided opportunities to progress as their abilities permit.

Children who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for the children 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 the Ohio Revised Code and the *Ohio Rules for the Identification and Services for Children Who Are Gifted*.

1. The District identifies children of the District, in grades kindergarten through 12, who may be gifted in one or more of the following areas:
 - 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 for screening, assessment and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.

District Plan for Identifying Gifted Students

The District adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. the sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
3. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language;
4. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
6. procedures for the assessment of children who transfer into the District;
7. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children and
8. an explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education 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.

Services for Children Who Are Gifted

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children.
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 the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code.

District Plan for Services for Children Who Are Gifted

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

Annual Report

The District submits, as required, an annual report to the Ohio Department of Education.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

[Adoption date: December 22, 2009]

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

CROSS REF.: 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 the first, second and third grades assess and identify at the end of each school year the reading skills of each student who is reading below grade level. The parent or guardian of each student whose reading skills are below grade level is notified and intervention services are provided to the student.

Students who are reading below grade level at the end of the third grade are offered “intensive intervention” services during the summer following third grade.

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.

Any student who scores at or below the limited proficient level on an Ohio Graduation Test must receive intervention services.

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: December 22, 2009]

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

CROSS REF.: IKE, Promotion and Retention of Students

REMEDIAL INSTRUCTION
(Student Assessment And Academic Prevention /Intervention Services)

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational outcome goals of this District.

The Board shall administer the state-mandated, statewide assessment tests (e.g., diagnostic assessments, and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a state-mandated, statewide assessment test on the date scheduled, but any such test shall be administered to such excused student not later than nine days following the scheduled date. The Board shall annually report the number of students who have not taken one or more of the state-mandated, statewide assessment tests to the State Board of Education.

The Board shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop and present to the Board annually a program of testing that includes:

1. State-mandated, statewide assessment tests (e.g., diagnostic assessments and achievement tests;
2. locally developed, performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;
3. aptitude tests;
4. District or teacher-made achievement or performance tests;
5. vocational inventories;

6. tests of mental ability and
7. portfolios. (optional)

"Achievement tests" means "tests aligned to academic content standards, designed to measure the skill in a specific content area that is expected at the end of the designated grade."

"Diagnostic assessments" means "the tests designed to measure student comprehension of academic content standards and mastery of related skills for the relevant subject area at each grade, kindergarten through eighth."

The Superintendent shall further develop:

1. procedures for the regular collection of student performance data;
2. a plan for the design of classroom-based intervention services;
3. meet the instructional needs of individual students as determined by the results of diagnostic assessments and
4. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score in the basic range on an achievement test during the preceding school year, the Board shall provide appropriate intervention services in each such test area, including intensive intervention required under R.C. 3313.608. This provision does not apply to any student receiving services pursuant to an Individualized Education Program.

The Board shall also require that:

1. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
2. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy;
3. the aggregate results of each schoolwide, program wide, and Districtwide test be made part of the public record.

In accordance with State law, the Superintendent shall develop guidelines for the annual assessment of the reading skills of each student at the end of first and second grades, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of students who are reading below grade level.

The Board shall notify the parent or guardian of each student whose reading skills are below grade level and provide intervention services to each student reading below grade level. Such intervention services shall include instruction in intensive, systematic phonetics pursuant to rules adopted by the State Board of Education.

For any student who attains a score in the below basic range on the third-grade reading achievement test, the Board shall do one of the following:

1. promote the student to fourth grade if the student's principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade;
2. promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grades or
3. retain the student in the third grade.

For any student who does not attain by the end of the third grade at least a score in the range of proficient in the reading test prescribed under R.C. 3301.0710(A)(2)(b), the Board shall offer intense remediation services and another opportunity to take that test, during the summer following third grade.

Summer remediation services shall meet the following conditions:

1. the remediation methods are based on reliable educational research;
2. testing will be conducted before and after students participate in the program to monitor results of the remediation services and
3. the services will be conducted in a school building or community center and not on an at-home basis.

If any fourth grade student attains a score in the range of below basic level of skill on the statewide achievement test in reading (designed to measure the level of reading skill at the end of the third grade), the Board shall do one of the following:

1. promote the student to fifth grade if the student's principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to fifth grade;
2. promote the student to fifth grade, but provide the student with intensive intervention services in fifth grade or
3. retain the student in fourth grade

The Board shall keep records for each student including the following:

1. a student data verification code in accordance with R.C. 3301.0714(D)(2);
2. which tests are required and which are not;
3. which tests, required or not required, are taken and which are not taken at each test administration period;
4. score for each test taken, required or not;
5. whether the student attained the designated performance standard expected for each required test;
6. what if any tests must still be taken;
7. whether or not intervention must be provided and
8. for each test required for graduation, the date passed must be recorded on the student's transcript.

No information will be on the student's transcript for a test not passed.

When a student who has taken state-mandated assessment tests in one (1) school leaves that school to enroll in another school, the school last attended shall provide, immediately upon request by a school official, all applicable records set forth above.

For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide intervention services, commensurate

with the student's test performance, including any intensive intervention required under R.C. 3313.608, in any skill in which the student failed to demonstrate at least a score of proficient level on a proficiency test or a score in the basic range on an achievement test, or whose diagnostic assessments show they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any state-mandated, statewide assessment test as a factor in any decision to deny the student promotion to a higher grade level.

All identified disabled students in the School District shall be considered for participation in the state-mandated testing programs. The extent of the identified disabled student's participation shall be determined by the IEP Team. Accordingly, the student's IEP shall require that he/she:

1. take the state-mandated test in the same manner as other students;
2. take the state-mandated test with accommodations appropriate for his/her disability or
3. take an alternate assessment that has been approved by the State Department of Education.

