

## SECTION I: INSTRUCTION

---

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IBGM	Community/Conversion Schools Policy
IC/ICA	School Year/School Calendar
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFD	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IGA	Basic Curricular Program
IGAB	Human Relations Education
IGAC	Teaching about Religion
IGAD	Career-Technical Education
IGAE	Health Education
IGAF	Physical Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH/IGAI	Family Life/Human Sexuality Education
IGBA	Programs for Students with Disabilities
IGBA-R	Programs for Students with Disabilities Regulation
IGBB	Programs for Students Who are Gifted
IGBE	Remedial Instruction
IGBEA	Reading Skills Assessments and Intervention
IGBEA-R	Reading Skills Assessments and Intervention Regulation
IGBG	Home-Bound Instruction
IGBH	Alternative School Programs
IGBI	English Learners
IGBJ	Title 1 Programs
IGBJ-R	Title 1 Programs Regulation
IGBL	Parent and Family Involvement In Education
IGBM	Credit Flexibility
IGBM-R	Credit Flexibility Regulation
IGCA	Summer Schools
IGCB	Experimental Programs
IGCD	Educational Options (Also LEB)
IGCD-R	Educational Options (Also LEB) Regulation
IGCF	Home Instruction
IGCH	College Credit Plus (Also LEC)
IGCH-R	College Credit Plus Regulation (Also LEC-R)

SECTION I: INSTRUCTION (Continued)

IGD	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB	Student Publications
IGDC	Student Social Events
IGDF	Student Fund-Raising Activities
IGDFA	Online Fundraising Campaigns/Crowdfunding
IGDG	Student Activities Funds Management
IGDF-R/IGDG-R	Student Fund-Raising Activities/Activities/Funds Management Regulation
IGDJ	Interscholastic Athletics
IGDJ-R	Interscholastic Athletics Regulation
IGDK	Interscholastic Extracurricular Eligibility
IGED	Diploma of Adult Education
IGEE	Awarding of High School Diplomas to Veterans of War
IHA	Grouping for Instruction
IHB	Class Size
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAB	Supplementary Materials Selection and Adoption
IIAC	Library Materials Selection and Adoption
IIBH	District WebSites
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICA-R	Field Trips Regulation
IICC	School Volunteers
IJ	Guidance Program
IJA	Career Advising
IK	Academic Achievement
IKA	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IKC	Class Rankings
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IKFA-R	Early Graduation Regulation
IKFB	Graduation Exercises
IL	Testing Programs
IL-R	Testing Programs Regulation

SECTION I: INSTRUCTION (Continued)

ILA	Competency-Based Education
IM	Evaluation of Instructional Programs (Also AFE)
INA	Teaching Methods
INA-R	Teaching Methods Regulation
INB	Teaching About Controversial Issues
IND/INDA	School Ceremonies and Observances/Patriotic Exercises
INDB	Flag and Motto Displays
ING	Animals in the Schools
ING-R	Animals in the School Regulation

## INSTRUCTIONAL GOALS

It is the belief and policy of the Board that the learning process must accomplish these goals in a manner that makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can be accomplished only by dedicated teachers and staff who believe in the worth of youth, are committed to these goals and are given the encouragement, means, freedom and guidance to accomplish them.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;
2. helping students establish aesthetic, moral and ethical values;
3. helping students relate satisfactorily to others in situations involving their family, 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-expressions;
6. instilling in students a knowledge of the social and natural sciences;
7. acquainting students with the richness of our heritage;
8. stimulating students to work productively in the various areas of human endeavor and
9. acknowledging the importance of, and to aid the school's supplementary role to, the home and other social agencies in developing the habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health and the establishment of sound moral, ethical and aesthetic values.

The goals of the instructional program are considered guides rather than limits. They are subject to wide interpretation flexible enough to meet the changing needs of both students and society. They are pervasive throughout the entire District, at all levels and subject areas.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: Ohio Const. Art. VI, § 2  
OAC 3301-35-02; 3301-35-03

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

## INSTRUCTIONAL OBJECTIVES

Instructors employ the methodologies needed to assure accomplishment of the learning necessary for successful movement to the next level of learning.

Skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning is identified within each subject area and at each grade level.

A competency-based curriculum is developed and implemented in reading, science, social studies, mathematics and English composition according to the requirements and timelines established by the State Board of Education Minimum Standards.

The educational program of the District is the result of systematic planning, articulation, implementation and evaluation.

Courses of study are evaluated on a rotating basis every five years under the supervision of the Superintendent or his/her designee. This evaluation will consider the achievement of learning objectives and learning outcomes. This evaluation will promote and guide appropriate revision and updating. The evaluated course of study will be presented to the Board for adoption or re-adoption.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-02

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 diversity of perspective.

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 25, 2011]

CROSS REFS.: AC, Nondiscrimination

EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)

INB, Teaching About Controversial Issues

JB, Equal Educational Opportunity

CONTRACT .: Teachers' Negotiated Agreement

## COMMUNITY/CONVERSION SCHOOLS POLICY

### Community/Conversion Schools

The Board considers applications for community schools only if the applicant's proposal contains detailed information addressing all of the provisions contained in ORC sections 3314.03 and 3314.05.

A non-refundable application fee of \$200.00 is also required upon the filing of a community school proposal.

### Required Contents of a Community School Proposal to the Tiffin City Board of Education

The Board of Education requires the following provisions to be addressed in any proposal to the Board of Education to sponsor a community school. The applicant of the proposed community school will explain in detail in their proposal how they will comply with the following requirements.

### Non-profit status

The community school must be established as a non-profit corporation as provided in Chapter 1702 of the Ohio Revised Code.

### Education Program

This section describes the education program of the community school including a Mission Statement, curriculum, etc.

### Academic goals/academic evaluation

This section states the academic goals the school will strive for as well as how the school will measure student progress. The required statewide Ohio proficiency tests must be included in whatever process the school selects.

### Performance standards by which the success of school will be evaluated by the sponsor

These are standards by which the chartering school board evaluates the school's performance.

### Admission standards

The governing authority of each community school shall adopt an admissions procedure that specifies the following:

- (A) That except as otherwise provided in this section, admission to the school shall be open only to any individual age five to twenty-two entitled to attend school pursuant to section 3313.64 or 3313.65 of the Revised Code in the school district in which the school is located or who was enrolled in the converted school during the school year preceding the year of its conversion to a community school.
- (B) That admission to the school may be limited to students who have attained a specific grade level or are within a specific age group; to students that meet a definition of “at-risk“ as defined in the contract; or to residents of a specific geographic area as defined in the contract that is within the school district in which the school is located.
- (C) That there will be no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping conditions, or sex; and that upon admission of any handicapped student the community school will comply with all federal and state laws regarding the education of handicapped students.
- (D) That the school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
- (E) That the maximum number of admissions will never exceed the capacity of the school’s programs, classes, grade levels, or facilities.
- (F) That, except as otherwise provided under division (B) of this section, if the number of applicants exceeds the capacity restrictions of division (E) of this section, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and may be given to siblings of students.

Notwithstanding division (A) through (F) of this section, in the event the racial composition of the enrollment of the community school is violative of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order.

#### Dismissal procedures

This section describes the school's dismissal procedures.

#### Racial diversity

This section will note the ways by which the community school will achieve racial and ethnic balance reflective of the community it serves. The community school must be an equal opportunity employer.

### Auditing requirements

The community school shall undergo program and financial audits including audits by the Auditor of State and the Department of Education. All financial records of the community school shall be maintained in the same manner as are the financial records of school districts, pursuant to the rules of the State Auditor.

### Facility

This section must state the facility to be used, its location and how the facility will be obtained (lease, purchase, etc.). For clarity, the description should include not only the name of the building or buildings, but also their physical and geographical location.

### Teacher qualifications

All classroom teachers shall be certificated or licensed in accordance with Sections 3319.22 to 3319.31 of the Ohio Revised Code, except that non-certificated individuals may teach up to 12 hours per week pursuant to Section 3319.301 of the Ohio Revised Code.

A community school is free to propose any additional qualifications that it deems necessary and proper. Some examples might be teaching experience in a particular area, or work experience relevant to the school's mission.

