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INSTRUCTIONAL GOALS

It is the belief and policy of this Board that the learning process must accomplish the goals and general program objectives listed below in a manner which makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals and objectives can only be accomplished by dedicated teachers and staff who believe in the worth of youth, are committed to the goals and objectives, and are given the encouragement, means, freedom and guidance to accomplish them. These are the District's instructional goals:

1. To help meet the physical, intellectual and emotional needs of children and youth, particularly the need to inquire, learn, think and create.
2. To help students establish aesthetic, moral and ethical values.
3. To help students relate satisfactorily to others in situations involving their family, work, governments and recreation.
4. To assist students in mastering the basic skills of reading, oral and written communication and problem solving.
5. To teach students to use the various media of self-expression.
6. To instill in students a knowledge of the social and natural sciences.
7. To acquaint students with the richness of our heritage.
8. To stimulate students to work productively in the various areas of human endeavor.
9. To acknowledge 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.

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

These guides include the following objectives:

1. Acknowledging the importance of self-discipline, defined as the strength to do what we believe we should do, even when we would rather not do it.
2. Being trustworthy, so that when we say we will or will not do something, we can be believed.
3. Telling the truth, especially when it hurts us to do so.
4. Being honest in all aspects of life, including our business practices and in our relations with the government.
5. Having the courage to resist group pressures to do what we would refuse to do if we were alone.
6. Being ourselves, but being our best selves.
7. Using honorable means, those that respect the rights of others, in seeking our individual and collective ends.
8. Conducting ourselves, where significant moral behavior is concerned, in a manner that does not fear exposure.
9. Having the courage to say, "I'm sorry. I was wrong."
10. Practicing good sportsmanship. Recognizing that although the will to win is important, winning is not all-important.

11. Maintaining courtesy in human relations, including the courtesy of really listening to others.
12. Treating others as we would wish to be treated, recognizing that this principle applies to persons of every class, race, nationality, and religion.
13. Recognizing that no person is an island, and behavior that may seem to be of purely private concern often affects those about us and society itself.
14. Bearing in mind that how we conduct ourselves in times of adversity is the best test of our maturity and our mettle.
15. Doing work well, whatever that work may be.
16. Showing respect for the property of others – school property, business property, government property, everyone’s property.
17. Giving obedience to law, except where religious convictions or deeply held moral principles forbid it. Civil disobedience should be non-violent and should accept the penalties prescribed by law.
18. Respecting the democratic values of free speech, a free press, freedom of assembly, freedom of religion, and due process of law. Recognizing that this principle applies to speech we abhor, groups we dislike, persons we despise.
19. Developing habits that promote physical and emotional health and refraining from activities destructive of those ends.
20. Abstaining from premature sexual experience and developing sexual attitudes compatible with the values of family life.
21. Recognizing that the most important thing in life is the kind of person we are becoming, the qualities of character and moral behavior we are developing.

[Adoption date: June 18, 2002]

INSTRUCTIONAL OBJECTIVES

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

A curriculum is developed and implemented in reading, mathematics, science, social studies and English composition, according to the requirements established by the Ohio Administrative Code.

Courses of study are evaluated on a rotating basis every five years under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: June 18, 2002]

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 relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views. All instruction conforms to adopted courses of study.

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

[Adoption date: June 18, 2002]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the board for approval in the spring of each year. 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: June 18, 2002]

(Revision date: June 19, 2007)

(Revision date: May 17, 2011)

(Revision date: April 15, 2014)

LEGAL REFS.: ORC 3313.48; 3313.62;3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL DAY

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

Each school day for pupils in grades 1 through 6 shall consist of scheduled classes, supervised classes, supervised activities, or approved educational options for not less than five hours exclusive of the lunch period.

Each school day for pupils in grades 7 through 12 shall consist of scheduled classes, supervised activities excluding interscholastic athletics, or approved educational options for not less than five and one-half hours exclusive of the lunch period.

The Board will exercise its option to close schools for the whole day or a portion of the day due to inclement weather or other emergency conditions (calamity days) as determined by the Superintendent. The Board will seek a waiver of not more than five days per year.

Whenever more than five days are used for calamity days, a school day will be made up for each day beyond the five-day limit.

[Adoption date: June 18, 2002]
(Revision date: April 15, 2014)

LEGAL REFS.: ORC 3313.48 et seq.
OAC 3301-35-02(B)(11-13)

CONTRACT REF.: Teachers’ Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

The housing of grade levels in school facilities and the administration of the instructional program is according to plans developed by the Superintendent and 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 students; provides for the equivalency of instructional materials, equipment and personnel and make the wisest use of resources and personnel to serve the educational goals of the Board.

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

[Adoption date: June 18, 2002]
(Revision dated: October 21, 2003)
(Revision date: June 14, 2004)

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

CROSS REFS.: IGBI, English as a Second Language (Limited English Proficiency)
IGBJ, Title I Programs
IHA, Grouping for Instruction
JECBD, Intradistrict Open Enrollment

NOTE: THIS IS A REQUIRED POLICY

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 should be based on the educational philosophy and goals approved by the Board, the most specific objectives developed by the staff and may include parental participation for each subject area and grade level. Such planning must also take into consideration the legal requirements for students in basic subjects.

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

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

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

Regularly the Superintendent 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: June 18, 2002]
(Revision date: February 17, 2015)

LEGAL REFS.: ORC 3313.21; 33152.212
OAC 3301-35-02; 3301-35-03

CROSS REF.: ABB, Staff Involvement in Decision Making (Also GBB)

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

CURRICULUM ADOPTION

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

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for such 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 the law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are evaluated on a rotating basis. 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: June 18, 2002]
(Revision date: February 17, 2015)

LEGAL REFS.: ORC 3313.60
3313.21; 3313.212
OAC 3301-35-02; 3301-35-03

CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas have written courses of study. The Superintendent submits each course of study to the Board for its recommendation and adoption. Each course of study includes a foreword, a table of contents, an introduction, a philosophy, educational goals, program and subject objectives, scope and sequence of the course and evaluation procedures. The Board shall provide each educator a copy for official use.

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum which serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in vocational 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. Competency standards are established in the areas of reading, science, mathematics, social studies and English composition.

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 individual differences in student abilities and learning rates by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

The curriculum meets or exceeds those requirements established by Ohio law and the Ohio Administrative Code.

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3301.07
3313.53; 3313.60; 3313.601; 3313.604
OAC 3301-35-02

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

HUMAN RELATIONS EDUCATION

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

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

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff annually 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: June 18, 2002]

(Revision date: December 16, 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 Opportunities

NOTE: THIS IS A REQUIRED POLICY

TEACHING ABOUT RELIGION

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

Teaching about religious holidays or about religion in general should be objective, should avoid any doctrinal impact and should avoid 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 should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

[Adoption date: June 18, 2002]

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 education in the basic curriculum.

Career education is a program which 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 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 training, and/or enter 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 each vocational student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, the Ohio Administrative Code provides a list of educational programs that may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

The educational program is administered by the Career-Technical Programs Director.

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

[Adoption date: June 18, 2002]
(Revision date: December 19, 2006)
(Revision date: February 17, 2015)

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 ad 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) and prescription opioid abuse prevention.