The Superintendent shall implement administrative guidelines that comply with the State Departments regulations with regard to the administration of the state-mandated, statewide assessment tests, including the reporting of results.

Program evaluations will be reviewed and updated on an as needed basis. A schedule for such will be developed and implemented by the Superintendent.

This regulation shall be reviewed and updated annually.

(Approval date: December 22, 2009)

HOME-BOUND 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/designee 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 State 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 among the regular classroom teachers and home instructors 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: December 22, 2009]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 12101 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Nonchartered 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 which 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, which 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 which 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: December 22, 2009]

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

LIMITED ENGLISH PROFICIENCY

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 have limited English proficiency 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 limited English proficient 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 students with limited English proficiency to be tested. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

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

[Adoption date: December 22, 2009]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

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 parental involvement is a vital part of the Title I program. Parental involvement includes, but is not limited to, contribution to the design and implementation of programs under this title, participation in school activities and programs, and training and materials which build parents' 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 of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents 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 of participating students;
4. develops partnerships by consulting with parents regularly;
5. provides opportunities for parents to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents 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.

The District is required to bring students up to a proficient level in reading and mathematics. Any school that receives Title I funds, and fails to make adequate yearly progress as defined by the State Board of Education two years in a row, is required to offer school choice for students to transfer from the low performing building to a building that is making the required progress. Among students exercising choice, priority is given to the lowest-achieving students from low-income families.

If a school does not meet the adequate yearly progress three years in a row, it is required to offer supplemental (tutorial) services. The administration is directed to develop a plan to comply with school choice and supplemental services.

The Superintendent prepares and presents a plan for the delivery of services that meet the requirements of the law, including those described below, to the Ohio Department of Education. The plan is developed by appropriate staff members and parents of students who will be served by the plan.

1. Assessment

The Board annually assesses the educational needs of eligible children, as determined by federal and state criteria. Such assessment includes performance measures mandated by the Ohio Department of Education, as well as those determined by the District professional staff who assist in the diagnosis, teaching and learning of the participating students.

2. Scope

Each school determines whether the funds are used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School includes the components required by law as well as those agreed upon by participating staff and parents.

3. Participation

The Title I program is developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training is provided to staff members who provide Title I services. Parent participation is in accord with Board policy and meets the requirements of Section 1118 of the Elementary and Secondary Schools Act.

4. Comparability of Services

Title I funds are used only to supplement, not to supplant, state and local funds. The Superintendent uses state and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with federal regulations, state and local funds spent on compensatory education programs, bilingual education programs and programs for educationally-disabled students. The determination of comparability does not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent assigns teachers, administrators and auxiliary personnel and provides curriculum materials and instructional supplies in an equitable manner throughout the District.

5. Professional Development

The Superintendent develops administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the act and:

- A. involve parents in the training, when appropriate;
- B. combine and consolidate other available federal and District funds;
- C. allocate part of the staff development to the following types of strategies;
 - 1) performance-based student assessment
 - 2) use of technology
 - 3) working effectively with parents
 - 4) early childhood education
 - 5) meeting children's special needs
 - 6) fostering gender-equitable education and
- D. provide opportunities for paraprofessionals to work toward licensing as professional educators.

6. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

[Adoption date: December 22, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR Part 200, 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, Limited English Proficiency
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

TITLE I PROGRAMS
(Parent Participation in Title I Programs)

The Superintendent works with parents of children served in Title I programs in order to jointly develop and agree upon a proposed written parent involvement policy to establish expectations for the involvement of such parents in the education of their children. The policy is distributed to parents of children receiving Title I services annually. The proposed policy must describe how the District will:

1. involve parents in the development of the District's Title I plans and in the process of school review and improvement, if necessary;
2. provide coordination, technical assistance and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement;
4. coordinate and integrate parent involvement strategies with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents and Teachers and Home Instruction for Preschool Youngsters;
5. in consultation with parents, annually evaluate the content and effectiveness of the parent-involvement policy in improving the academic quality of schools, including:
 - A. identifying barriers to greater parent participation;
 - B. designing strategies for more effective parental involvement and
 - C. revising the parental involvement policy if necessary;
6. involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;
7. provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand;
8. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;

9. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments and the proficiency levels students are expected to achieve and maintain;
10. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents and participate appropriately in the decision making about the program and revisions in the plan;
11. involve parents in the planning, review and improvement of the Title I program;
12. communicate information concerning school performance profiles and their child's individual performance to parents;
13. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices and the like;
14. provide timely responses to parental questions, concerns and recommendations;
15. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement and
16. conduct other activities as appropriate to the Title I plan and state and federal requirements.

The Superintendent also assures that each Title I participating school develops a specific written plan, with parental involvement and agreement, that includes provisions regarding the following:

1. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.
2. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits or similar aid offered to parents to encourage their involvement.
3. Parents must be involved in an organized, on-going and timely way in the development, review and improvement of parent involvement activities.