### Statutory requirements

- (A) The school will provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours per school year;
- (B) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school;
- (C) The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution;
- (D) The school will comply with sections 9.90 (insurance for educational employees), 9.91 (tax-sheltered annuities), 109.65 (missing children clearinghouse; educational program; fund: The clearinghouse is established to coordinate and improve the availability of information regarding missing children. Included in this section is a requirement that if a missing child is found to be attending a school, a member of the Board of Education or principal shall immediately give notice of that fact to the missing children clearinghouse and to the law enforcement agency), 121.22 (meetings of public bodies to be public; exceptions), 149.43 (availability of public records) 2151.358 [2151.35.8] (sealing,

- (E) expungement of records; civil disabilities not imposed; use of evidence),
- (F) 2151.421 [2151.42.1] (report of child abuse or neglect; investigation; plan of cooperation), 2313.18 (prohibited actions of employer of juror), 3301.0710 [3301.07.10] (statewide student proficiency testing), 3301.0711 [3301.07.11] (administration and grading of tests; use of results; intervention services), 3301.0714 [3301.07.14] (guidelines for statewide education management information system), 3313.33 (contracts), 3313.50 (record of tests; statistical data; individual records: this section requires Boards of Education to keep an accurate record of hearing and vision tests given to school children as well as records of measures taken to correct such hearing and visual defects), 3313.643 [3313.64.3] (eye protective devices), 3313.66 (suspension, expulsion or permanent expulsion,
- (G) removal from curricular or extracurricular activities), 3313.661 [3313.66.1] policy regarding suspension, expulsion, removal and permanent exclusion, community service), 3313.662 [3313.66.2] (adjudication order permanently excluding pupil from public schools; Board of Education resolution requesting permanent exclusion; revocation; probationary admission), 3313.67 (immunization of pupils; records, reports), 3313.672 [3313.67.2] (new pupil to present school records, custody order if applicable and certification of birth; Section (A)(2) requires that within twenty-four hours of a pupil's entry into a school, a school official shall request the pupil's official records from the school he most recently attended. If the school where the pupil claims he most recently attended has no record of pupil's attendance or the records are not received within 14 days of the date of request, the principal or chief administrative officer of the school shall notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child), 3313.673 [3313.67.3] (screening of beginning pupils for special learning needs), 3313.69 (hearing and visual tests of school children; (exemptions), 3313.71 (examinations and diagnoses by school physician), 3313.80 (display of national flag), 3313.96 (informational programs relative to missing children; fingerprinting program), 3319.321 [3319.32.1] (confidentiality of student information; law enforcement and military recruitment use), 3319.39 (criminal records check for applicants responsible for children; employment of certain offenders prohibited), 3321.01 (compulsory school age; admission to kindergarten or first grade; pupils personnel services committee), 3327.10 (transportation/qualifications of drivers), 4111.17 (wage discrimination prohibited; enforcement) and 4113.52 (right of employee to report violation of law by employer or fellow employee) and Chapters 102 (ethics) 117 (auditor of state), 1347 (personal information systems), 2744 (political subdivision tort liability), 4112 (civil rights commission), 4123 (workers' compensation), 4141 (unemployment compensation; employment services) and 4167 (public employment risk reduction program) of the Revised Code as if it were a school district;

- (E) The school shall comply with Chapter 102. of the Revised Code except that nothing in that chapter shall prohibit a member of the school' s governing board from also being an employee of the school and nothing in that chapter or section 2921.42 of the Revised Code shall prohibit a member of the school's governing board from having an interest in a contract into which the governing board enters;
- (F) The school will comply with sections 3313.61 and 3313.611 [3313.61.1] of the Revised Code, except that the requirement in those sections that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the governing authority of the community school rather than the curriculum specified in Title XXXIII [33] of the Revised Code or any rules of the State Board of Education;
- (G) The school governing authority will submit an annual report of its activities and progress in meeting the goals and standards of division (A)(3) and (4) of this section and its financial status to the sponsor and to the parents for all students enrolled in the school.

#### Health insurance benefits

This section includes all health and other benefits the employer decides to offer employees. If benefits are carried over or benefits are part of a collective bargaining agreement, they should be referenced here. The parties to this agreement should consult legal counsel to determine what benefit levels are appropriate.

#### Duration

The only restriction as to the length of this agreement is that it cannot exceed three years.

#### Governing authority

This section should recite the specific management entity responsible for carrying out the provisions of a contract for the community school.

#### Financial plan

This section must contain an estimated school budget for each year of the period of the contract. This estimated budget must specify the total estimated per pupil expenditure amount for each such year. The plan shall specify for each year the base formula amount that will be used for purposes of funding calculations under Section 3314.08 of the revised code. This based formula amount for any year shall not exceed the dollar formula amount specified for the year under section 3317.022 of the revised code. The plan may also specify for any year percentage figure to be used for reducing the per pupil amount of disadvantaged pupil impact aide the school is to receive that year under Section 3314.08 of the Revised Code.

Employee disposition

This section must address what becomes of employees in the event that this contract is terminated or non-renewed for any reason under Section 3314.07 of the Ohio Revised Code.

Optional Board-delegated duties

This section includes the recitation of duties or responsibilities of an employer that the Board of Education that operated the school before conversion would be delegating to the governing board of the community school with respect to all or any specified group of employees, provided the delegation is not prohibited by collective bargaining agreement applicable to such employees.

Comprehensive Plan

The community schools law requires that each governing authority submit to the sponsor a comprehensive plan for the school. The plan must specify the following:

1. The process by which the governing authority of the school will be selected in the future;
2. The management and administration of the school;
3. Alternative arrangements for school students who chose not to attend the school and teachers that chose not to teach in the school after conversion;
4. The instructional program and educational philosophy of the school; which includes mission, student characteristics, ages/grades of students, curriculum focus;
5. Internal financial controls;
6. Nonprofit corporation;
7. Performance standards (including state proficiencies);
8. Admission standards;
9. Dismissal standards;
- Note: 10. Method for achieving racial/ethnic balance reflective of community served;
11. Purchase Liability Insurance;

12. Requirements/procedures for program and financial audit;
13. Method of acquisition and location of facilities:
  - must meet health/safety requirements
  - must be leased if district or LCESC owned.

Dispute resolution (effective July 1, 1998)

The parties must establish procedures for resolving disputes or differences of opinion between the sponsor and/or governing authority of the community school. This could include all types of alternative dispute resolution, such as mediation, arbitration and the like.

Facility use and standards

The contract between the community school and the sponsor shall specify the facility to be used for the community school and the method for acquisition. Any facility used for a community school shall meet all health and safety standards established by law for school buildings.

In the case where a community school is proposed to be located in a facility owned by a school district or educational service center, the facility may not be used for such community school unless the district or service center board owning the facility enters into an agreement for the community school to utilize the facility. Use of the facility may be under any terms and conditions agreed to by the district or service center board and the school.

The Board reserves the right to reject a community school proposal for any of the following reasons:

1. The proposal did not contain all of the information required by Board policy.
2. The person or group proposing the community school did not provide additional information requested by the Board or provide adequate responses concerning the proposal.
3. The proposal would have a significant negative impact on the finances of the school district if granted.
4. The proposal impacts facilities that prohibits TCS educational access.
5. The proposal is not a laboratory of innovation, or contains a specific population/curriculum focus.
6. The proposal does not have at least 25 students for 920 hours per year.
7. The proposal is not nonsectarian in program, policy, practice.

8. The proposal does not comply with applicable Revised Code.
9. The proposal does not include plans for an annual report of activities, goals, progress, and financial status to sponsor and parents.
10. The proposed school lacks a mission, rationale, or methodology sufficiently distinct from that of the Tiffin City Schools.
11. The proposal in any other way not specified above would suggest a school that in the judgment of the Board not be in the best interests of its prospective students.

[Adoption Date: March 23, 1998]  
[Re-adoption Date: July 23, 2001]

REF: ORC 3314

## SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by a Calendar committee as designated in the Collective Bargaining Agreement and presented to the Board for approval no later than February 1. The number of hours scheduled for students meets or exceeds the requirements of State law.

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

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

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

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

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

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: June 22, 2010]

[Re-adoption date: May 27, 2014]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

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.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

[Re-adoption date: May 27, 2014]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

## ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

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

Modifications in the organizational plan of each school may be made only 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 the students; provides for the equivalency of instructional materials, equipment and personnel and makes the wisest use of resources and personnel to serve the educational goals of the Board.

The 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.

[Adoption date: January 9, 1989]

[Re-adoption date: April 26, 1993]

[Re-adoption date: July 23, 2001]

[Re-adoption date: March 31, 2003]

LEGAL REFS.: ORC 3311.29  
3313.53-3313.531; 3313.641

CROSS REFS.: IGBI, English as a Second Language (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, 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

[Re-adoption date: September 25, 2012]

[Re-adoption date: February 24, 2015]

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

CROSS REF.:           ABA, Community Involvement in Decision Making (Also KC)  
                              Staff Involvement in Decision Making (Also GBB)  
                              AFI, Evaluation of Educational Resources  
                              BCF, Advisory Committees to the Board

CONTRACT REF:       Teachers' Negotiated Agreement

## CURRICULUM ADOPTION

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: September 25, 2012]

[Re-adoption date: February 24, 2015]

LEGAL REFS.: ORC 3301.07  
3313.21; 3313.212  
3313.60; 3313.602; 3313.90  
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3304-35-06

## CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas have a written course of study prepared by the appropriate curriculum committee in cooperation with the curriculum directors. The curriculum guide is submitted by the curriculum directors and Superintendent to the Board for its recommendations and approval. Upon approval, it becomes the official guide to be followed by all Tiffin City School staff personnel involved.