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: June 18, 2002]
(Revision date: March 21, 2006)
(Revision date: February 8, 2011)
(Revision date: March 17, 2015)

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

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

[Adoption date: March 21, 2006]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

[Adoption date: June 18, 2002]

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 EDUCATION/SEX EDUCATION

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

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

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

1. Instructional materials to be used in family life/sex education are available for review by 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: June 18, 2002]

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

CROSS REF.: IGAE, Health Education

HIGH SCHOOL CREDIT PRIOR TO NINTH GRADE

The Board believes that students should be offered an opportunity to be engaged in enriched learning and that this opportunity should be provided to students who are capable of doing high school work at an earlier time. Therefore, high school graduation credit may be awarded to students prior to the ninth grade for high school courses taken prior to the ninth grade. Furthermore, the teacher instructing the course must possess a license or certificate that is valid for teaching those high school courses.

Courses that may be taken for high school graduation credit prior to ninth grade will be identified as such in the curriculum. The Board approves curriculum and therefore designates which courses are high school courses that meet the requirements as per State standards and Ohio law.

[Adoption date: June 18, 2002]

LEGAL REF.: ORC 3313.603

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments are 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: June 18, 2002]
(Revision date: October 21, 2003)
(Revision date: April 19, 2004)
(Revision date: June 14, 2004)
(Revision date: April 20, 2010)
(Revision date: February 19, 2013)
(Revision date: July 19, 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

THIS IS A REQUIRED POLICY

PROGRAMS FOR DISABLED STUDENTS

The Board, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with Federal and Ohio laws, rules and regulations, 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.
2. Procedural Safeguards
The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a free appropriate public education to the child.
3. Multifactor Evaluation
The District provides a multifactor 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. Tests are administered in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multifactor evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.
4. Individualized Education Program
An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.
5. Least Restrictive Environment
The education of children with disabilities shall occur in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private

institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the State, 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 intermediate educational unit 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 to the maximum extent appropriate. Individual exemptions are determined only during an IEP conference.

[Approval date: June 18, 2002]
(Revision date: July 19, 2016)

THIS IS A REQUIRED REGULATION

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. The District identifies children of the District, in grades kindergarten through 12 as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child 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 for screening, assessment and identification of children who are gifted.

District Plan for Identifying Gifted Students

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

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

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. 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 the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

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

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). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, 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 a date by which the WEP will be reviewed for possible revision.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. 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 differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received 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 the Ohio Department of Education.

The District submits, as required, a gifted education data audit to the Ohio Department of Education.

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

[Adoption date: June 18, 2002]
(Revision date: November 22, 2005)
(Revision date: February 17, 2009)

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

CROSS REF.: JB, Equal Educational Opportunities

NOTE: THIS IS A REQUIRED POLICY

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 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 at the end of the third grade are offered "intensive intervention" services during the summer following third grade.

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

Intervention services are also offered to students who:

1. score below a 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 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: June 18, 2002]
(Revision date: December 16, 2003)
(Revision date: September 13, 2005)
(Revision date: June 19, 2007)
(Revision date: March 17, 2015)

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

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

NOTE: THIS IS A REQUIRED POLICY

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

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

The District annually evaluates the English reading skills of each K-3 student, and identifies students who are reading below their grade level. The 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 that is commensurate to their achievement level.

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

[Adoption date: February 17, 2015]

(Revision date: March 17, 2015)

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

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

THIS IS A REQUIRED POLICY

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 District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

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

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

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

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

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

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

3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071 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 for the first time on or after July 1, 2013, 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 for the first time on or after July 1, 2013, 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. Beginning July 1, 2014, 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 for the first time on or after July 1, 2013, 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. Beginning July 1, 2014, 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 for the first time on or after July 1, 2013, the District may provide:

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

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, 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.

(Adoption date: April 15, 2014)

(Revision date: March 17, 2015)

HOME-BOUND INSTRUCTION

The Board will provide instruction, as appropriate, for students confined to home in accordance with the following:

1. Home instruction teachers will be provided for students at the request of parents only after such instruction is approved by the Superintendent and verified by a licensed physician. Home instruction teachers who are provided by the school will be paid at the appropriate current hourly rate. However, payment will not exceed five hours per week for any one student. Home instruction teachers will be provided at the rate of one hour per week for each major subject, if qualified teachers can be secured.
2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.
3. Home instruction teachers must be certified teachers, holding a valid State Department of Education certificate.
4. All work must meet the standards of the State Department of Education, and be done under the supervision of the Superintendent. If the home instruction teacher is not the student's regular classroom teacher, the building principal's office will arrange cooperative communications between the teachers to ensure a proper program of instruction for the student.
5. The duration and time of any home instruction program will be determined by the Superintendent, on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3313.56; 3313.644; 3317.024; 3321.04
3323.05; 3323.12
OAC 3301-51-06

HOME-BOUND INSTRUCTION APPLICATION FORM

A student may qualify for Home Bound Instruction due to medical reasons provided that the student has missed at least fifteen (15) consecutive school days due to a specific medical condition. The medical condition causing these absences must be substantiated by a certified physician.

Such an identified student will be entitled to a school district provided tutor as per Board Policy IGBG. The effective date of Home Bound Instruction will be the date of the student's first absence due to a specific medical condition.

PARENTAL REQUEST/PHYSICIAN STATEMENT

I request that my son/daughter _____
NAME
be placed on Home Bound Instruction due to medical reasons.

PARENT SIGNATURE *DATE*

As the physician for _____, I attest that
NAME
_____ is under my care for medical reasons.

Date of First Absence Due to this Medical condition _____
DATE

Number of Absences Due to this Medical Condition _____
NUMBER

I anticipate that _____ will be able to
NAME
return to school on _____.
DATE

PHYSICIANS SIGNATURE *DATE*

Approved _____ Not Approved _____
PRINCIPAL/SUPERINTENDENT *DATE*

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.

Alternative school programs shall:

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

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

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

[Adoption date: June 18, 2002]
(Revised date: September 21, 2004)

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

LIMITED ENGLISH PROFICIENCY

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

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

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

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

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

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

[Adoption date: October 21, 2003]
(Revision date: June 14, 2004)
(Revision date: September 21, 2004)
(Revision date: December 19, 2006)
(Revision date: September 15, 2009)
(Revision date: February 19, 2013)

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, Parental Involvement in Education

JB, Equal Educational Opportunities

JK, Employment of Students

NOTE: THIS IS A REQUIRED POLICY

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 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 parental involvement policy and guidelines. The written parental involvement policy includes a School-Parent Compact jointly developed by the school and parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

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

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

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

[Adoption date: June 18, 2002]
(Revision date: October 21, 2003)
(Revision date: June 14, 2004)
(Revision date: December 19, 2006)
(Revision date: February 19, 2013)

LEGAL REF.: 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, Limited English Proficiency
IGBL. Parental Involvement in Education
JB, Equal Educational Opportunities

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

14. developing methods to accommodate and support parental involvement for parents with special needs, such as limited English proficiency and
15. assessing the effectiveness of parental involvement efforts.

[Adoption date: June 18, 2002]
(Revision date: December 19, 2006)

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

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

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 15, 2009]

(Revision date: August 16, 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, Postsecondary Enrollment Options (Also LEC)
IGE, Adult Education Programs
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

THIS IS A REQUIRED POLICY

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 on-going basis;
2. allow for demonstrated proficiency options on an on-going 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 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.

The Ohio Department of Education 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).

[Adoption date: September 15, 2009]

NOTE: THIS IS A REQUIRED REGULATION

SUMMER SCHOOLS

The Board may operate summer schools for students in grades one through 12. Summer programs can be for students who need extra help in order to advance with their respective age groups or to provide enrichment, remedial and recreational experiences.

Tuition may be charged students who are residents of the District and whose need for a summer program has been identified by teachers and who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board.