4. parents of participating students must be provided with:
 - A. timely information about the Title I program and the school's parent involvement policy;
 - B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels expected and
 - C. regular meetings, upon request, for parents to make suggestions, and to participate, as appropriate, in decisions relating to the education of their children, and receive responses regarding the parent's suggestion about their child's education as soon as practicably possible.
5. As a component of the school-parental involvement policy, the principal of each school coordinates the development of a school-parent compact jointly with parents which outlines how the school staff, the parents and the student share responsibility for academic improvement and the means by which the school and parents build and develop a partnership to help students achieve state standards. The compact must:
 - A. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
 - B. describe the parent's responsibility to support their child's learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; volunteering in the classroom and participating, as appropriate, in decisions relating to the education of their children and
 - C. address the importance of parent/teacher communication on an on-going basis through at least annual parent/teacher conferences to discuss achievement and the compact, frequent progress reports to the parents on their child's progress and reasonable access to the staff, and to observe and participate in classroom activities.
6. Parents of children receiving Title I services must be notified about school-parent involvement policies in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
7. School-parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student achievement, the Superintendent and building principals must include provisions in the District and school-parent involvement policies regarding:

1. assisting parents of children served under Title I in understanding the state's academic content and assessment standards, and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;
2. providing materials and training to help parents work with their children to improve achievement;
3. educating teachers, pupil services personnel and other staff, with the assistance of parents, about the value and utility of contributions of parents; how to reach out to, communicate with and work with parents as equal partners; how to implement and coordinate parent programs and how to build ties between parents and the school;
4. coordinating and integrating, to the extent feasible and appropriate, of parent involvement programs and activities with other federal programs and
5. providing such reasonable support for parent involvement activities as parents may request.

In order to build the District's capacity for parent involvement, the Superintendent and building principals may also:

1. involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;
2. pay reasonable and necessary expenses associated with parental-involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
3. train parents to enhance the involvement of other parents;
4. adopt and implement model approaches to improve parental-involvement;
5. establish a Districtwide parent advisory council to provide advice on all matters related to parental involvement programs and
6. develop appropriate roles for community-based organizations and businesses in parental-involvement activities.

Finally, in accordance with the requirements of Federal law for each school receiving Title I funds, the Superintendent ensures that all parents of students in that school are notified that they may request, and the Board will provide, the following information on the student's classroom teachers:

1. whether the teacher(s) have met the state qualification and licensing criteria for the grade levels and subject areas they are teaching;
2. whether the teacher(s) is teaching under any emergency or provisional status in which the state requirements have been waived;
3. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned and
4. the qualifications of any paraprofessionals providing services to their child(ren).

In addition, the parents are provided:

1. information on the level of achievement of their child(ren) on the required state academic assessments and
2. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four weeks by a teacher who is not highly qualified.

The notices and information is provided in an understandable and uniform format and, to the extent practicable, in a language the parent(s) understand.

(Approval date: December 22, 2009)

SCHOOL AGE CHILD CARE
(Established by District)

Recognizing the benefits accruing to children from latchkey/programs, both in safety and educational experiences, the Board operates a program within the District.

The Superintendent/designee is responsible for the development of any necessary rules for the program. Public input regarding the program is considered at the formation of the program and when reviews of the program's performance are done.

Tuition and other fees are instituted as needed. Expenditures of funds and the provision of ancillary services are made in compliance with State law.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3313.207; 3313.208
OAC 3301-32-01 through 3301-32-13

PARENTAL INVOLVEMENT IN EDUCATION

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

The Board directs the administration to develop along with parents and foster caregivers the necessary regulations to ensure that this policy is followed and that parental involvement is encouraged. The regulations are to:

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

[Adoption date: December 22, 2009]

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, Limited English Proficiency
IGBJ, Title I Programs
Student Handbooks

EXPERIMENTAL PROGRAMS

There are times when nontraditional approaches to instructional objectives are appropriate.

An experimental program 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 for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and the Ohio Department of Education 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: December 22, 2009]

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

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 which 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 regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: December 22, 2009]

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

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (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 which contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District 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: December 22, 2009)

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.

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 Ohio Administrative Code.

The Superintendent approves the home instruction request unless he/she determines that the information required by the Ohio Administrative Code has not been provided or unless he/she has substantial evidence that the minimum educational requirements of the Ohio Administrative Code 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 instruction, 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 instruction in accordance with the Ohio Administrative Code, 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: December 22, 2009]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Nonchartered 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.
2. If the Superintendent approves the home instruction 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 instruction 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 instruction program.
3. If the Superintendent refuses a parental request for home instruction, 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-instructed children should be performed in accordance with the Ohio Administrative Code.

(Approval date: December 22, 2009)

PRESCHOOL PROGRAM

The preschool program is guided by curriculum which is consistent with applicable statutory requirements contained in the Ohio Revised Code and rules contained in the Ohio Administrative Code. Resources of the pre-school program are determined by the ESCCO as they are the administrator of all pre-school programming available to students residing in the District.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3301.53
3313.646
3323.02
OAC Chapter 3301-37; 3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
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

POSTSECONDARY ENROLLMENT OPTIONS

The law provides for student participation in the postsecondary enrollment option program and permits 9th through 12th grade students to enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.

The Board directs the Superintendent or his/her designee to develop and establish procedures and necessary administrative guidelines to ensure that programs are in accordance with state requirements.

The administrative guidelines must contain the following.

1. General information about this option is distributed to all 8th through 11th grade students and parent(s) by March 1.
2. Notification to participate by the student to the District is required by March 31.
3. Counseling services are provided to students and parent(s) prior to participation in the program.
4. The college/university must notify the District of those students who have enrolled in the program.
5. Information about enrollment options for students must be provided.
6. Information concerning college and high school graduation credit for students enrolled in the program must be offered.
7. The calculation of full-time enrollment including the maximum number of Carnegie units and conversion of college courses to high school courses is provided.
8. Financial responsibilities of the student and District, including tuition, books, materials, fees and transportation reimbursement, are discussed.