Each course of study includes: a foreword; a table of contents; an introduction; a philosophy; goals; performance objectives; content standards; scope and sequence of the course and evaluation procedures. All educators affected by the curriculum guide are provided with a copy for official use.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-03

## BASIC CURRICULAR PROGRAM

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 24, 2017]

LEGAL REFS.: ORC 3301.07  
3313.53; 3313.60; 3313.604; 3313.6021  
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: EBBA, First Aid  
IB, Academic Freedom  
INB, Teaching About Controversial Issues

## HUMAN RELATIONS EDUCATION

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

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 emphasizes 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 the student's capacity permits and
  - C. stimulate the development of respect for the laws of this country.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: July 22, 2008]

LEGAL REFS.: ORC Chapter 4112  
5903.01(G)  
OAC 3301-35-04(B)(1)(6)

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

## TEACHING ABOUT RELIGION

Schools are neutral in matters of religion. The District shows no preference for one religion over another and refrains from the promotion of any religion.

Teaching about religious holidays or about religion in general is objective, avoids any doctrinal impact and avoids any implication that religious doctrines have the support of school authority.

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 recognizes that holidays are observed differently by different religious groups. Teachers also respect the fact that some individuals' beliefs do not include religious observances.

[Adoption date: July 23, 2001]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.601

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

## CAREER-TECHNICAL EDUCATION

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

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

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

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

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, 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, educational programs offered to secondary school students, adults, postgraduates and others desiring to obtain necessary workforce skills are established in accordance with State law and the Ohio Administrative Code.

The educational program is administered by the ~~career-technical programs director~~ Superintendent/designee.

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: January 23, 2007]

[Re-adoption date: February 24, 2015]

[Re-adoption date: June 26, 2018]

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

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

## HEALTH EDUCATION

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: March 28, 2006]

[Re-adoption date: April 27, 2010]

[Re-adoption date: August 22, 2017]

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

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

## PHYSICAL EDUCATION

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

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

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

[Adoption date: March 28, 2006]

[Re-adoption date: January 28, 2014]

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

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

## DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, all over the United States and especially in the District. In keeping with its primary responsibility - - the education of youth - - the Board charges the certificated staff of the District to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the certificated staff continue to seek ways to educate students and school staff of the District about the dangers of the misuse and abuse of drugs, alcohol and tobacco and supports the majority of students and staff who are resisting such use. Instructional units include sessions about the causes and effect of drug, alcohol and tobacco abuse, especially in young people.

In the interest of student and staff health, a supportive and helpful climate is created in the schools so that people with problems can seek and receive help.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 2925.01; 2925.37  
3313.60; 3313.95  
OAC 3301-35-03(H)

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

## FAMILY LIFE/HUMAN SEXUALITY 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 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 the 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 instruction in family life/sex education have professional preparation in the subject area.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.60  
OAC 3301-35-02

CROSS REF.: IGAE, Health Education

## PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: April 26, 1993]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 23, 2007]

[Re-adoption date: October 27, 2009]

[Re-adoption date: December 18, 2012]

[Re-adoption date: February 24, 2015]

[Re-adoption date: September 27, 2016]

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

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

## PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a free appropriate public education for children with disabilities, in accordance with Federal laws, Ohio laws, and the Model Special Education Policies and Procedures prepared by the Ohio Department of Education, the Board does hereby resolve to implement the following:

1. Child Identification

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

2. Procedural Safeguards

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

3. Multi-factored Evaluation

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

4. Individualized Education Program

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

5. Lease Restrictive Environment

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

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

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

9. Testing Programs

Students with disabilities 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: June 24, 1996)

(Re-approval date: July 23, 2001)

(Re-approval date: January 22, 2008)

(Re-approval date: October 27, 2009)

(Re-approval date: September 27, 2016)

## PROGRAMS FOR STUDENTS WHO ARE GIFTED

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

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

### Identification

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

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

### District Plan for Identifying Students Who are Gifted

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

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

10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

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

District Plan for Services

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

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

The services likely to be provided to a student based on the nature of their identification are: Gifted Self-Contained Classroom, Advanced/Honors Classes, Pre-AP Classes, AP Classes, College Credit Plus, Single-Subject or Whole Grade Acceleration, Early Graduation, and Early Entrance to Kindergarten.

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

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Gifted Self-Contained Classroom	Self-Contained Classroom (Whole Grade)	3-5	Gifted identification in Superior Cognitive Ability, Reading and/or Math	Gifted Intervention Specialist
Advanced/Honors Classes	Regular Classroom Cluster Group	6-7	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Gifted Intervention Specialist

Pre-AP Classes	Regular Classroom Pre-AP	6-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher
AP Classes	Regular Classroom AP	9-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher
College Credit Plus	Regular Classroom CCP	7-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher and/or College Faculty
Single-Subject or Whole Grade Acceleration	Regular Classroom with Acceleration	K-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher
Early Graduation	Regular Classroom with Acceleration	10-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher
Early Entrance to Kindergarten	Regular Classroom with Acceleration	K	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area	Regular Classroom Teacher

### Written Education Plan

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

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

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

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

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

#### Gifted Education Personnel

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

Annual Report and Accountability

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: January 24, 2000]

[Re-adoption date: July 23, 2001]

[Re-adoption date: January 24, 2006]

[Re-adoption date: September 23, 2008]

[Re-adoption date: June 26, 2012]

[Re-adoption date: June 27, 2017]

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

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

## REMEDIAL INSTRUCTION (Intervention Services)

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

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

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

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

Intervention services are also offered to students who:

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

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: February 25, 2002]

[Re-adoption date: October 18, 2005]

[Re-adoption date: July 24, 2007]

[Re-adoption date: May 26, 2015]

[Re-adoption date: October 27, 2015]

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

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

READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

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

The District annually evaluates the reading skills of each K-3 student, and identifies students who are reading below their grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

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

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

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

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

Mid-Year Promotion for Third (3rd) Grade Students Retained Due to the Third Grade Reading Guarantee (TGRG) A retained third grade student will have two opportunities to demonstrate readiness for 4th grade. If a child reaches the district cut score on either of the following assessments, he/she will be considered for mid-year promotion to fourth (4th) grade:

- The fall administration of an approved state vendor assessment or

- The fall administration of the state reading assessment

After a retained third (3rd) grader has met either of the above mentioned criteria, a conference will be held including the parent(s), current teacher, building administrator(s), and any other necessary school personnel. If all parties are in agreement that it is in the child's best interest, he/she will be promoted to 4th grade as soon as feasibly possible.

[Adoption date: September 25, 2012]

[Re-adoption date: April 23, 2013]

[Re-adoption date: February 24, 2015]

[Re-adoption date: May 26, 2015]

[Re-adoption date: October 27, 2015]

[Re-adoption date: November 28, 2017]

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

CROSS REFS.: IGBE, Remedial Instruction  
IGBI, Limited English Proficiency  
IKE, Promotion and Retention of Students

## READING SKILLS ASSESSMENTS AND INTERVENTION (Third Grade Reading Guarantee)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

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

(Approval date: September 25, 2012)

(Re-approval date: April 23, 2013)

(Re-approval date: October 22, 2013)

(Re-approval date: February 24, 2015)

(Re-approval date: May 26, 2015)

(Re-approval date: October 27, 2015)

## 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 or 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 or designee has given permission.
3. Home instruction teachers must be certificated teachers who hold valid State Department of Education certificates.
4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent or 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 any home instruction program is determined by the Superintendent or designee on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: January 9, 1989]

[Re-adoption date: April 26, 1993]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: Americans With Disabilities Act; 42 USC 1201 et seq.  
ORC 3313.64  
3321.04  
3323.05; 3323.12  
3331.08  
OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Disabled Students  
JEA, Compulsory Attendance Ages  
JECBC, Admission of Students from Nonchartered or Home Schooling

## ALTERNATIVE SCHOOL PROGRAMS

The Board may approve the establishment of alternative school programs for students who, because of special needs, cannot benefit from the regular school program.

The major objectives of such programs:

1. provide a setting in which individual guidance and challenge is provided for each student;
2. develop an instructional program which assists each student to overcome academic deficiencies and personal 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 provides each student with the skills necessary to become a self-supporting citizen.