Summer school is under the direction of a principal appointed by the Board. Teachers for summer sessions are recruited from the District staff insofar as feasible. The Board sets summer salaries and makes appointments upon the recommendation of the Superintendent.

[Adoption date: June 18, 2002]

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

There are times when nontraditional approaches to instructional objectives are appropriate. To this end the Board has initiated experimental programs.

An experimental program must meet the following requirements.

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

[Adoption date: June 18, 2002]

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, educational travel, mentoring and distance learning 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: June 18, 2002]

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

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IHG, Independent Study
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

CORRESPONDENCE SCHOOL COURSES AND TUTORIAL WORK

1. All correspondence courses and/or tutorial work taken for credit toward a high school diploma must be approved by the principal of the high school prior to the actual beginning of the correspondence and/or tutorial work.
2. A tutorial program allows students to receive remedial and supplementary instructions to correct deficiencies or expand specific skills. The tutorial program is a form of individualized study, which permits students to receive special instruction based on individual needs. The rule requires that a certified teacher provide instruction and evaluate pupil performance in a tutorial program.

Tutorial programs may also serve students who cannot attend school on a continuous basis for specified reasons such as parental travel, physical impairment, home responsibilities, or employment. Tutorial programs may also apply to instruction in areas of study which are not part of the school district curriculum.

- a. Tutoring work taken for credit in courses being attempted for the initial time shall follow clock-hour requirement guidelines listed in the Minimum Standards for Ohio High Schools.
 - b. Tutoring work taken in courses which have been previously attempted and failed shall follow clockhour requirement guidelines equal to one-half those listed in the Minimum Standards for Ohio High Schools.
3. Academic work on remedial correspondence or tutorial work for credit toward a high school diploma can be initiated immediately after the failure of the course.
 4. Approved schools from which correspondence work can be taken are:
 1. The American School
 2. International Correspondence School
 3. University of Nebraska Correspondence Program
and any other correspondence school or program approved by the Ohio Department of Education.
 5. A diploma will be awarded by Lucas High School following the satisfactory completion of necessary correspondence work, only when all required courses have been passed and the verification of satisfactory completion based upon an official written transcript of grades from the correspondence school are received one week prior to the scheduled date of graduation.
 6. A diploma can be earned from Lucas High School by following the stated guidelines only if at least the semester immediately prior to the termination of attendance was spent as an enrolled resident or tuition student of the high school.
 7. Diplomas awarded will be dated according to the date of commencement immediately following the completion of all graduation requirements regardless of termination of attendance or previous class membership. These students are eligible to participate in the commencement exercises of their high school.

8. When students fall short of meeting graduation requirements, they may complete the necessary requirements on or before December 31' of the calendar year during which they were to graduate. In these cases, diplomas will be dated according to the date of commencement for that calendar year
9. Written official evidence in the form of official transcripts should be presented and placed on file in the permanent record of the student much the same as is currently being done with evidence of work completed by correspondence at least one week prior to the date of graduation.
10. Unless the state guidelines are followed and all requirements are met, there will be no awarding of diplomas from Lucas High School

[Adoption date: June 20, 2006]

INDEPENDENT STUDY AND MENTOR PROGRAMS

1. Independent study and mentor programs are not restricted to the very bright academic student. However, participating students should possess ability in the subject field which is selected.
2. The projects should be cooperatively chosen by the student and mentor or teacher, and professional knowledge and judgment as well as anticipated value to the student should be the basis for approval.
3. Project type, project length, form of the final report, credit and tentative date for completion of the project should be determined by the teacher prior to beginning the project.
4. Arrangement for supervision and evaluation sessions should be tentatively established prior to beginning the project.
5. Project supervision is to be done by a staff member who is certified in the subject area of the project.
6. Supervision of students working on projects should occur at least two times weekly, and is the students' responsibility to initiate arrangements for these sessions.
7. The level of difficulty or intensity of each project should be equal to or exceed the level of the corresponding subject area on the student's grade level.
8. No work on projects is to be completed during scheduled class time. Work should be done during study periods or out of school.
9. The principal and superintendent will approve of all projects prior to their beginning.
10. Grade and credit are to be given by a staff member who is advising the student in the subject area field of the project.
11. If credit is expected, the clock hours spent on the project are to at least equal the minimum hours mandated by the State of Ohio for regular classroom credit.
 - 30 clock hours for $\frac{1}{4}$ credit or 40 clock hours for $\frac{1}{4}$ credit (lab)
 - 60 clock hours for $\frac{1}{2}$ credit or 75 clock hours for $\frac{1}{2}$ credit (lab)
 - 120 clock hours for 1 credit or 150 clock hours for 1 credit (lab)
12. Upon completion of the project, a brief explanation of that project should be recorded in the student's permanent record folder.

[Adoption date: June 20, 2006]

EDUCATIONAL TRAVEL/ STUDY ABROAD

Unique student needs or circumstances may suggest the value and appropriateness of educational travel in achieving specific objectives. Travel should be evaluated for purposes of grade promotion and high school credit in terms of the district philosophy, educational goals, and course of study. The rule requires that a certificated teacher evaluate pupil performance in educational travel.

1. Educational travel may encompass:
 - a. travel as part of a group organized and supervised by school staff under the sponsorship of the Board of Education
 - b. travel as part of an organized education group independent of Board of Education sponsorship
 - c. travel which may be associated with extended family activities and/or employment
2. Educational travel is:
 - a. appropriate for all grade levels
 - b. frequently supplements rather than supplants the instructional program
 - c. related to any field of study

Educational travel must be approved by the Superintendent of Schools prior to beginning said activity.

[Adoption date: June 20, 2006]

DISTANCE LEARNING

Distance Learning is systematic instruction in which the instructor and/or student participate by electronic media. Examples include satellite courses and virtual learning program.

1. All Distance Learning courses taken for high school credit must be approved by the principal of the high school prior to the actual beginning of the course.
2. Distance Learning courses may be utilized to supplement or enhance the high school curriculum.
3. Distance Learning courses may be utilized as an alternative means of instruction.
4. Students taking Distance Learning courses for high school credit must following the high school calendar concerning grading periods and completion of the course.
5. Distance Learning courses taken for high school credit shall follow clock-hour requirements as established by the State Operating Standards.
 - a. Courses being attended for the initial time require the full clock-hour requirements as established by the State Operating Standards.
 - b. Courses being taken as a result of previous course failure require one-half of the clockhour requirements as established by the State Operating Standards.
6. All Distance Learning courses taken for high school credit must be taught by a certified/licensed teacher who is certified/licensed in the specific course being taken.
7. All records, grades, etc., for each approved Distance Learning courses will be placed in the student's permanent record.