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.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3365.01 through 3365.15
OAC 3301-44-01 through 3301-44-09

CROSS REF.: IGCD, Educational Options (Also LEB)

COMMUNITY SERVICE

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

The Board believes that participating actively in community service will enhance students' interpersonal skills and self esteem, enables them to connect their academic learning to the real world and make them aware of the wide range of opportunities for service that exist in any community. The Board further believes that devoting time during a student's school years to serve others or the community as a whole may engender a life-long commitment to service and thereby make this community or, any community where our graduates make a life a better place.

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 and meaningful to the student.

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.

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.

Accordingly, the Board directs the Superintendent to provide opportunities for learning through service as a part of the co-curricular program of the Grandview Heights City School District.

[Adoption date: December 22, 2009]

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

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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities is to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board.

For purposes of this policy, curricular-related activities are defined as those activities in which:

1. the subject matter is actually taught or will be taught in a regularly offered course;
2. the subject matter concerns the District's composite courses of study;
3. participation is required for a particular course or
4. participation results in academic credit.

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

No curricular-related activity is considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extracurricular activities (not directly related to courses of study) may be conducted on or off school premises by clubs, associations and organizations of students sponsored by the Board and directed by a staff advisor.

The Board allows nondistrict-sponsored student clubs and activities during noninstructional time, in accordance with the provisions in policy KG, Community Use of School Facilities (Equal Access).

Noncurricular, student activities that are initiated by parents or other members of the community may be allowed under the provisions of policy KG, Community Use of District Facilities (Equal Access). The Board, however, does not:

1. assume any responsibility for the planning, conducting or evaluating of such activities;
2. provide any funds or other resources and

3. allow any member of the District staff to assist in the planning, conducting or evaluating of such an activity during the hours he/she is functioning as a member of the staff.

No organization may use the name of the District or any other name that would associate an activity with the District.

All 7-12 grade students must have at least a 1.67 cumulative GPA to be eligible for any cocurricular or noninterscholastic extracurricular activity. The cumulative GPA is recalculated at the end of each grading period to determine eligibility.

In the case of a student being educated under an IEP, the IEP team determines whether or not the student has met eligibility standards for participation in a cocurricular or noninterscholastic extracurricular activity.

Students are fully informed of the curricular-related and extracurricular activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities are available to all students who elect to participate and who meet eligibility standards.

The Superintendent prepares administrative guidelines to implement a program of curricular-related clubs and activities and of extracurricular activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

The Superintendent provides for a meeting each year at which parents are informed of the Student Code of Conduct and its application to all District-sponsored clubs and activities, including athletics. Parents also are to be informed that their child is subject to discipline and possible exclusion for cocurricular and extracurricular activities for violation of the Code of Conduct.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3313.537; 3313.58; 3313.59; 3313.664
3315.062
OAC 3301-27-01
3301-35-06

CROSS REFS.: DJ, Purchasing
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fund-Raising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Nonchartered or Home Schooling
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
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 advisors 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 regulations;
 - 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 advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

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

[Adoption date: December 22, 2009]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

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

STUDENT SOCIAL EVENTS

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the rules of the school.

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 Superintendent.

Outsiders are not permitted to attend such functions unless so permitted by the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: December 22, 2009]

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 FUND-RAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fund-raising projects which contribute to their educational growth and which do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor'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, advisors 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, advisors, 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 fund-raising 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 which 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.

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

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations
Financial Procedures Manual

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 advisors, 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 Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.
4. The Board authorizes the Treasurer to act on its behalf to review and approve each expenditure from a student activity fund prior to disbursement. In approving an expenditure, the Treasurer ensures that it is related to achieving one or more of the stated purposes for which the student activity has been organized and serves a valid and proper public purpose.

[Adoption date: December 22, 2009]

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 Fund-Raising Activities
JL, Student Gifts and Solicitations
Financial Procedures Manual

INTERSCHOLASTIC ATHLETICS

The Board recognizes the value of a program of interscholastic athletics for both boys and girls as an integral part of the total school experience to the students of the District and to the community.

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

The program should foster the growth of school loyalty within the student body as a whole and stimulate community interest in athletics.

The game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

For purposes of this policy, the program of “interscholastic athletics” includes all activities relating to competitive sport contests, games, events or sport exhibitions involving individual students or teams of students of this District.

The program of interscholastic athletics should provide students the opportunity to develop the skills and attitudes that reinforce the relationship between physical fitness and wellness.

The Board determines the standards of eligibility to be met by all students participating in the interscholastic program. Such standards require that each student be in good physical condition, be free of injury and have fully recovered from illness before participating in any interscholastic athletic event.

All students in grades 7-12 must have at least a 1.67 cumulative GPA to be eligible for any interscholastic extracurricular activity. The cumulative GPA is recalculated at the end of each grading period to determine eligibility. These requirements are in addition to the eligibility requirements established by the Ohio High School Athletic Association.

In the case of a student being educated under an IEP, the IEP team determines whether or not the student has met eligibility standards for participation in an interscholastic extracurricular activity.

Because the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play and fair competition, rather than on winning. The Superintendent is to develop guidelines for coaches to follow which ensure that as many team members as possible get a chance to play so they have the opportunity to benefit from the learning experience.

No student is excused from a class or supervised study for an extended period of time for participation in interscholastic athletics.

The Board further adopts those eligibility standards set by the constitution of the Ohio High School Athletic Association and the District, and reviews such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Superintendent develops appropriate administrative guidelines for the operation of the athletic program and a code of conduct for those who participate. Such guidelines should provide for the following safeguards:

1. Prior to enrolling in the sport, each participant must submit to a thorough physical examination by a District-approved physician and his/her parent must report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
2. Any student who is found to have a health condition which may be life-threatening to self or others is not allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate. The District assumes no liability for any student with a health condition who has been authorized to play by the parents and his/her physician but not by the District.
3. Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.
4. In order to minimize health and safety risks to student athletes and maintain ethical standards, school personnel, coaches, athletic trainers and lay coaches should never dispense, supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes.
5. The Superintendent is also to develop administrative guidelines for ensuring that sportsmanship, ethics and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate. Such guidelines should include:
 - A. criteria for judging these important qualities;
 - B. procedures by which these values are communicated to coaches, students, parents and supporters and
 - C. means for monitoring the behavior of each of these groups to ensure their behavior reflects high standards.