To help achieve these objectives, 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 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3301.07  
3313.53  
OAC 3301-35-02; 3301-35-05

## ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

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

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

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

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

[Adoption date: January 23, 2007]

[Re-adoption date: September 22, 2009]

[Re-adoption date: December 18, 2012]

[Re-adoption date: December 19, 2017]

LEGAL REFS.: 42 USC 2000d  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
34 CFR 200  
ORC 3301.0711  
3302.01; 3302.03  
3313.61; 3313.611; 3313.612  
3317.03  
3331.04  
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination  
IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs  
IGBL, Parent and Family Involvement in Education  
JB, Equal Educational Opportunities  
JK, Employment of Students

## TITLE I PROGRAMS

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

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

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

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

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

[Adoption date: January 9, 1989]  
[Re-adoption date: April 26, 1993]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: March 31, 2003]  
[Re-adoption date: January 23, 2007]  
[Re-adoption date: September 23, 2008]  
[Re-adoption date: December 18, 2012]  
[Re-adoption date: August 22, 2017]

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

CROSS REFS.: AC, Nondiscrimination  
IE, Organization of Facilities for Instruction  
IGBA, Programs for Students with Disabilities  
IGBI, English Learners  
IGBL, Parent and Family Involvement in Education  
JB, Equal Educational Opportunities

TITLE I PROGRAMS  
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.
2. Parent must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Student Services Department.
3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Student Services Department by July 1.
4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Student Services Department.
5. Application approval or disapproval will be made by August 1 of the year in which the application is made.
6. Only one transfer per year is granted.
7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).
8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs, i.e., special education, Title I, preschool programs.
2. Student/Teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by “low achieving students from low income families.”
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: January 23, 2007)

## PARENT AND FAMILY INVOLVEMENT IN EDUCATION

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

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

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

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

[Adoption date: August 17, 1992]

[Re-adoption date: July 23, 2001]

[Re-adoption date: January 23, 2007]

[Re-adoption date: September 23, 2008]

[Re-adoption date: August 22, 2017]

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

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

## CREDIT FLEXIBILITY

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

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

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

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

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

[Adoption date: September 22, 2009]

[Re-adoption date: December 20, 2016]

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

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

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

## CREDIT FLEXIBILITY

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

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

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

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

(Approval date: September 22, 2009)  
(Re-approval date: December 20, 2016)

## SUMMER SCHOOLS

The Board attempts to operate summer schools for students in grades seven through 12 who need extra help in order to advance with their group or need a course because of conflicts during the regular school year.

1. The Board of Education considers the advisability of offering certain summer courses on a tuition basis if enough students are interested.
2. If 15 or more students indicate that they will take a particular subject if offered, an effort is made to employ a properly qualified teacher. Students who will be in grades seven through 12 as of the following September are eligible to enroll.
3. Any course offered during the regular school year may be offered in the summer if the demand is great enough and if teachers can be employed. Tuition is payable in advance and will not be refunded if the student withdraws or fails to earn credit.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3301.0711  
3313.608; 3313.57; 3313.641

CROSS REFS.: IGBE, Remedial Instruction  
IKE, Promotion and Retention of Students  
IL, Testing Programs  
JN, Student Fees, Fines and Charges

## EXPERIMENTAL PROGRAMS

The Board believes that education is a human enterprise and is not static but developmental in nature. As such, there are times that approaches other than the traditional and proven should be attempted. Such programs are viewed as experimental and tentative.

To be initiated in the District, an experimental program must meet these 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 State Department of Education for permission to implement the program on an experimental basis.
3. The program or course is approved by the Board and the State Department of Education prior to implementation.
4. All instructional material used in connection with this program is available for inspection by the parents or guardians of participating students.
5. Participating students are recommended for participation. The parent(s) or guardian(s) must provide approval for students under 18 years of age to participate. A copy of the written approval is 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.
6. The program is evaluated in terms of learning outcomes, student achievement and accomplishment of stated objectives.
7. At the end of an established period of time, the Superintendent either recommends cessation of the experiment or inclusion of the program in the District's educational program.
8. Fees are estimated for experimental programs as needed. Participating students are expected to pay fees at the beginning of the program.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.642  
OAC 3301-35-02(D)

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 learning 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, tutoring, travel, mentoring, correspondence courses and college courses 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: January 9, 1989]

[Re-adoption date: July 28, 1997]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: OAC 3301-35-01(D); 3301-35-02(C)

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 these criteria:

1. The parent(s)/guardian(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan that contains written measurable objectives is submitted to and approved by the Superintendent.
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 Kindergarten through eighth grade students participating in an option as a substitute instructional plan considers 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 programs and programs of independent study, a certified teacher provides both the instruction of and evaluation of students. In all other cases, a certified teacher provides only the evaluation of student progress.
7. Such courses and programs do not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
8. The instructional plan includes a written plan, including a timeline for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: January 9, 1989)

(Re-approval date: July 28, 1997)

(Re-approval date: July 23, 2001)

## HOME INSTRUCTION

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: July 23, 2001]  
[Re-adoption date: October 18, 2005]

LEGAL REFS.: ORC 3321.04  
OAC 3301-34

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

## COLLEGE CREDIT PLUS

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

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

[Adoption date: July 23, 2001]

[Re-adoption date: March 22, 2011]

[Re-adoption date: July 28, 2015]

[Re-adoption date: August 22, 2017]

[Re-adoption date: October 24, 2017]

[Re-adoption date: June 26, 2018]

LEGAL REFS.: ORC 3313.5314  
Chapter 3365  
OAC 3333-1-65 through 3333-1-65-131  
3301-83-01(C)

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

## COLLEGE CREDIT PLUS

### District Obligations

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

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

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

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

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

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

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

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

### Student Enrollment

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

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

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

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

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

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

#### High School/College Enrollment

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

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

### Student Eligibility

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

### Underperforming Students/CCP Probation

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

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

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

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college

course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

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

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

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

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

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

1. allow the student to participate in the program without restrictions;
2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;
3. allow the student to participate in CCP on CCP probation or
4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

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

### Summer Term Eligibility

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

### Financial Responsibilities

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

Other Considerations

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

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high

school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

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

(Approval date: March 22, 2011)

(Re-approval date: October 22, 2013)

(Re-approval date: September 27, 2016)

(Re-approval date: August 22, 2017)

(Re-approval date: October 24, 2017)

(Re-approval date: June 26, 2018)

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

The following guidelines govern the student activity programs.

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

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

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

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

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

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

4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

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

[Adoption date: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: May 18, 2004]  
[Re-adoption date: April 22, 2008]  
[Re-adoption date: July 22, 2008]  
[Re-adoption date: September 22, 2009]  
[Re-adoption date: December 15, 2009]  
[Re-adoption date: April 23, 2013]  
[Re-adoption date: October 22, 2013]  
[Re-adoption date: February 24, 2015]  
[Re-adoption date: December 19, 2017]

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

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

## STUDENT ORGANIZATIONS

The Board endorses the belief that school clubs and organizations are an important part of the educational program, particularly in the secondary schools. The purpose of such groups is to enrich the cultural, recreational, and vocational programs of the school. All clubs and organizations shall have the approval of the building principal. The building principal shall attempt to secure a faculty advisor for each club and organization.

The following guidelines shall be observed in establishing clubs and organizations.

1. The activity offerings shall be of sufficient variety and number to meet the wide range of interests and needs of our students.
2. The schools shall observe a complimentary relationship to the home and the community, planning a school program with due regard for the widespread and rich facilities already available to our students.
3. The assistance of parents in planning the schools' activity programs shall be encouraged.
4. The goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the students. This should be a shared responsibility.
5. Activities which are for public view are to be kept to the minimum necessary for their educational value. Public performances of the activities are to be supervised in order to prevent excessive time and effort expenditures by students. Such performances may  
not be held for purposes which contribute to private gain or advantage.
6. Loss of instructional time for student activity programs shall be kept at a minimum and will be approved only if the benefits of the activity cannot be obtained within the scheduled instructional program in school or outside of regular school hours. Involvement in activities resulting in a loss of class time should not impair the curricular achievement of the students involved, and these students will have the opportunity and responsibility for making up work.

7. The Superintendent/designee shall review and approve requests for student participation in activities scheduled during the school day by organizations and agencies other than the Board or District. Consideration shall be given to the activities as they relate to learning experiences for students. Recognizing the public relations aspect of these requests, it is still important to maintain the proper balance between instruction and other student activities.

[Adoption date: November 25, 2014]

CROSS REF.: IGD, Cocurricular and Extracurricular Activities

## STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experience in such courses as English and journalism and as an extracurricular activity. 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 those students interested in this activity and provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are followed:

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school paper reflects the policy and judgment of the student editors. Materials of a controversial nature should not be prohibited unless:
  - A. material imminently threatens to disrupt the educational process of the school, to damage other individuals or to advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use, etc.);
  - B. material threatens any person or a group within the school or advocates racial or religious discrimination;
  - C. material advocates violation of the law or official school regulations;
  - D. material is considered false or libelous, based upon available facts, and
  - E. material 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.