[Adoption date: June 20, 2006]

LUCAS LOCAL SCHOOL DISTRICT
APPLICATION FOR EDUCATIONAL OPTION

STUDENT'S NAME: _____ GRADE: _____

ADDRESS:

NAME OF PARENT(S)/GUARDIAN:

OPTIONS DESIRED:

- | | | |
|--------------------|-----|---------------------------|
| Distance Learning | () | Mentor Program () |
| Educational Travel | () | Tutorial Program () |
| Independent Study | () | Correspondence Course () |

I. OBJECTIVES:

II. OUTLINE OF MAJOR INSTRUCTIONAL ACTIVITIES, MATERIALS, AND ENVIRONMENTS:

III. A DESCRIPTION OF CRITERIA AND METHODS FOR ASSESSING PUPIL PERFORMANCE.

Anticipated credit to be earned: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Approved ()

Not Approved ()

[Adopted date: June 20, 2006]

Superintendent's Signature

EDUCATIONAL OPTIONS

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

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

(Approval date: June 18, 2002)

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: June 18, 2002]
(Revised date: September 13, 2005)

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

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

HOME INSTRUCTION

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

(Approval date: June 18, 2002)

PRESCHOOL PROGRAM

The preschool program is guided by curriculum, written policies and regulations of the District which are consistent with applicable statutory requirements contained in the revised code and rules adopted by the State Board of Education. Resources appropriate for children enrolled in the program include, but are not limited to:

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

[Adoption date: June 18, 2002]

LEGAL REFS.: OAC 3301-37-01; 3301-37-02; 3301-37-11
3313.646

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
IICA, Field Trips
JHC, Student Health Services and Requirements
JHCCA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune
Deficiency Syndrome) (Also GBEA)
JHF, Student Safety
JO, Student Records

COLLEGE CREDIT PLUS

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

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

[Adoption date: June 18, 2002]
(Revision date: March 25, 2003)
(Revision date: August 18, 2015)
(Revision date: July 19, 2016)

LEGAL REFS.: ORC 3365.01-3365.09
OAC 333-1-65 through 3333-1-65-10
3301-83-01 (C)

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

THIS IS A REQUIRED POLICY

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 March 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.

Student 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 of the student to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

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 fees related to tuition, textbooks;
3. process of granting academic credits;
4. criteria for 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 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/encouragement of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

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 established standards for admission 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.

If a student completes a college/university 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 courses successfully completed counts toward graduation requirements and subject area requirements.

1. College courses will be substituted for high school courses based upon comparability of content.
2. No high school graduation requirement including required courses will be waived for any student as a result of participation in this program.
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 State Board of Education. The State Board'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. Grades earned through CCP will be included in class ranking if taken for high school and college credit. No weighted value will be given to any post-secondary options 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. A student shall be enrolled for a minimum of five courses or equivalent per grading period in order to be considered a full-time student for program purposes.
 4. 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.
 5. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

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, 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, the District is responsible for all costs associated with the 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.
4. 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 parent 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 which 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 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: June 18, 2002)
(Revision date: March 25, 2003- October 17, 2006)
(Revision date: April 15, 2014)
(Revision date: August 18, 2015)
(Revision date: July 19, 2016)

COMMUNITY SERVICE LEARNING

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

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

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

Through participation in student service learning classes, students have the opportunity to:

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

Once the program for community service education has been established, students are ready to begin earning credit hours that may be used to meet graduation requirements.

[Adoption date: June 18, 2002]
(Revision date: December 19, 2006)

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

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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities which involve students beyond the classroom and foster the values which 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 which 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 which 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 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, or STEM 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 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: June 18, 2002]
(Revision date: November 16, 2004)
(Revision date: December 16, 2008)
(Revision date: September 15, 2009)
(Revision date: April 20, 2010)
(Revision date: April 15, 2014)
(Revision date: February 17, 2015)

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 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
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 Nonchartered or Home Schooling
JED, Student Absences and Excuses
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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

Cheerleading Regulations

All cheerleaders will follow the Ohio High School Athletic Association guidelines for cheerleading activities at regular season contests sponsored by schools. In addition, Lucas Local Schools will follow Section 10.61 of the Ohio High School Athletic Association Handbook: pyramids and mounts by cheerleaders are prohibited. Individuals may not stand on another individual's shoulders or support another individual in any type of mount. As per Section 10.1.2 of the Ohio High School Athletic Association Handbook, mini trampolines are prohibited. These regulations will be in effect for all Lucas Local regular season contests.

The high school principal or athletic director will notify schools that perform at our facility of our policy and request that their cheerleaders follow the same guidelines. This must be done in advance of scheduled events.

Suspension From Cocurricular and Extracurricular Activities

The Superintendent or building-level administrators may suspend students from participation in cocurricular and/or extracurricular activities. Violations of the Board student code of conduct (policy JFC), approved building-level codes of student conduct and approved codes of conduct of the particular activity in which the student participates may result in student suspension for participation. The duration of the suspension from participation will be established by the administration.

Students who are expelled from school are banned from participation in or attendance at cocurricular and extracurricular activities.

Students who are suspended from school may not participate in or attend any cocurricular and/or extracurricular activity for the duration of the suspension.

(Approval date: June 18, 2002)

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

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
 - A. 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);
 - B. threatens any person or group within the school or advocates unlawful discrimination;
 - C. advocates violation of the law or official school regulations;
 - D. is considered false or libelous, based upon available facts and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

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

[Adoption date: June 18, 2002]

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

STUDENT PUBLICATIONS

School Newspaper

It is the policy of this publication, The Cub Trails, to print news, coming events and articles of interest, in and around the District.

It is our intention as a public media to serve our readers by printing the news as it happens without demoralizing or degrading character.

The staff of the publication will provide, to the best of its ability, a newspaper fair and nonopinionated in its presentation of the news, thus providing a publication of high quality and high respect from the student body.

The student editorial board as a whole will be responsible for the decisions made and opinions expressed by the Trails. A single member of this board will never be held responsible for those decisions and opinions.

Editorials may be critical in nature, but only when suggestions for improvement are offered.

This paper will never subscribe to special interests of an individual or group. Working with limited space, the Trails will try to cover all groups fairly, including some not directly associated with the school.

All mistakes brought to our attention will be acknowledged by the editorial board and, if so requested, will be corrected in print.

Letters to the editor will be printed, space permitting, provided that they are neither libelous nor malicious and include the author's name(s) and homeroom number(s).

The student editorial board recognizes its responsibility, along with its legal rights, to follow proper journalistic standards. Therefore, the Trails will withhold any letters, articles or editorials that are libelous, obscene or materially disruptive of the school process.

The newspaper advisor and/or high school principal have the responsibility and right to assist the student editorial board should these standards be violated.

(Approval date: June 18, 2002)

STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: June 18, 2002]

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 SOCIAL ACTIVITIES

Prom and After-Prom Activities

The Lucas Board of Education has given much thought to, and conducted much discussion of, the Junior-Senior Prom and after-prom activities and as to what or which activities should be school-sponsored.

The Board has determined that the Junior-Senior Prom is a school-sponsored activity and that class advisors and the high school principal shall advise and supervise prom activities.

The Board has determined that after-prom activities will not be a school-sponsored activity and that no teacher or administrator is obligated to serve in any official capacity at any after-prom activity.

Consequently, the purpose of this memorandum is to alert parents that decisions regarding after-prom activities of your child will be your responsibility. You may decide to have a committee of parents working with the members of the junior and senior classes to organize activities or you may have other ideas concerning after prom.

This decision does not prevent the Junior Class Advisor, High School Principal or the Superintendent from helping you as a source of information when and if you have questions that we might be able to answer.

In conclusion, the primary reason for the Board's decision not to approve the after-prom as a school-sponsored activity was the inability to maintain proper supervision at all times of all students throughout the after-prom activities.

[Adoption date: September 20, 1988]

(Revision date: June 18, 2002)

(Revision date: March 17, 2009)

STUDENT FUND-RAISING ACTIVITIES

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

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

Games of chance and other forms of gambling are not permitted.