6. The guidelines should also provide a set of behavioral expectations for each type of participant as well as a Sportsmanship Code of Conduct which each participant is to follow. The Superintendent is authorized to implement suitable disciplinary procedures against those who violate this sportsmanship code.

In order to support the High School Athletic Association's program to strengthen sportsmanship, ethics and integrity, the Board commits itself to:

1. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics and integrity;
2. establish standards for athletic participation which reinforce the concept that athletic activities are a privilege, not a right;
3. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches and other school personnel;
4. support participants, coaches, school administrators and fans who display good sportsmanship and
5. recognize the value of school athletic activities as a vital part of education.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.66; 3313.661; 3313.664
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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.

A student may be excluded from participating in the activity if he/she has less than a 1.67 grade point average on a 4.0 grading scale.

The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

Seventh and eighth grade students are eligible to participate in athletics if they have passing grades in 75% of their classes.

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

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 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
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 left public or nonpublic high school located in any state prior to graduation in order to serve in 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 GED 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: December 22, 2009]

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: December 22, 2009]

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 which 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: December 22, 2009]

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 policy-making 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 the 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 which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information which 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, videotapes, audiotapes and recordings.

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, audio-visual 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: December 22, 2009]

LEGAL REFS.: 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 & Internet Safety)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues

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, which 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.

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

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3313.642
3315.17; 3315.171
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REF.: IIA, Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

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

1. provide materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. provide materials which 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: December 22, 2009]

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

CROSS REFS.: IIA, Instructional Materials
INB, Teaching About Controversial Issues

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: December 22, 2009]

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

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

FIELD TRIPS

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

1. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
2. arouse new interests among students;
3. help students relate school experiences to the reality of the world outside of school;
4. bring the resources of the community – natural, artistic, industrial, commercial, governmental, educational – within the student’s learning experience and
5. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip is defined as any planned journey by one or more students away from District premises, which is an integral part of a course of study and is under the direct supervision and control of a professional staff member or any advisor as designated by the Superintendent.

Other District-sponsored trips are defined as any planned, student-travel activity that is approved as part of the District’s total educational program and is under the direct supervision and control of a professional staff member or any advisor as designated by the Superintendent.

Nonschool-Sponsored Field Trips

Nonschool-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 nonschool-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

School personnel must not accept any form of compensation from vendors that might influence their recommendation on a field trip or other District-sponsored trip. Furthermore, school personnel must not accept any compensation from a vendor after a decision has been made regarding the location for, or a vendor that provides transportation to, a field or other District-sponsored trip. In addition, school personnel who recommended the location for, or a vendor that will provide transportation to, a field or other District-sponsored trip must not enter into a contractual arrangement whereby an individual staff member receives compensation in any form from the vendor that operates the venue for or provides the transportation to a field or other District-sponsored trip for services rendered.

Such compensation includes, but is not limited to, cash, checks, stocks or any other form of securities and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes and other such things of value. In the event that a school staff member receives such compensation, albeit unsolicited, from a vendor, the staff member must notify the Treasurer, in writing, that he/she received such compensation and thereafter promptly transmits said compensation to the Treasurer at his/her earliest opportunity.

The Board approves those field trips and other District-sponsored trips which are planned to keep students out of the District overnight or longer or out of the state.

The Superintendent approves all other such trips.

Students may be charged fees including, but not limited to, admission fees for District-sponsored trips but no student is denied participation for financial inability, nor is nonparticipation penalized academically.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support or assume liability in any way for any staff member, volunteer or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the Superintendent. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The Superintendent prepares administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which address:

1. the safety and well-being of students;
2. parental permission is sought and obtained before any student leaves the District on a trip;
3. each trip is properly planned and, if a field trip, is integrated with the curriculum, evaluated and followed up by appropriate activities which enhance its usefulness;
4. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
5. each trip is properly monitored;
6. student behavior while on field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
7. a copy of each student's Emergency Medical Authorization form is in the possession of the staff member in charge;
8. provisions have been made for the administration of medication to those students for whom medications are administered routinely while at school and
9. provisions have been made at the trip destination and in transportation, if and when required, to accommodate students and/or chaperones with disabilities.

A professional staff member must not change a planned itinerary while the trip is in progress, except where the health, safety or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge notifies the administrative superior immediately.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3327.15
OAC 3301-35-01; 3301-35-06

CROSS REFS.: IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

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 in the buildings and main office.

Current and prospective volunteers who have or will have unsupervised access to children on a regular basis will be subject to a criminal record check at the Board's expense. No volunteer who is responsible for the care, custody or control of a student is accepted or maintained as a volunteer if he/she has been convicted of an offense that is a bar to educational licensure.

The Superintendent develops administrative guidelines for the implementation of this policy including a requirement for volunteers to sign yearly affidavits stating that no changes have occurred between required background checks.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 2305.23; 2305.231
Chapter 2744
3319.39
OAC 3301-9-01

CROSS REFS.: GBQ, Criminal Record Check
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 vocational 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: December 22, 2009]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REF.: AFI, Evaluation of Educational Resources

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 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. Distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system 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: December 22, 2009]

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

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 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 which 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 which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records shall be 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. 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.