### Non School-Sponsored Publications

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

[Adoption date: January 9, 1989]  
[Re-adoption date: June 14, 1993]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: June 26, 2012]

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

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

## STUDENT SOCIAL EVENTS

All student functions held in the name of the District are approved by the principal and supervised by one or more faculty members or approved lay advisors.

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 be permitted to attend such functions unless so permitted by the building principal. Students present, along with chaperones, are held liable for proper care of facilities used.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59  
3315.062

OAC 3301-35-02; 3301-35-03

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

## STUDENT FUNDRAISING ACTIVITIES

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

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

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

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

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

[Adoption date: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: November 27, 2018]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811  
3315.062

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

## ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent must review all images and text used as part of the campaign.
2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Treasurer a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.
3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.
4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent maintains a documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign provided the purposes are lawful and do not remove the authority of the Board.

[Adoption date: November 27, 2018]

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

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

## STUDENT ACTIVITIES FUNDS MANAGEMENT

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

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty 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 expended for each purpose.
4. When an unexpended balance remains in the account of student activity (Fund 200), the Board will exercise its prerogative in disposing of such funds.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: December 18, 2012]

[Re-adoption date: November 28, 2017]

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  
DIB, Types of Funds  
DJ, Purchasing  
DJF, Purchasing Procedures  
IGD, Cocurricular and Extracurricular Activities  
IGDF, Student Fund-raising Activities  
JL, Student Gifts and Solicitations

STUDENT FUND-RAISING ACTIVITIES/  
ACTIVITIES/FUNDS MANAGEMENT

It is the desire of the Board to keep solicitations of funds by school organizations and students to a minimum, and have the activities outside school hours whenever possible. The following are approved:

1. High School

The following fund-raising activities are permitted:

- A. the annual magazine campaign which shall be limited to eight school days;
- B. the annual band tag day and
- C. solicitation for advertising for the basketball and football programs, school paper, and yearbook.

2. Middle School

Money-raising projects, which are expected to generate in excess of \$4,000.00 are permitted once a year. The duration of each sale will not be more than seven school days.

3. Elementary Schools

Money-raising projects, which are expected to generate in excess of \$4,000.00 are permitted once every year. The duration of the sale shall not exceed seven school days. The building principal and not a representative of the fund-raising company is to conduct the "kickoff" assembly program.

(Approval date: January 9, 1989)  
(Re-approval date: July 23, 2001)  
(Re-approval date: January 22, 2008)  
(Re-approval date: September 25, 2012)

## INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

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

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

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

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

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

Students in grades 9-12 are ineligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season. Exceptions to the ineligibility provisions are outlined in the OHSAA Bylaws.

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

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

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

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

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: April 22, 2008]

[Re-adoption date: April 23, 2013]

[Re-adoption date: October 22, 2013]

[Re-adoption date: February 24, 2015]

[Re-adoption date: December 19, 2017]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539;  
3313.66; 3313.661; 3313.664  
3315.062  
3319.303  
3321.04  
3707.52  
OAC Chapter 3301-27

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

## INTERSCHOLASTIC ATHLETICS (Athletic Code of Conduct)

The most important goal of the interscholastic athletic program is to provide every participant the opportunity to grow mentally, morally, physically, and emotionally. To ensure that the program can provide these opportunities, a degree of self-discipline is required of each participant. Self-discipline involves compliance with rules and regulations concerning personal behavior. Rules and regulations promote order and safety, and assist participants in reaching their maximum performance potential.

The Board of Education, administration, athletic department, and community feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. We also believe that, due to their high visibility, athletic participants have a strong influence on members of the student body as well as the community. Their conduct, while representing a team, traveling to or from an event, as well as in the community, is seen as a direct reflection upon the athletic program and the standards of the school.

With this belief, we set the following code of conduct and policy as a minimum standard for the Athletic Department of the school, fitting within the rules and regulations of the Tiffin City Board of Education and the Ohio High School Athletic Association. It must also be remembered that participation in athletic activities is not a right but a privilege that will be regulated.

### I. GENERAL REQUIREMENTS OF ATHLETIC PARTICIPATION

- A. All athletes in grades 7 – 12 are expected to follow the prescribed training rules and regulations. This policy is in effect for 365 Days A Year (the complete calendar year) and is in addition to any special rules of the advisor/coach and the rules and procedures as outlined in the applicable Student Handbooks of Tiffin City Schools.
- B. Athletes (only contestants and cheerleaders) must complete:
  - 1. an OHSAA Student Participation Form
  - 2. an OHSAA Physical Exam Form
  - 3. an OHSAA Authorization Form
  - 4. a local All-Sports Training Policy
  - 5. a local Emergency Medical Authorization Form

These forms must be turned in to the coach/athletic director before the student can participate in the first official practice.

- C. Financial obligations resulting from equipment fees, replacement of lost or stolen equipment, and/or unpaid balances from sales projects, must be paid prior to participation in any present or future athletic activity
- D. Athletic eligibility is determined by the preceding nine-week grading period. All students involved in athletics must pass five classes, not counting flag squad or physical education, each grading period and earned a 1.50 or better GPA during that grading period. Students enrolled in PSEO classes should contact their counselor for eligibility compliance. (Please note that summer school classes do not impact athletic eligibility.)

Students enrolling in the ninth grade for the first time must have passed 75% of the subjects taken in the eighth grade during the last grading period in order to be eligible.

## II. ELIGIBILITY RULES

- A. Athletes must meet all eligibility requirements of the Tiffin City Schools and any governing agency, such as the Ohio High School Athletic Association, including but not exclusive to, those requirements pertaining to scholarship, residence, age, attendance, and transfers.
- B. Athletes are required to attend school at least the last 1/2 of the day (periods 4 – 7 @ TCHS and periods 5 - 8 @ TMS) to be eligible to practice or participate on any given school day unless pre-excused by the athletic director or principal.
- C. An athlete leaving a team for any reason and wanting to go out for “another sport” must do so within seven days after the official start of practice or prior to the first scheduled scrimmage/contest, whichever occurs first. Beyond this, the athlete would not be able to participate in another sport (including organized conditioning and/or weight room) until the current sports season is completed, unless consent of the head coach and athletic director is given.
- D. If an athlete is denied participation from a sport because of a violation, he/she is not eligible to join an organized conditioning program, try out for or participate in another sport until all the other members of the sport from which he/she is denied participation are also eligible or until such time as the denial of participation is over.

- E. Any athlete suspended or expelled from school is also suspended from athletic activities including practices, scrimmages, etc.
- F. Any athlete ejected for unsportsmanlike conduct or flagrant foul shall be ineligible for contests for the remainder of that day as well as for all contests in that sport until two regular season/tournament contests (one in football) are played at the same level as the ejection. If necessary, a carry-over penalty will be invoked.

An athlete who is ejected a second time shall be suspended for the remainder of the season in that sport.

- G. All athletes assume responsibility for regulating his/her personal life in such ways as will make him/her an efficient member of a team and a worthy representative of his/her school. Any student-athlete may be denied from participating in athletic team practice or competitions for a period of time, designated by the administration, for infraction of school rules and regulations or any other unacceptable conduct in or out of school.

Unacceptable behavior would include, but is not limited to, such offenses as:

1. Repeated truancy from school or class.
2. Acts of immorality, theft, vandalism or physical abuse of persons or property.
3. Repeated infractions of school rules, disrespect or chronic incorrigible behavior.
4. Abusive language, gestures or profanity.
5. Disrespectful behavior or unsportsmanlike conduct at or during athletic contests, practice sessions or school-sponsored events

- H. The involvement of socially unacceptable behavior, criminal activity or violations of the law is prohibited. Consequences for such involvement may result in a reprimand to the denial of participation, depending upon the nature of the offense.

### III. CONDUCT RULES AND CONSEQUENCES

- A. The use, possession or purchase of tobacco in any form (cigarettes, cigars, chewing tobacco, snuff, etc.) is prohibited.

SECTION A - TOBACCO

<b>VIOLATION</b>	<b>1<sup>ST</sup> OFFENSE *</b>	<b>2<sup>ND</sup> OFFENSE</b>	<b>3<sup>RD</sup> OFFENSE</b>
<b>Tobacco</b>	30% of Season with a carry-over penalty.	Denial of Participation for the remainder of the school year and no local post-season Awards.	Denial of Participation in athletics for one calendar year.
* In the case of a tobacco violation, if the athlete agrees to go through a tobacco educational program, approved by the school administration, and to follow the program recommendations, the denial of participation will be modified, upon completion of the program, to 20% of the contests in that sport's season with a carry over penalty.			

B. The use, possession or purchase of alcohol in any form, mind-altering chemicals and their related paraphernalia or build-altering chemicals is prohibited.