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 in the schools which the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

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

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3313.20; 3313.51; 3313.53; 3313.811
3315.062
3319.08
5705.41; 5705.412

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

STUDENT FUND-RAISING ACTIVITIES

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

Any fund-raising activities involving students must meet the following conditions:

1. All student fund-raising activities must be in compliance with State law and the requirements of the Ohio Auditor's office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fund-raising activity, unless such an activity is part of an approved course of study.
3. Fund-raising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fund-raising activity occurring on or off District premises must be approved by the Superintendent or his/her designee. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement which identifies the purpose of the fund-raising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.
6. Student groups can only have one fund-raiser per year unless approved by the Superintendent.
7. All fund-raising activities must stop when the total projected budget has been met or within two weeks from the start of the project, whichever comes first. Exceptions may be granted with the approval of the Superintendent or building principal.
8. Notice of fund-raising activities is posted in school newsletters for parent information.
9. All participants soliciting from and/or selling to service organizations, businesses or the general public must carry and understand a cover letter explaining the specific purpose of their project.
10. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.
11. Elementary students (K-5) do not sell items or solicit donations by going door to door.
12. Pep rallies or assemblies promoting aggressive student selling, prizes, awards or incentives are discouraged.

13. All prizes, awards and incentives must be approved by the principal.
14. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise which is unsold and is resalable by the supplier can be returned for full credit. The District is not to be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
15. Fund-raising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure that the service is provided in a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.
16. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
17. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fund-raiser. The report should indicate:
 - A. cost of items or merchandise;
 - B. amount of money projected and amount of money raised;
 - C. any differences between the actual activity and the planned activity;
 - D. any problems that occurred and how resolved;
 - E. when and where funds are deposited and
 - F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
18. Donations to the District to be used for fund-raising activities must be approved by the Board or its designee.
19. Failure to follow these regulations could result in the suspension or loss of fund-raising approval.

School and Community Service Project Definitions

1. Fund-Raising Activities

- A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.
- B. Any awards, prizes or incentives offered as part of a student selling activity.
Examples:
 - 1) candy sales
 - 2) magazine sales
 - 3) carnival for profit

2. School Service Projects

- A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) skate parties
 - 2) pizza parties
 - 3) Mother's Day gifts
 - 4) carnival for nonprofit
- B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) concession stands
 - 2) school pictures
 - 3) book fairs
 - 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

- A. Any project which involves open solicitation, is completely nonprofit and is charitable in nature. Examples:
 - 1) holiday food drives
 - 2) generation of funds for a recognized charity
 - 3) funds for scholarships/grants

(Approval date: June 18, 2002)

FUND-RAISER REQUEST FORM

(Fund Raising Activities, School Service Projects and Community Service Projects)

Activity or Project _____

Sponsoring Group _____

Description of Fund-raiser _____

Purpose of Fund-raiser (How will these funds be used?) _____

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

If yes: What type? _____

By whom? _____

How obtained? _____

Origin of sale items:

Vendor _____ Contact _____

Address _____ City _____

State _____ Telephone _____

To whom will product or service be sold? _____

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

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

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

Fund-raiser starting date _____ Fund-raiser projected ending date _____

Anticipated net revenue \$ _____

Additional comments: _____

Form completed by _____ Title _____

Date submitted to principal and Superintendent _____

Principal's signature _____ Date _____

Superintendent's signature _____ Date _____

OUTSIDE ORGANIZATIONS FUND-RAISING

These policies will pertain to those nonschool organizations which raise funds on school premises nonschool organizations which raise funds off school premises using individuals or groups of students or staff as agents or any organization which represents their fund-raising activities to be school related. Organizations which may be affected by these policies are booster clubs, parent-teacher associations, and similar groups of school supporters.

1. The organization should have a purpose, approved by the Board, which will benefit the District and its students.
2. The organization's planned activities are clearly in the best interest of the District and its students.
3. The organization has submitted the following information and assurances:
 - A. a statement noting the purpose of the organization including but not limited to:
 - 1) organizational name;
 - 2) stated purpose;
 - 3) provisions for student involvement and
 - 4) titles and terms of officers.
 - B. financial accountability assurances that the organization:
 - 1) will file a statement indicating that a proper bookkeeping procedure is in place;
 - 2) has identified persons who have financial responsibilities;
 - 3) will not co-mingle funds with student activity accounts;
 - 4) will use funds within the framework of the purpose of the organization and funds will not be considered public moneys and
 - 5) will guarantee that funds derived from activities will be spent on student activities.
 - C. use of facility assurances that the organization:
 - 1) will get permission to use school property;
 - 2) will establish a liaison with the school or have a staff member as a representative on its advisory board, if such board exists;
 - 3) will use teacher volunteers, students, or other members to conduct its activities only if approved by the Superintendent or his/her designee;
 - 4) will be willing to pay for many or all additional expenses incurred by the activity and
 - 5) will provide activities that are in the best interest of the students of the District.
4. All funds generated by the above activities will be kept separate from other activity funds or other transactions of the Board.

5. The organization will submit to the Board an annual financial statement which provides proof that at least 70% of their total expenditures were for student activities, as required by the State of Ohio.
6. All outside organizations must have bylaws approved by the Board. Any changes to the bylaws must be submitted to the Board for review and approval. Changes that are unacceptable to the Board may result in the withdrawal of Board recognition for outside organization status from the nonschool organization.

[Adoption date: June 18, 2002]

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

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

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3313.25; 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

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 positive mental attitude as a prerequisite 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 coursework as specified by the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education (ODE) 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 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 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 infraction 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 Ohio High School Athletic Association 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 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.

[Adoption date: June 18, 2002]
(Revision date: December 16, 2003)
(Revision date: November 16, 2004)
(Revision date: December 16, 2008)
(Revision date: April 15, 2014)
(Revision date: February 17, 2015)

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

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

THIS IS A REQUIRED POLICY

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

The Board permits students in grades 7 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

A student may be excluded from participating in the activity if he/she has less than a 1.75 grade point average on a 4.0 grading scale.

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

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

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

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.

[Adoption date: June 18, 2002]

(Revision date: December 16, 2003, June 14, 2004, March 15, 2005)

(Revision date: April 15, 2014)

(Revision date: February 17, 2015)

LEGAL REFS.: ORC 2305,23; 2305.231
3313.535; 3313.537; 3313.5311; 3313.5312; 3313.66; 3313.661
3315.062
OAC Chapter 3301-27

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

ADULT EDUCATION PROGRAMS

The Board recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses are provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education and development of special interests in various arts, crafts and recreation.

The Superintendent or his/her designee administers the adult education program supported by a combination of District funds, State and Federal aid and fees. State aid is requested for all courses for which the State offers such aid. Adults who attend such programs are expected to comply with established rules and regulations.

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.54; 3313.58; 3313.641; 3313.644
OAC 3301-35-05

CROSS REF.: IGAD, Occupational Education

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 21 units for earning a high school diploma. These 21 units can consist of no more than six equivalent high school credits for adult students' life experiences. The life experiences may include work and volunteer experience; completion of academic, vocational or self-improvement courses and other experiences judged by the Board as providing knowledge, learning experiences and competencies comparable to those gained in the classroom. School staff evaluate the applicant's application for the Diploma of Adult Education. Each application must be approved by the Superintendent.

To be eligible to receive equivalent high school credits for the Diploma of Adult Education, an applicant must be at least 22 years old, be a resident of the District and not have been issued a high school certificate of attendance or diploma.

The District must make provisions to administer the Ohio Graduation Test to any eligible adult with exceptions for disabled persons. The adult must pass all subtests of the Ohio Graduation Test.

[Adoption date: June 18, 2002]
(Revision date: December 16, 2003)

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

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 21 units for earning a high school diploma. These 21 units can consist of at least one-half and no more than six equivalent high school units for adult students' life experiences.