[Adoption date: December 22, 2009]

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.

Teachers will send interim reports to any student who has a D or F grade or who has dropped two letter grades from the previous quarter. While these reports must be sent, teachers are encouraged to communicate with parents about favorable results also.

If a student's grade drops to an F after the midterm the teacher will notify the parent of the grade change in the manner that is most timely (i.e., mail or phone call). If the grade drops to an F at the very end of the quarter so that notification will not enable the student to raise the grade then the grade card will serve as the notification.

To reduce the likelihood of a grade dropping dramatically as a result of an incomplete project or a term paper, teachers are encouraged to evaluate long-term projects at appropriate points as they are being completed.

[Adoption date: December 22, 2009]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures are used in reporting to parents.

1. Number of report periods: The school year is divided into four grading periods. Reports are sent to the parents on the Friday following the close of each grading period. (Year-end reporting might vary from this.)
2. Grades one through twelve: Conferences are scheduled with each child's parent(s) on an assigned day. Other conferences are arranged as needed and may be called for by the teacher or parent(s).
3. Interim reports: Teachers issue interim reports every grading period to keep parents aware of their child's progress. The purpose of the interim report or conference is to provide the child an opportunity to improve before a final period grade is given. Interim reports may also be used to inform the parents of exceptional progress or positive change in achievement.

(Approval date: December 22, 2009)

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 which 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: December 22, 2009]

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

CROSS REF.: Student Handbooks

PROMOTION AND RETENTION OF STUDENTS

The promotion or retention of each student is determined individually. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion and retention procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines are 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.

Third grade students who receive a limited proficient score on the third grade reading achievement test are provided one of three options:

1. promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared for the fourth grade;
2. promotion to the fourth grade and provide "intensive intervention" services or
3. retention in the third grade.

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

[Adoption date: December 22, 2009]

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

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGCD, Educational Options (Also LEB)

ACCELERATION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

Promotion

A student will be promoted to the succeeding grade level when he/she has:

1. completed the course and state-mandated requirements at the presently assigned grade;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
3. demonstrated sufficient proficiency to permit him/her to move ahead to the educational program of the next grade and
4. demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience in the next grade.

Academic Acceleration

A student may be accelerated when his/her demonstrated achievement, as well as measured ability, significantly exceeds that of his/her grade level peers. Consideration may be given to promoting him/her to a grade other than the next succeeding one (i.e., whole-grade acceleration), or permitting him/her to a grade other than the next one in the academic sequence (i.e., individual subject acceleration). A student will be accelerated in this manner when he/she has:

1. achieved the grade/course objectives and state-mandated requirements, if applicable, for the grade/course in which he/she is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
2. in the opinion of the professional staff and administration, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);

3. demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program and/or
4. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which he/she will be promoted or enrolled.

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his/her school for evaluation for a possible accelerated placement.
2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building.
3. The principal (or his/her designee) of the referred student's school shall obtain written permission from the student's parent or legal guardian to evaluate the student for possible accelerated placement. The district shall evaluate all students who have permission.
4. Referrals should be processed in a timely manner, not to exceed a semester of the request.
5. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian.
6. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District or at the discretion of this principal of the school to which the student may be admitted.

Acceleration Evaluation Committee

1. Composition

- A. Upon referral, the referred student's principal (or his/her designee) shall convene an evaluation committee comprised of the following: principal or assistant principal, current teacher (exception: early entrance); teacher at the grade level to which the student may be accelerated (exception: early entrance); parent/legal guardian; gifted education specialist if available and/or school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration.
2. The acceleration evaluation committee shall be charged with the following responsibilities:
 - A. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - 1) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an ODE approved acceleration assessment. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - 2) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, and multiple criteria will be utilized to make the decision. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - 3) Students referred for possible early high school graduation shall be evaluated using a variety of data sources, and multiple criteria will be utilized to make the decision. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - B. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process in a timely manner, not to exceed a semester from the request date. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership. This notification shall include instructions for appealing the outcome of the evaluation process.
 - C. A parent or legal guardian of the referred student may appeal in writing the committee's decision to the Director of Curriculum within thirty days of being notified of the decision. The Director of Curriculum shall review the appeal and notify the parent/legal guardian of his/her decision within thirty days of receiving the appeal. The Director of Curriculum's decision shall be final. However, the student may be referred again at a later date.

- D. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent or legal guardian of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
- 1) placement of the student in an accelerated setting;
 - 2) strategies to support a successful transition to the accelerated setting and
 - 3) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- E. For students for whom the acceleration evaluation committee recommends early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
- F. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.
- G. The acceleration evaluation committee shall specify an appropriate transition period.
- H. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
- I. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. The acceleration committee shall consider other accelerative options and issue a decision within 30 days of receiving the request. If the student will be placed in a different setting, the written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

- J. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Elementary Level

To be accelerated by skipping a grade (i.e., whole-grade acceleration), the student must not only satisfactorily complete all of the academic subjects of his/her current grade, but also demonstrate proficiency in the knowledge and skills for all of the academic subjects.

To be accelerated by taking a subject at a higher grade level (i.e., individual subject acceleration), the student must not only satisfactorily complete that subject at his/her current grade, but also demonstrate proficiency in the knowledge and skills of that subject for the succeeding grade(s).

Middle School Level:

To be accelerated by skipping a grade level (i.e., whole-grade acceleration), the student must not only satisfactorily complete all of the academic subjects of his/her current grade, but also demonstrate proficiency in the knowledge and skills of all of the academic subjects of the succeeding grade(s).