SECTION B - ALCOHOL

<b>VIOLATION</b>	<b>1<sup>ST</sup> OFFENSE **</b>	<b>2<sup>ND</sup> OFFENSE</b>	<b>3<sup>RD</sup> OFFENSE</b>
<b>Alcohol</b>	Denial of Participation for the remainder of the school year and no local post-season Awards.	Denial of Participation for one calendar year and no local post-season Awards.	Denial of Participation in athletics for the remainder of high school.
** In the case of alcohol violation, if the athlete agrees to go through an alcohol rehabilitation program, approved by the school administration, and to follow the program recommendations, the denial of participation will be modified upon completion of the program, with a minimum denial of participation for 40% of the contests in that sport's season with a carry-over penalty.			

C. The use, possession or purchase of mind-altering chemicals and their related paraphernalia or build-altering chemicals is prohibited.

SECTION C - MIND-ALTERING CHEMICALS AND BODY-ALTERING CHEMICALS

VIOLATION	1 <sup>ST</sup> OFFENSE ***	2 <sup>ND</sup> OFFENSE	3 <sup>RD</sup> OFFENSE
Drugs	Denial of Participation for the remainder of the school year and no local post-season Awards.	Denial of Participation for one calendar year and no local post-season Awards.	Denial of Participation in athletics for the remainder of high school.
<p>*** In the case of a drug violation, if the athlete agrees to go through a drug rehabilitation program, approved by the school administration, and to follow the program recommendations, the denial of participation will be modified upon completion of the program with a minimum denial of participation for 60% of the contests in that sport's season with a carry-over penalty.</p>			

SELF-REFERRAL POLICY

If an athlete seeks assistance for dealing with an alcohol or drug problem by self-referral to a coach or administrator, and agrees to participate in an alcohol and/or drug rehabilitation program approved by the school administration and agrees to follow the program recommendations, there shall be NO denial of participation but the self-referral will still be considered as a first violation.

*Note:*

*A self-referral can only be used once during the time that an athlete is in the Middle School and once during an athlete's High School Career.*

Any combination of three (3) offenses or violations from sections A, B, & C will result in a denial of participation for one calendar year with no reduction in the consequences or penalty.

D. The sale, supplying or transmitting of alcohol in any form, or any mind-altering chemicals is prohibited.

SECTION D - SALE OF, SUPPLYING OF ALCOHOL, MIND-ALTERING CHEMICALS, AND BODY ALTERING CHEMICALS

VIOLATION	1 <sup>ST</sup> OFFENSE	2 <sup>ND</sup> OFFENSE	3 <sup>RD</sup> OFFENSE
Sale of Alcohol & Drugs	Denial of Participation for one calendar year and no local post-season Awards	Denial of Participation in athletics for the remainder of high school.	Not Applicable

IV. DENIAL OF PARTICIPATION AND DUE PROCESS

- A. In the event of a violation of this Code of Conduct and/or the training policy established by the coach, the following procedure will take place:
1. The administrator/coach will inform the athlete (in writing) of what the violation is and what discipline might take place.
  2. The administrator/coach then will conduct an informal hearing to allow the athlete to explain his/her actions.
  3. If the administrator/coach denies the athlete the opportunity to participate, he/she shall inform the athlete and his/her parents of that fact in writing.
  4. The athlete and his/her parents shall be informed that they may appeal the decision to the building principal.
  5. If appealed, the principal will meet with the athlete, his/her parents and the coach to hear the issue. The principal will then decide to uphold, vacate or modify the decision.

V. DEFINITION

Athlete Any student participating in an athletic sport as an eligible contestant, manager, statistician or cheerleader.

Build-Altering Chemicals	Includes, without limitation, anabolic steroids, growth hormones, testosterone or its analogs, human chorionic gonadotrophin (HCG) and other hormones.
Calendar Year	Shall mean the period of twelve (12) consecutive months from the date of a determination pursuant to the principal's, athletic director's, coach's judgment.
Carry-over Penalty	The consequences may extend into another sport season or a new school year.
Counterfeit Controlled Chemicals	<p>Any drug that bears, or whose container or label bears, a trademark trade name, or other identifying mark used without authorization of the owner of rights to such trademark, trade name or identifying mark.</p> <p>Any unmarked or unlabeled substance that is represented to be a controlled substance manufactured, processed, packed or distributed by a person other than the person that manufactured, processed, packed or distributed it.</p> <p>Any substance that is represented to be a controlled substance, but is not a controlled substance or is a different controlled substance.</p> <p>Any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size, and color or its markings, labeling, packaging, distribution or the price for which it is sold or offered for sale.</p>
Drug/Alcohol Rehabilitation Program	A recognized treatment program with a history of tangible positive results. (All costs for assessment, treatment, rehabilitation or counseling shall be the responsibility of the athlete and his/her family.)
Mind-Altering	Includes, without limitation, narcotics, depressants, stimulants, hallucinogens, counterfeit controlled substances, marijuana, and prescription drugs, unless authorized by a medical prescription from a licensed physician and kept in the original container, which container shall state the athlete's name and the directions for proper use.

Participation	<p>Participation is defined as competing in contests against other schools.</p> <ol style="list-style-type: none"><li>1. An athlete, under denied participation may be allowed, with coach's/advisor's permission, to practice with the team and attend team meetings.</li><li>2. An athlete, under denied participation, is expected to follow all training rules and requirements of the sport.</li><li>3. During athletic events, while under local denial of participation, the coach/advisor will determine if the athlete may:<ol style="list-style-type: none"><li>a. Travel to and from contests with the team.</li><li>b. Enter the team locker room.</li><li>c. Sit on the team bench.</li></ol></li></ol>
Possession	<p>Possession is defined as physical control of alcohol, mind-altering chemicals, illegal build-altering chemicals or tobacco or permitting other persons to possess the aforementioned substances in locations (automobile, private or public property, etc.) for which the athlete has responsibility, in the absence of a responsible adult to exercise meaningful supervision.</p> <p>Student possession is defined as being in the presence of alcohol or illegal drugs in a location (automobile, private or public property, etc.) where the athlete was aware, or should have been aware, of its presence.</p>
Self-Referral	<p>When an athlete seeks assistance for dealing with a problem (alcohol or drug) by self-referral to their coach/advisor and/or school administrator before a violation is detected.</p> <p>Note: A self-referral can only be used once during the time that an athlete is in the Middle School and once during an athlete's high school career.</p>
Sport Season	<p>The season begins with the first day of organized practice, as per O.H.S.A.A. handbook, and ends with the conclusion of the respective sport's banquet.</p>

(Approval date: April 22, 1996)  
(Re-approval date: July 23, 2001)  
(Re-approval date: April 22, 2008)

## INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

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

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade point average of 1.5 on a 4.0 grading scale.

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

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

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

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

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

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

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

The District does not permit students who receive home instruction in accordance with state law who do not live in the District to participate in District extracurricular activities.

[Adoption date: June 22, 1998]

[Re-adoption date: July 23, 2001]

[Re-adoption date: April 22, 2008]

[Re-adoption date: September 28, 2010]

[Re-adoption date: October 22, 2013]

[Re-adoption date: February 24, 2015]

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

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

## DIPLOMA OF ADULT EDUCATION

In accordance with the requirements of section 3313.611 and section 3301-43-05 of the Ohio Revised Code, the Diploma of Adult Education is awarded when the Superintendent, or his/her designee, has verified that all conditions have been met. The President and Treasurer of the Board and the Superintendent sign the Diploma of Adult Education. It bears the date of issuance and be on a Board of Education approved form.

Eligibility requirements, the basis for awarding Adult High School Credits, the evaluation of educational and or life experience, and other important information about earning this diploma are included in section IGED-R of the Board Policy Manual, which was approved by the Board on October 15, 1991.

[Adoption date: September 21, 1992]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3301.0710; 3301.0711  
3313.611; 3313.645  
3317.024  
OAC 3301-13-02; 3301-13-05; 3301-13-06  
3301-35-01; 3301-35-02

CROSS REFS.: IKF, Graduation Requirements  
IL, Testing Programs

## AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

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

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

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

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

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

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

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

[Adoption date: February 25, 2002]

[Re-adoption date: March 28, 2006]

[Re-adoption date: March 27, 2007]

[Re-adoption date: December 18, 2012]

[Re-adoption date: December 20, 2016]

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

CROSS REF.: IGED, Diploma of Adult Education

## GROUPING FOR INSTRUCTION

It is the policy of the District to 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 is done on the basis of what is best for the individual student.