Criteria for Issuing Adult Diplomas

Any eligible adult is awarded the Diploma of Adult Education if the individual:

1. is at least 22 years old and currently resides in the District;
2. has earned a minimum of one-half and maximum of six equivalent adult high school units;
3. has earned sufficient high school units as required by the District for high school graduation, including equivalent life experience units, adult high school continuation units and chartered high school units and
4. has passed the Ohio Graduation Test in reading, writing, mathematics, science and citizenship or has been excused from the test because of a disabling condition described in the Ohio Revised Code.

All four requirements must be satisfied.

Program Elements Basis for Awarding Equivalent Adult High School Credits

According to the procedures established by the Board for granting equivalent adult high school units, the Board may award those units for successful completion of the following.

1. Educational option approved by the Board must be in compliance with the provisions of the Ohio Administrative Code.
2. The credentialed staff will evaluate the documentation of life experiences. The life experiences must demonstrate the competencies that the Board has approved as equivalent to those attained in a classroom setting. Those may include one or more of the following:
 - A. work experience;
 - B. experience as a volunteer;
 - C. completion of an academic, vocational or self-improvement course and
 - D. other life experiences judged by the Board to provide knowledge, learning experiences and competencies comparable to those attained in a classroom setting.

3. Staff holding credentials appropriate for the subject in which equivalent credit is granted shall provide instruction and/or evaluate the applicant's performance in tutorial and independent study programs.
4. Staff holding credentials for the subject in which credit is granted shall evaluate the applicant's performance in correspondence courses, educational travel, mentor programs and portfolio development.
5. Each applicant's learning experiences and competencies are evaluated in terms of their equivalence to experiences and competencies attained through the regular classroom instruction. The evaluation is based on a review of the following components of the regular classroom program:
 - A. subject objectives;
 - B. instructional activities, materials and environment and
 - C. criteria and methods of assessing student performance.
6. Coordination of this program is under the direction of the High School Principal or his/her designee. The Superintendent certifies all applications for a Diploma of Adult Education and the Board grants the diploma.

For Item 1 above - A high school counselor evaluates the transcript of an applicant to determine units to be completed to fulfill the District's curriculum requirements.

For Item 2 above - The same counselor meets with the applicant. The counselor prepares an instructional plan and advises regarding courses needed and equivalency credit documentation in the form of a portfolio which is needed to complete District requirements for graduation. At least one-half and no more than six life experience units may be counted toward those needed to earn a Diploma of Adult Education.

The Board President, Superintendent and Treasurer shall sign the Diploma of Adult Education. Each diploma shall bear the date of its issuance, be in such form as the Board prescribes and be paid for from the District's general fund.

Administering the Ohio Graduation Test to Eligible Adults

The Board must make provisions to administer the Ohio Graduation Test to any eligible adult who is scheduled to earn a diploma.

Exceptions can be made for disabled adults. The tests are to be administered twice each year according to the Ohio Administrative Code.

The Ohio Graduation Test is limited to persons enrolled in an adult high school continuation program and/or to eligible persons who have earned at least one-half equivalent adult high school credit.

Although the Ohio Graduation Test is to be administered to eligible adults on the same days in the same manner as prescribed for high school students, the District may administer the tests to adults in the evening.

The test is to be provided and administered at no cost to the adult student. The District administers the test and the State Board of Education provides the test and scoring.

All test security provisions apply, answer documents are scored and results are reported according to the Ohio Administrative Code.

By September 1 of each year, the District must notify the Director of the Division of Education Services, Ohio Department of Education, of the number of eligible adult students expected to take the Ohio Graduation Test in November of that year.

(Approval date: December 16, 2003)

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 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: in order to serve in the armed forces of the United States.
 - A. In order to serve in the armed forces of the United States or
 - A. 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: June 18, 2002]

(Revision date: April 19, 2004)

(Revision date: March 21, 2006)

(Revision date: April 17, 2007)

(Revision date: February 19, 2013)

(Revision date: August 16, 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

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

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

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

[Adoption date: June 18, 2002]

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

CROSS REF.: IHB, Class Size

CLASS SIZE

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

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

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

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

[Adoption date: June 18, 2002]

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

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

INDEPENDENT STUDY

Independent study is an educational activity involving advance or in-depth work that an individual student pursues under the direction of a credentialed member of the school staff.

1. Independent study is not restricted to the very bright academic student. However, participating students should possess ability in the subject field which is selected for I.S. and be doing above-average work in all subjects.
2. I.S. projects should be cooperatively chosen by student and teacher, and professional knowledge and judgment as well as anticipated value to the student should be the basis for approval.
3. Project type, project length, form of the final report, credit and tentative date for completion of the project should be determined by the teacher prior to beginning the project.
4. Arrangements for supervision and evaluation sessions should be tentatively established prior to the beginning of the project.
5. Project supervision is to be done by a staff member who is certified in the subject area of the I.S. project.
6. Supervision of students working on I.S. projects should occur at least two times weekly, and is the students' responsibility to initiate arrangements for these sessions.
7. The level of difficulty or intensity of each I.S. project should be equal to or exceed the level of the corresponding subject area on the student's grade level.
8. No work on I.S. projects is to be completed on scheduled class time. Work should be done during study periods or on out-of-school time.
9. The principal and counselors will approve of all I.S. projects prior to their beginning.
10. Grade and credit are to be given by a staff member who is advising the student in the field of the I.S. project.
11. If credit is expected, the clock hours spent on the project are to at least equal the minimum hours mandated by the State of Ohio for regular classroom credit.

Thirty clock hours for 1/4 credit or 40 clock hours for 1/4 credit (lab)
Sixty clock hours for 1/2 credit or 75 clock hours for 1/2 credit (lab)
One hundred twenty clock hours for one credit or 150 clock hours for one credit (lab)

12. Upon completion of the project, a brief explanation of that project should be recorded in the student's permanent record folder.
13. The maximum units of credit that can be applied to that required for graduation or for mandatory course requirements shall be that which is established by the Ohio Administrative Code and Operating Standards for Ohio Schools.

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-01; 3301-35-06

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

INDIVIDUALIZED INSTRUCTION

The Board may encourage instructional arrangements, programs and class instruction that will provide opportunities for a student to progress in school at his/her own pace to attain the highest achievement possible for him/her. Such programming allows for individualized instruction.

The individual plan determined for each student will be developed in accordance with the student's individual needs. The plan will provide for frequent re-evaluation of the student's needs, progress and the effectiveness of the program being offered.

Individualized instruction demands evaluation and measurement of student progress as much as other forms of instruction. Evaluation will be tailored according to the nature of the instruction, the established student performance objectives and the subject objectives established for the course in which the individualized instruction is being provided.

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-02

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 professional personnel of the District authority to recommend selection of instructional and library materials.

Materials for school classrooms and school libraries are recommended by appropriate professional personnel in consultation with the Superintendent, faculty 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. a diversity of 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 a guide in the selection of all instructional and library materials including, but not limited to, textbooks, supplementary books, library books, computer software, filmstrips, films, videotapes, 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: June 18, 2002]

(Revision date: June 19, 2007)

(Revision date: February 17, 2015)

LEGAL REFS.: ORC 3313.21; 313.212
3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-03

CROSS REFS.: 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

THIS IS A REQUIRED POLICY

TEXTBOOK SELECTION AND ADOPTION

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

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

The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. 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: June 18, 2002]
(Revision date: December 20, 2011)
(Revision date: February 17, 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

THIS IS A REQUIRED POLICY

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 18, 2002]

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 Materials

DISTRICT WEBSITES

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

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

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

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

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

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

Accessibility of Website

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

Advertising or Sponsorships

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

The Board directs the Superintendent to develop 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: June 18, 2002]

(Revision date: December 21, 2010)

(Revision date: December 20, 2016)

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

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

COMMUNITY INSTRUCTIONAL RESOURCES

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

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

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

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 3315.07
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 that which is only discussed or read about.