To be accelerated by taking a subject at a higher grade level (i.e., individual subject acceleration), the student must not only satisfactorily complete the subject at his/her current grade, but also demonstrate proficiency in the knowledge and skills of that subject for the succeeding grade(s).

High School Level:

To be accelerated by skipping a grade level (i.e., whole-grade acceleration), the student must not only satisfactorily complete all of the academic subjects of his/her current grade, but also demonstrate proficiency in the knowledge and skills of all of the academic subjects of the succeeding grade(s). To be accelerated by taking a course other than the next one in the usual and customary academic sequence (i.e., individual subject acceleration), the student must not only satisfactorily complete the course in which he/she is currently enrolled, but also demonstrate proficiency in the knowledge and skills of the next course(s) in the prescribed academic sequence. No credit will, however, be awarded for the course(s) that was skipped.

Retention

A student may be retained at his/her current grade level when he/she has:

1. in the opinion of the professional staff, in elementary school failed to demonstrate proficiency in mathematics and reading; and in middle school and high school failed to demonstrate proficiency in the core subjects of math, reading, writing, science, and social studies;
2. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level and/or
3. scored at the below basic level on any state-mandated proficiency test.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement and retention of students that:

1. require the recommendation of the relevant staff members for promotion, placement, or retention;
2. require that parents are informed in advance of the possibility of retention of a student at a grade level;
3. require that parent(s) give their consent to the acceleration of their child;
4. assure that efforts will be made to remediate the student's difficulties before he/she is retained;
5. require that a student be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two courses of study, unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
6. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student;
7. provide parents the opportunity to request in writing to the administration the promotion, placement, or retention of their child and/or

8. provide parents the opportunity to appeal in writing to the administration the decision about their child's promotion, placement, or retention.

[Adoption date: December 22, 2009]

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

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
IKFA, Early Graduation
JB, Equal Educational Opportunities
JEB, Entrance Age (Mandatory Kindergarten)
JEBA, Early Entrance to Kindergarten
Student Handbooks

GRADUATION REQUIREMENTS

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

The Board assumes that at the time of graduation each student has fulfilled all academic and financial obligations. A good school record, scholastic and otherwise, is the best recommendation a student can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.

All students graduating prior to 2014 must meet existing requirements covered in the student handbook. The requirements for graduation from high school beginning with the freshman class of 2010 to 2011 are as follows.

Ohio Core

English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	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
Health	½ unit
Physical Education	½ unit
Electives **	<u>6 units</u>
Total	21 units

The minimum requirements for graduation also include:

1. student electives** of at least one unit or two half units, from the areas of business/technology, fine arts and/or foreign language;
2. units earned in English language arts, mathematics, science and social studies shall be delivered through integrated academic and technical instruction and
3. passing all state required examinations.

The Ohio Core requirements for graduation also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), 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 Ohio Core;
2. instruction in economics and financial literacy and
3. passing all state required examinations.

Summer School

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

Postsecondary Enrollment Options

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code 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.

The course can be free of charge or paid by the student's parent or guardian.

Correspondence Courses

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

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

Coursework Prior to Ninth Grade

Student work 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

The physical education exemption is covered in the regulation IKF-R which follows.

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: December 22, 2009]

LEGAL REFS.: ORC 3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04

CROSS REFS.: IGCD, Educational Options (Also LEB)
IGCH, Postsecondary Enrollment Options (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

GRADUATION REQUIREMENTS

Earning Physical Education Credit

1. The student needs to fulfill at least one semester with the Physical Education teacher.
2. The student may earn one semester of credit for Physical Education (1/4) if he/she participates in two sports seasons for two years. The student has to be eligible and in good standing with the team. At least one of the sports must be repeated for two consecutive years. Band season is defined as full year participation including Marching Band. Jazz Band does not fulfill this requirement.
3. The student needs to complete his/her alternative Physical Education credits before the start of his/her senior year. Any senior that has not fulfilled his/her Physical Education requirements by the end of their junior year will be required to take Physical Education class. No credit will be awarded for sports/band participation during the senior year.
4. Participation in the following activities will count towards the student's Physical Education requirement: Any school sponsored sport, band or cheerleading. School sponsored sports do not include club activities.
5. At the conclusion of each season, coaches/band director will turn in a list of all students that have satisfactorily completed the season (a minimum of 60 contact hours). The high school guidance office will record the information and grant credit on a P/F basis once requirements have been met.

This proposal was developed with several factors in mind; The Board:

1. wants students to be active.
2. believes there is great value in having students learn from a qualified PE instructor.
3. hopes that this proposal may free up time in a student's schedule to take another semester elective.

(Approval date: December 22, 2009)

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: December 22, 2009]

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, Postsecondary Enrollment Options (Also LEC)
IGCI, Community Service
IKEB, Acceleration
IKF, Graduation Requirements
IKFB, Graduation Exercises

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Grandview Heights High School. Students participating in the ceremony must meet all graduation requirements.

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the Ohio Department of Education and the Grandview Heights City Board of Education.
2. Students graduating early shall request participation in the graduation exercises. Early graduates can only participate in the graduation exercises in the year of graduation.
3. All financial obligations to the District must be paid.
4. All disciplinary obligations must be satisfactorily completed.
5. Participation in graduation rehearsal is required for participation in the graduation exercises.
6. Students participating in the exercises must wear the prescribed cap and gown.
7. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation exercises.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the graduation exercises. They will be required to fulfill the disciplinary requirements given by the Superintendent/designee. Once the disciplinary requirements have been satisfied, the students shall receive their diplomas.