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 the most effective placement of students in 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 and teachers are encouraged to carry out this procedure. Grouping should be flexible. Some students may be grouped together for one activity and, almost immediately following, may be regrouped for another activity; students should not, as a rule, remain in the same groups throughout the school year.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: OAC 3301-35-01; 3301-35-03

CROSS REF.: IHB, Class Size

## CLASS SIZE

The Tiffin City Schools endeavor at all times to meet the ratio of teachers to students as prescribed in The Minimum Standards for Elementary and Secondary Schools, State of Ohio. Recognizing that unforeseen circumstances may arise which preclude conforming to a rigid figure, student/teacher ratios are regarded as desirable for planning needed classrooms and teachers in the Tiffin City School system in accordance with the negotiated agreement.

In addition, the District attempts to keep a maximum class size of 30 students for all grade levels, whenever possible.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03  
OAC 3301-35-03

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 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, video, audiotapes, and recordings.

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

[Adoption date: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: July 24, 2007]  
[Re-adoption date: February 24, 2015]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h  
ORC 3313.21; 3313.212  
3313.642  
3329.06; 3329.07; 3329.08  
OAC 3301-35-034; 3301-35-06

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

## TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: December 20, 2011]

[Re-adoption date: February 24, 2015]

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

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

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

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

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

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

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

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

The recommendation of supplementary materials rests with the Superintendent/designee and final approval rests with the Board.

[Adoption date: December 21, 2010]

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

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

## LIBRARY MATERIALS SELECTION AND ADOPTION

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

1. provide materials that enrich and support the curriculum, taking into consideration the varied interest, abilities and maturity levels of the students served;
2. provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information that enable students to make intelligent judgments in daily lives;
4. provide materials on opposing sides of controversial issues so that young citizens 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 assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials usually come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluation and recommendation of all library materials recommended 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 materials are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books or materials are handled in line with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3329.05; 3329.07  
OAC 3301-35-03

CROSS REFS.: IIA, Instructional Materials  
INB, Teaching About Controversial Issues  
KLB, Public Complaints About the Curriculum or Instructional Material

## DISTRICT WEBSITES

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

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

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

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

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

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

### Accessibility of Website

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

### Advertising or Sponsorships

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

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

[Adoption date: April 25, 2017]

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

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

## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of this community are important objectives of this District's educational program.

Toward these ends, the Board encourages administrative and instructional personnel to rely on the community as one of the educational resources. The administration directs a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-03(J)

## FIELD TRIPS

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

Field trips - - properly planned, properly supervised and properly integrated into the instructional program - - are not to be considered "outings" or days off from school. They are, in fact, extensions of the curriculum and of the school plant.

All field trips sponsored by the schools are educational in nature and related to the subject matter and the objective of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with definite objectives determined in advance. Appropriate instructions should precede and follow each trip.

As much as possible, community resource persons and organizations are involved in the planning and conducting of field trips so students derive the greatest educational benefit from the trip.

### Travel Vendor Compensation

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3327.15  
OAC 3301-35-01; 3301-35-03

CROSS REFS.: EEAD, Special Use of School Buses  
GBI, Staff Gifts and Solicitations  
IGDF, Student Fund-Raising Activities  
JL, Student Gifts and Solicitations

## FIELD TRIPS

### Eligible Participants

In most cases, an entire class takes part in a field trip. From time to time, however, a trip may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to make a field trip if such a trip would benefit his/her instructional program.

In all cases when only part of a class goes on a field trip, the administration ensures that: (a) satisfactory arrangements are made for the instruction of those staying in school and (b) adequate transportation and supervision are provided for those who are going on the trip.

### Distance and Duration

1. Regular field trips are defined as those trips that take place within the community or to places near enough so that the trip can be accomplished during one school day.
2. Extended field trips are categorized as:
  - A. trips of several days' duration when school is not in session (e.g., a trip to Washington, D.C.; language trips to Canada and Mexico) or
  - B. trips within the state involving more than one day while school is in session.

Permission for extended field trips must be secured from the Superintendent, subject to review by the Board.

Field trips out of state while school is in session are not normally approved; however, the Board considers special requests for such trips when they are necessary to a curricular or cocurricular purpose, well-planned, adequately chaperoned and satisfactorily financed.

### Parental Permission

Written permission from parents must be obtained prior to any child's participation in a school-sponsored field trip.

### Expenses

Field trips that are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.), and/or trips that involve overnight stays, usually involve some expense to the participating student. Care is taken by the administration that such trips do not proliferate to the point where the expense becomes a burden for the parents.

Fund drives are allowed under the Board's policies on student gifts and solicitations and student fund-raising activities. In no case is a student prevented from participating in a field trip solely because of inability to pay.

Regulations Governing Field Trips

It is the responsibility of the Superintendent to set District regulations for field trips and each building principal will sets rules for his/her school that comply with Board policy and District regulations.

(Approval date: January 9, 1989)

(Re-approval date: July 23, 2001)

## 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 provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

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

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

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

[Adoption date: July 23, 2001]

[Re-adoption date: October 18, 2005]

[Re-adoption date: December 16, 2008]

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

CROSS REF.: GBQ, Criminal Record Check  
GDBB, Support Staff Pupil Activity Contracts  
IIC, Community Instructional Resources (Also KF)

## GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interest, attitudes, strengths, and limitations. This process is meant to assist students in the development of their potential, 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: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: March 28, 2006]

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

CROSS REF.: AFI, Evaluation of Educational Resources

## CAREER ADVISING

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

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

The District will do all of the following.

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

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

[Adoption date: May 26, 2015]  
[Re-adoption date: September 26, 2017]  
[Re-adoption date: October 24, 2017]

LEGAL REF.: ORC 3313.6020

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

## ACADEMIC ACHIEVEMENT

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

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and 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. As far as possible, 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IKAB, Student Progress Reports to Parents

## GRADING SYSTEMS

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

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

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

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form 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 are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

The Superintendent develops procedures for grading which include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: September 28, 2010]

LEGAL REF.: 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 certificated staff in cooperation with parents.

Written reports are provided to parents of children in grades K through 12 four times per year at the completion of each grading period. Interim reports are required and shall be provided at the midpoint of each nine week grading period in grades 2-12. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: March 25, 2008]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

## HOMEWORK

The Board believes that homework, as long as it is properly designed, carefully planned and geared to the development of the individual student, meets a real need and has a definite place in the educational program.

Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught 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.

Homework is not be used for disciplinary purposes. The amount and type of homework given is decided by the classroom teacher within the framework of overall instructional plans.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: OAC 3301-35-01; 3301-35-02

CROSS REF.: Student Handbook

## CLASS RANKINGS

Any student (grades 9-12) at Columbian High School who has a grade point average of 4.0 or above is considered class rank of number one. There is no attempt to break ties or use any additional calculating method to distinguish such students. Neither is there a course selection requirement to qualify as class rank of number one.

[Adoption date: November 2, 1992]

[Re-adoption date: July 23, 2001]

## PROMOTION AND RETENTION OF STUDENTS

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

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

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

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

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

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 33.010710 on the assessment, is not promoted to fourth grade unless one of the following applies:

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

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

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

[Adoption date: February 25, 2002]  
[Re-adoption date: October 18, 2005]  
[Re-adoption date: April 23, 2013]  
[Re-adoption date: October 22, 2013]  
[Re-adoption date: October 27, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;  
3313.608; 33113.609; 3313.6010; 3313.6012  
3314.03  
OAC 3301-35-04; 3301-35-06

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

## ACCELERATION

### Academic Acceleration, Early Entrance To Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

### Referrals and Evaluation

1. Any student enrolled 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 possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.
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 are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

3. The principal or his/ her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised 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 are evaluated upon the request of the child's parent or legal guardian. 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 are evaluated for possible early admittance, if referred by an educator within the District, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. 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 may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent/designee within 30 days of being notified of the committee's decision. The Superintendent/designee reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Superintendent/designee's decision is final.

However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

- A. a principal or assistant principal from the child's current school;
- B. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
- D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
- E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

1. The acceleration evaluation committee is charged with the following responsibilities:

- A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.
  - 1) Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
  - 2) Students considered for individual subject acceleration are evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity

and desire for accelerated placement. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.

- 3) Students referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state-mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
- B. The acceleration evaluation committee issues a written decision to the principal and the student's parent or legal guardian, based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student is determined by a majority vote of the committee membership.
  - C. The acceleration evaluation committee develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:
    1. placement of the student in an accelerated setting;
    2. strategies to support a successful transition to the accelerated setting;
    3. requirements and procedures for earning high school credit prior to entering high school (if applicable); and
    4. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
  - D. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops 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.
  - E. The acceleration evaluation committee designates 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.

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
  - A. 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 removes the student without repercussions from the accelerated placement.
  - B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly, and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

[Adoption date: July 25, 2006]

[Re-adoption date: September 23, 2008]

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 (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

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

- \* students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;

2. \*\* students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
3. \*\*\* student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
4. units earned in social studies shall be integrated with economics and financial literacy and
5. 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.