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

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

To the extent feasible, community resource persons and organizations are involved in the planning and conducting of field trips, so that students may 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: June 18, 2002]

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

CROSS REFS.: EEAD, Special Use of School Buses
IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

FIELD TRIPS

Eligible Participants

In most cases, an entire class takes part in a field trip. From time to time, however, trips 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 experience a field trip if such a trip would provide instructional benefits.

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

Distance and Duration

1. Regular field trips are those trips which 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:
 - A. trips of several days' duration when school is not in session (e.g., a trip to Washington, D.C.; language class trips to Canada and Mexico) or
 - B. trips within the state involving more than one day's time while school is in session.

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

Field trips out of the state while school is in session are not normally approved. 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 parent(s) must be obtained prior to any student's participation in a school-sponsored field trip.

Expenses

Field trips which are part of the instructional program and do not involve overnight stays are paid for by the District.

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

Fund drives are allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities. In no case may a student be 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 Districtwide regulations for field trips and each building principal to set rules for his/her school, which comply with Board policy and District regulations.

(Approval date: June 18, 2002)

SCHOOL VOLUNTEERS

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

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

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

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

[Adoption date: June 18, 2002]
(Revision date: September 13, 2005)
(Revision 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)

LUCAS LOCAL SCHOOL DISTRICT VOLUNTEER APPLICATION

Volunteer Name: _____ Home Phone: _____

Address: _____ City/Zip: _____

E-Mail Address: _____ Best time to call you: _____

Would you like us to call you on your cell phone? _____ Cell #: _____

EMPLOYMENT: Full-time Part-time n/a
Is it okay to call you at your work place? _____ Work # _____

Are you a: Parent/Legal Guardian Community Member Family Member
 Other: _____

Please list your child or children that attend the Lucas Local School District (if any):

Name: _____ Grade: _____
Name: _____ Grade: _____
Name: _____ Grade: _____

AREAS OF INTEREST

Please check the activities that interest you or write in your own special interest:

- Athletics/Sports
- Assist nurse
- Office help
- Classroom help
- Lunch room aide
- Science Fair Judge
- Other/Notes _____
- Chaperone Field Trips/Events
- Assist in Computer Lab
- Library/Book Fair
- Read aloud of listen to students read
- Student with special needs
- Tutor (subjects/grade) _____

*Athletic coaching volunteers must complete an application through the Athletic Department

DAYS AND TIME OF AVAILABILITY

Monday	Tuesday	Wednesday	Thursday	Friday
_____	_____	_____	_____	_____

Person to contact in case of an emergency:

Name _____ Telephone Number _____

Name _____ Telephone Number _____

Have you ever been convicted of:

Yes No (a) a felony.

Yes No (b) a misdemeanor which involves a drug offense, sex offense, or an offense of violence, other than a minor traffic offense.

If yes, please explain:

I understand that it is important for the **Lucas Local School District** office staff to know who is on the school campus at all times, I agree to sign in before beginning my work, wear my name tag at all times and sign out when I am finished. I understand that I may be required to submit to a criminal records check upon request.

“I certify that the facts contained in this application are true and complete to the best of my knowledge and understand that, if approved for volunteer work, falsified statements on this application shall be grounds for revocation of permission to volunteer in the schools(s).”

Date: _____

Signature: _____

Volunteer Handbook

Welcome!

As part of a Professional Learning Community, volunteers have played, and will continue to play an important and valuable role in the Lucas Local School District. Students, teachers, staff, parents, and the community benefit from the work of individuals like you who freely share their talents and resources. We also know that as a volunteer, you, too, will be rewarded.

This handbook is directed to volunteers wishing to devote a portion of their time to one of the most important systems in any community - public schools. Because we want you to get the most out of your volunteer experience, we want to make sure you are an informed volunteer.

One hour a week, one day a week, one day on a special project - your efforts make a difference for our students.

Application

All prospective volunteers who will be volunteering on a regular basis need to complete a School Volunteer Application. Applications are available in the school's main office or web page.

Screening

All prospective volunteers may be subject to a background check and may be interviewed by the building principal.

Commitment

Whether you are volunteering on a regular basis or for a one-time project or event, arrive a little early so there is time for communication and direction. Also, be sure to let the teacher, librarian, or whoever is supervising your work as a volunteer know when your schedule changes or if you can't make it when you are expected.

You're part of a team

Be a professional. As a school volunteer, you are a role model for students. Behave toward students and school staff in a respectful manner that sets an example of professionalism and good citizenship.

Communicate

As a school volunteer, it is crucial that the lines of communication stay open and clear. If you are unsure about what's expected of you, or how to use certain office equipment, please ask someone for direction.

What to wear

Wearing appropriate, practical, and comfortable clothing when you volunteer is one more way you can be a role model. If you have a question, feel free to ask for a copy of the school's dress code or to talk with the principal, a teacher, or another school volunteer.

Who is doing the teaching?

If you are volunteering in a classroom, make sure you and the teacher are clear on your responsibilities and that you are both comfortable with your duties. The real value for a teacher in having a volunteer is that it allows the teacher time to teach.

Language, Tobacco products and Alcohol

Just as we expect students to refrain from using inappropriate language, tobacco products, and alcohol, we also expect the same from teachers, staff and volunteers. Most adults realize how easily children pick up on what we say, what we do, or what we drink. Please keep in mind that what may be intended as harmless slang, or having one harmless cigarette, or having alcohol on one's breath is not acceptable in the school environment.

Our commitment to you

While there are certain expectations from volunteers to help things run smoothly, we realize you also have expectations from school staff. We are committed to working with you to make sure volunteering is rewarding for everyone. The following are some of the commitments we make to our volunteers:

Volunteer orientation

A handbook like this is useful in covering information in a general manner. Volunteers need specific information about their volunteer duties. This can be accomplished by meeting individually with the member of the school staff who will be supervising you. For example, volunteers need to know the facility's layout, where the buses are loaded, and how to use certain office equipment, as well as specific school practices. Once you've become an experienced volunteer, you may be asked to help with the orientation of new volunteers.

Efficiency

We respect your time commitment and will make every effort to utilize your time efficiently. If you have any questions or suggestions to help us, please share them.

Interests and Talents

We want to make the best match we can between volunteer opportunities and your interests and talents. Please let the administration know how you can best contribute. Your input may lead to the development of additional volunteer opportunities.

Discipline or behavior problems

As a school volunteer, you may notice students disobeying school or classroom rules. Your responsibility is to call such matters to the attention of the teacher or other supervising school personnel. Please do not take corrective measures into your own hands.

There are many ways in which schools are alike, but because schools must fulfill educational needs of students from many diverse backgrounds, each school has a personality or culture of its own. Volunteers should be informed about the schools general disciplinary procedures to avoid any misunderstanding.

Sign in procedure and security

Volunteers are required to sign in at the office. Signing in each time you volunteer also allows school personnel to locate you immediately in case of an emergency. Each school has a badge or button for volunteers to wear while at school. For everyone's safety, it's important to know who you are and why you are at school.

Supervision

Volunteers perform under the direction/supervision of school personnel. If a volunteer assists a student or students outside the classroom, they should not be taken to any area except that specified by the teacher or principal.

Volunteers attending field trips should never leave students unattended. In an emergency, if it is necessary for the volunteer to leave the students assigned, or the field trip location, the teacher or principal should be notified immediately.