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC.: 3313.120; 3313.66; 3313.661

CROSS REFS.: IKF, Graduation Requirements
IKFA, Early Graduation
JECBA, Admission of Exchange Students
Student Handbooks

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: December 22, 2009]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717
3319.32; 3319.321
OAC 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

The Board assesses student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments is to determine the progress of students and to assist them in attaining student performance objectives and the educational outcome goals of this District.

The Board administers the state-mandated, statewide assessment tests to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a state-mandated, statewide assessment test on the date scheduled, but any such test must be administered to such excused student not later than nine days following the scheduled date. The Board annually reports the number of students who have not taken one or more of the state-mandated, statewide assessment tests to the State Board of Education.

At least annually, staff members assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs and physical examinations.

The Superintendent develops and presents to the Board annually a program of testing that includes:

1. state-mandated, statewide assessment tests (e.g., diagnostic assessments);
2. locally developed, performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies and reading;
3. aptitude tests;
4. District or teacher-made achievement or performance tests;
5. vocational inventories;
6. tests of mental ability and
7. portfolios (optional).

“Achievement tests” means tests aligned to academic content standards, designed to measure the skill in a specific content area that is expected at the end of the designated grade.

“Diagnostic assessments” means the tests designed to measure student comprehension of academic content standards and mastery of related skills for the relevant subject area at each grade (K-8).

The Superintendent develops:

1. procedures for the regular collection of student performance data;
2. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments and
3. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The Board also requires that:

1. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
2. data regarding individual test scores be entered on the student’s cumulative record, where it will be subject to the Board’s student records policy and
3. the aggregate results of each schoolwide, program wide and District wide test be made part of the public record.

In accordance with State law, the Superintendent develops guidelines for the annual assessment of the reading skills of each student at the end of first and second grade, and identifies those students who are reading below their grade level. Each student’s classroom teacher is involved in the assessment and identification of those students who are reading below grade level.

The Board notifies the parent or guardian of each student whose reading skills are below grade level and provides intervention services to each student reading below grade level. Such intervention services include instruction in intensive, systematic phonetics pursuant to rules adopted by the State Board of Education.

For any student who attains a score in the below basic range on the third-grade reading achievement test, the Board does one of the following:

1. promotes the student to fourth grade if the student’s principal and reading teacher agree that other evaluations of the student’s skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade;
2. promote the student to fourth grade, but provide the student with “intensive” intervention services in fourth grade or

3. retain the student in the third grade.

For any student who does not attain, by the end of the third grade, at least a score in the range of proficient in the reading test prescribed, the Board offers intense remediation services and another opportunity to take that test during the summer following third grade.

Summer remediation services must meet the following conditions:

1. the remediation methods are based on reliable educational research;
2. testing is conducted before and after students participate in the program to facilitate monitoring results of the remediation services and
3. the services are conducted in a school building or community center and not on an at-home basis.

The Board keeps records for each student including the following:

1. a student data verification code in accordance with the Ohio Revised Code;
2. which tests are required and which are not;
3. which tests, required or not required, are taken and which are not taken at each test administration period;
4. score for each test taken, required or not;
5. whether the student attained the designated performance standard expected for each required test;
6. what, if any, tests must still be taken;
7. whether or not intervention must be provided and
8. for each test required for graduation, the date passed must be recorded on the student's transcript.

No information is on the student's transcript for a test not passed.

When a student who has taken state-mandated assessment tests in one school leaves that school to enroll in another school, the school last attended must provide immediately, upon request by a school official, all applicable records set forth above.

For each student required to be offered intervention services, the Board involves the student's parent or guardian and classroom teacher in developing the intervention strategy, and offers to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests are administered to any student, the Board provides intervention services commensurate with the student's test performance, including any intensive intervention in any skill in which the student failed to demonstrate at least a score of proficient level on a proficiency test or a score in the basic range on an achievement test, or whose diagnostic assessments show he/she is failing to make satisfactory progress toward attaining the academic standards for his/her grade level.

Except as authorized by State law, the Board must not use any student's failure to attain a specified score on any state-mandated, statewide assessment test as a factor in any decision to deny the student promotion to a higher grade level.

All identified, disabled students in the District are considered for participation in the state-mandated proficiency testing. The extent of the identified disabled student's participation is determined by the IEP team. Accordingly, the student's IEP requires that he/she:

1. take the test in the same manner as other students;
2. take the test with accommodations appropriate for his/her disability or
3. take an alternate assessment that has been approved by the State Department of Education.

The Superintendent implements administrative guidelines that comply with the State Department's regulations with regard to the administration of the state-mandated, statewide assessment tests, including the reporting of results.

Program evaluations are reviewed and updated every five years. A schedule for such is developed and implemented by the Superintendent.

This policy is reviewed and updated annually.

(Approval date: December 22, 2009)

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717
3319.32; 3319.321
OAC 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

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 weakness 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 which 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: December 22, 2009]

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 four rights which recognize the right to:

1. study any controversial issue which has political, economic or social significance and concern;
2. have free access to all appropriate information, including materials which 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 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: December 22, 2009]

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

CROSS REF.: IB, Academic Freedom

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.
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 believes one's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom.

The Board believes that saluting the flag and reciting regularly the Pledge of Allegiance help students to learn and to reinforce these principles. Therefore, the Board requires all students, grades kindergarten through 12, to recite the pledge at a time and manner specified by the building principal.

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 to the Ohio Department of Education by October 1.

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: December 22, 2009]

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

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: December 22, 2009]

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 regulations for the care and control of the animals.

[Adoption date: December 22, 2009]

LEGAL REF.: OAC 3701-54-07

CROSS REFS.: EBAA, Reporting of Hazards
EBC, Emergency/Safety Plan
ECG, Integrated Pest Management
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

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

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 5 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.

(Approval date: December 22, 2009)