### Educational Options

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

### College Credit Plus and Postsecondary Enrollment Options

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

### Correspondence Courses

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

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

### Course Work Prior to Ninth Grade

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

### Physical Education Exemption

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

### Graduation Requirements Opt Out

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2016, the ability to opt out of the graduation requirements in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

[Adoption date: December 15, 1997]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: July 25, 2006]  
[Re-adoption date: January 23, 2007]  
[Re-adoption date: March 27, 2007]  
[Re-adoption date: April 22, 2008]  
[Re-adoption date: December 15, 2009]  
[Re-adoption date: March 27, 2012]  
[Re-adoption date: June 26, 2012]  
[Re-adoption date: April 23, 2013]  
[Re-adoption date: March 24, 2015]  
[Re-adoption date: July 28, 2015]  
[Re-adoption date: October 27, 2015]  
[Re-adoption date: December 19, 2017]

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

CROSS REFS.: IGBM, Credit Flexibility  
IGCA, Summer Schools  
IGCD, Educational Options (Also LEB)  
IGCH, College Credit Plus (Also LEC)  
IGCI, Community Service  
JN, Student Fees, Fines and Charges

## EARLY GRADUATION

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

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

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

[Adoption date: July 25, 2006]

[Re-adoption date: October 24, 2006]

LEGAL REF.:           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, Academic Acceleration, Early Entrance to Kindergarten, and  
                          Early High School Graduation  
                          IKF, Graduation Requirements  
                          IKFB, Graduation Exercises

## EARLY GRADUATION

1. All credit requirements must be completed.
2. Parent must request permission for early graduation for their son or daughter on a form obtained from the principal. This is done during registration for the anticipated final year.
3. Diplomas are normally issued at the regularly scheduled commencement exercise even though a student completes all course requirements by the end of the first semester.
4. Students desiring early graduation must first check with the high school counselor during registration for their final year to be certain that sufficient credits will have been earned prior to the date the diploma would be granted.
5. The principal notifies the parents of his/her decision concerning the request.
6. Upon withdrawal from school, the student is no longer considered a member of the student body and may not participate in any school activities as a student with the possible exception of the graduation exercises.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: July 25, 2006]

LEGAL REF.:           ORC 3313.60; 3313.603; 3313.605; 3313.61  
                          OAC 3301-35-04

CROSS REFS.:        IGCD, Educational Options (Also LEB)  
                          IGCH, Postsecondary Enrollment Options (Also LEC)  
                          IGCI, Community Service  
                          IKF, Graduation Requirements  
                          IKFB, Graduation Exercises

## GRADUATION EXERCISES

Any student having successfully completed all local requirements for graduation is eligible to participate in the graduation exercises conducted by Columbian High School.

1. Students must have successfully completed all requirements as set forth by the Tiffin City Board of Education.
2. Students graduating early shall request participation in the graduation ceremony in writing by the deadline. 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 ceremonies.
6. Students participating in the ceremony 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 ceremonies.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement 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: August 23, 2005]

[Re-adoption date: July 25, 2006]

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: January 9, 1989]

[Re-adoption date: August 17, 1992]

[Re-adoption date: April 26, 1993]

[Re-adoption date: July 23, 2001]

[Re-adoption date: December 21, 2010]

[Re-adoption date: August 22, 2017]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729  
3319.32; 3319.321  
OAC 3301-13-05  
3301-35-02; 3301-35-03; 3301-35-04

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

## TESTING PROGRAMS

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

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

(Approval date: December 21, 2010)

## COMPETENCY-BASED EDUCATION

Competency-based education measures student outcomes in light of the instruction provided. The District must state what will be taught, substantiate the results and pursue appropriate corrective/supportive action. The Board expects the Superintendent, employing the talents of appropriate administrators and instructional staff as well as outside consultants where necessary, to implement within the District a program of competency-based education that meets and exceeds the State Minimum Standards. Programs are developed for the areas of reading, mathematics, science, social studies and English composition.

Such a program includes subject objectives (what will be taught), student performance objectives (what the student will be able to do to demonstrate learning), evaluation procedures to determine program effectiveness and intervention techniques to provide for program improvement and to assist student improvement.

Provisions are made for periodic assessment, including testing, to be done in the areas of mathematics, reading, science, social studies, and English composition at least once in grades one through four, grades five through eight and grades nine through 11. Competency-based tests selected as a part of assessment are constructed so as to test those subject objectives established within the District.

The Superintendent establishes a committee of administrators and instructors to develop and use guidelines for the use of assessment results for improving instruction, program evaluation, intervention programs to assist students as needed, guidance programming and promotional decisions.

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: AFE, Evaluation of Instructional Programs (Also IM)

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent regularly, evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. These data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. how evaluation findings will be used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who successfully graduate;
6. extent of and trends in admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to keep abreast of current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency-based educational testing program are used as a part of the evaluation.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 3301.13  
3313.60  
3323.02  
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

CROSS REFS.: IA, Instructional Goals  
IAA, Instructional Objectives  
IL, Testing Programs  
ILA, Competency-Based Education

## TEACHING METHODS

### LESSON PLANS

This systemwide policy attempts to define the expectations of teachers in discharging their responsibilities for this important component in the teaching process; therefore, the following guidelines have been established for classroom teachers, grades Kindergarten through 12 and should provide all teachers a consistent framework in writing plans for their instructional program regardless of building, subject area or grade level assignment. The guidelines also provide the building principal with a standard for determining the effectiveness of lesson planning efforts.

#### 1. General Guidelines

- A. These guidelines address themselves only to the actual writing of instructional plans in the plan book provided for each classroom teacher.
- B. The guidelines are minimal lesson plan writing expectancies for all classroom teachers, grades Kindergarten through grade 12.
- C. Additional requirements in the areas of schedules, daily routine, special teachers, etc., may be required by the building principal.
- D. Lesson plans for all classroom teachers are checked by principals a minimum of once every two weeks. The details of this process are left to the discretion of the building principal.
- E. A full week's lesson plans are completed no later than Monday morning of each week.
- F. Plans are best written in pencil to allow for unavoidable changes necessitated as the instructional plan is implemented.
- G. In general, the written plans should provide the following basic components for each lesson:
  - 1) what the students are to learn;
  - 2) how the desired learning outcomes are to be attained and
  - 3) the means to be utilized in determining the extent of learning which occurred in the lesson.
- H. Written lesson plans need to reflect a direct correlation to Board-adopted, written courses of study.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

## TEACHING METHODS

### Specific Procedures

1. It is recommended that a week's lesson plans be written on four pages in the plan book - two pages for the morning activities and two pages for the afternoons of that week.
2. The subject area and time allocation should be clearly noted at the top of the pages in the space so designated. The space provided for the teacher's name and the week (dates) should also be completed.
3. Individual lessons should be outlined daily in each block under the main subject area as follows:
  - A. Objectives - Write the main objective for the lesson. This may be taken from the manual. Other objectives may be noted by page reference to the manual.
  - B. Procedures - List the teaching procedures to be followed in carrying out the objective for the lesson.
  - C. Text/materials - Record the materials, both basal and supplemental, to be utilized with the instructional effort for the lesson. Note both materials and specific page numbers in student books.
  - D. Evaluation - Indicate the method or procedure to be employed for judging the effectiveness of the lesson. Results need not necessarily be recorded in the plan book.
4. To be valuable as an instrument for guiding the instructional process, lesson plans need to be written as neatly and legibly as possible.

(Approval date: January 9, 1989)

(Re-approval date: July 23, 2001)

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

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 25, 2011]

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

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

## SCHOOL CEREMONIES AND OBSERVANCES / PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of the 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 will govern the observance of, and teaching about, religious holidays in the schools:

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

"Religious celebration" is defined as:

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

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

### Patriotic Exercises

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

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

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

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

### School Prayer

The Board certifies that it does not have, nor will it adopt any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually 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 17<sup>th</sup> falls on a weekend, the day of celebration will be announced.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 18, 2005]

[Re-adoption date: December 15, 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 required 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: January 23, 2007]

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.

### Service Animals

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

[Adoption date: January 22, 2008]

[Re-adoption date: July 26, 2011]

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

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

## ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the building principal approves the use of the animal(s) for teaching or training of students in accordance with the following 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 five years of age.
3. Students may not bring personal pets to school at any time, for any purpose.
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
  - a. no one is allergic to the animal;
  - b. proper examinations and immunizations have been given by a veterinarian;
  - c. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
  - d. arrangements have been made for the proper care of the animal when school is not in session and
  - e. rules have been established for the handling and treatment of the animal.
5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:
  - a. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;
  - b. studies involving animals have clearly defined objectives;
  - c. all animals used in the studies must be acquired in accordance with law;

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

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

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

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

(Approval date: January 22, 2008)

(Re-approval date: July 26, 2011)