Confidentiality

What you hear or observe about students or staff while volunteering in a school is confidential. Even a seemingly harmless comment repeated to another can be misunderstood and cause harm to the school team.

Child Care

Parents/guardians are discouraged from bringing children or other friends with them to school while they volunteer. Everyone's focus needs to be on the students who are enrolled in the school and involved in learning activities. There are ways to volunteer at home if childcare is unavailable. If you have specific concerns regarding this practice, consult with the school principal.

Child neglect and abuse reporting

School volunteers are considered mandatory reporters of suspected child neglect and abuse. If a student discloses that they are in a dangerous situation or if you have reason to suspect neglect/abuse, please report this immediately and privately to your principal or a school counselor.

Volunteer hours

School volunteers help in schools during regular school hours, namely the same hours that the school office is open. If volunteering after school, the school office must be accessible or school personnel must be present who have access to it. It is essential that there is access to the first aid kit, a phone, and emergency contact information.

Transportation of students

Volunteers are not allowed to provide transportation for students unless they have prior approval and have completed the required forms. Volunteers often assist as chaperones on school buses.

Communications

If you are unable to make it to school when you are expected, please call the school and leave a message. Similarly, school staff will contact you if your time is cancelled or changed for any reason.

Student/Volunteer Relationships

Volunteers function in a position of trust and the Lucas Local School District does not extend that volunteer/student trust relationship outside of the supervised school environment. It is the responsibility of the volunteer to notify the principal immediately if he/she becomes involved with a student's family outside of the school environment.

GUIDANCE PROGRAM

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

Guidance is based upon these broad fundamental principles.

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

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

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

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

Counseling services are provided by certificated school counselors.

[Adoption date: June 18, 2002]
(Revision date: March 21, 2006)

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

CROSS REF.: AFI, Evaluation of Educational Resources

THIS IS A REQUIRED POLICY

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: March 17, 2015]

LEGAL REF.: ORC 3313.6020

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

THIS IS A REQUIRED POLICY

ACADEMIC ACHIEVEMENT

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

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

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

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the 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: June 18, 2002]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

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

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

1. Grading systems will be as simple as possible and yet as meaningful as possible for the benefit of both teacher and student.
2. All teacher grading systems will be explained in their entirety to all students assigned to that teacher at the beginning of the course.
3. Individual grading systems will be in writing and on file in the respective principal's office.
4. Grades earned will be available for student and/or parent viewing upon reasonable request.
5. Grading systems will be at least partially objective in nature whenever possible.
6. When subjective evaluation is part of a teacher's grading system, a written explanation of criteria used will be on file in the principal's office.
7. In classes where grades are earned largely by performance in activities or completion of projects (Example: Art, Physical Education, Industrial Arts, Music) a written set of guidelines for evaluation will also be on file in the principal's office.
8. Grading systems may include a variety of scoring, numbering, lettering, or record-keeping techniques during the grading period. (Examples: minuses, pluses, checkmarks, zeroes, percentages, numbers, etc), but will finally yield only a full letter grade and minuses and pluses whenever necessary as a grading period or final letter grade.
9. Pluses and minuses will be used as an indicator in the record grade for a grading period or final grade.
10. Grades for various classroom activities will be proportionately weighted according to importance in the course and time spent on those activities. (Example: Test and quizzes-60% written work and reports, class participation and homework-40%.) The granting of grades for "extra credit" beyond the stated requirements of a given course is unacceptable.
11. It is the responsibility of the teacher to grade and record all tests. Students are not permitted to grade or score papers of their own or those of their peer if those results are to be recorded and used to determine any grades. Accurate and systematic recording into teacher gradebooks of evaluative marks and grades earned is expected and will no doubt prove to be professionally and personally advantageous in countless instances.
12. The amount and type of evaluative information recorded will vary dependant upon type of course, course content, teacher style and philosophy, grade level, etc. However, expectations in most courses will be a least one (1) evaluative mark per week in many courses two (2) per week or 12-18 marks per term seems to be a reasonable expectation.

GRADING SYSTEMS

Determination of grading period grades is more valid when more evaluative tools are used and results recorded.

13. Grades will not be used as a tool for discipline.
14. Grading systems will not be constructed to trap or confuse students, but should serve as a barometer to indicate the degree of proficiency attained or the amount of learning which has occurred.
15. Grading systems will not have as a major goal the attaining of “normal curve” or any other categorizing device for statistical, administrative, or public relation’s purposes.
16. Grading systems will be carefully self-evaluated annually and changes should be a result of thoughtful consideration and felt need.
17. The following letter-grade and percentage-grade scale will be applied to all tests, term papers, homework and all other individual assessments used by teachers to evaluate pupils.

GRADES 8-12

95 – 100	A+	77 - 79	C+
93 - 98	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	66 - 69	D+
83 - 86	B	63 - 66	D
80- 82	B-	60 - 62	D-

GRADES 4-7

93-100	A	=	4.0
85-92	B	=	3.0
73-84	C	=	2.0
65-72	D	=	1.0
0-59	F	=	0.0

In the Middle School (+) or minus (-) is for communication purposes only.

Courses graded S and U may use S-

An I incomplete grade will become an F grade unless the incomplete work is successfully made up within two weeks of the end of the grading period.

18. To average semester or yearly grades, substitute point value for letters. The following table lists letter ranges and a value to be used in computing averages in grades 8-12.

LETTER	RANGE	VALUE
A+	3.76 - 4.00	4.00
A-	3.51 - 3.75	3.7
B+	3.26 - 3.50	3.3
B	2.76 - 3.25	3.00
B-	2.51 - 2.75	2.7
C+	2.26 - 2.50	2.3
C	1.76 - 2.25	2.00
C-	1.51 - 1.75	1.7

GRADING SYSTEMS

LETTER	RANGE	VALUE
D+	1.26 - 1.50	1.3
D	0.81 - 1.25	1.0
D-	0.60 - 0.80	0.7
F	0.00 - 0.59	0.0

[Adoption date: June 18, 2002]
(Revision date: March 25, 2003)
(Revision date: May 18, 2004)
(Revision date: June 13, 2005)
(Revision date: August 19, 2008)

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents

STUDENT PROGRESS REPORTS TO PARENTS

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

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

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures will be used in reporting to parents:

1. Number of Report Periods: The school year is divided into four grading periods. Reports will be sent to the parents within one week of the close of the specific grading period. (Final year and period may vary from this.)
2. Kindergarten Reports: Kindergarten reports are issued four times a year.
3. Grades K through 5: Conferences will be scheduled with each child's parent on an assigned day. Other conferences will be arranged as needed and may be called for by the teacher or parent.
4. Conferences for Grades 6 through 12: Conferences will be scheduled as needed.
5. Interim Reports: Teachers will issue interim reports every four weeks of each grading period to keep parents aware of their child's progress. The purpose of the interim report or conference is to provide the child an opportunity to improve before a final period grade is given. Interim reports may also be used to inform the parents of exceptional progress or positive change in achievement.

(Approval date: June 18, 2002)

WEIGHTED COURSES

Lucas High School uses weighted courses to:

1. Determine class rank for post secondary entrance/and scholarships
2. Encourage students to take more challenging courses

Specific instructional criteria include:

1. Methods of testing – requires analysis and application of ideas (rather than memorization) and/or essay answers.
2. Nature of textbook (should be at an above-average level.)
3. Type of instruction (college format of discussion or lecture, as opposed to work sheets, busy work, etc.)
4. Requirements for overall excellence in both oral and written presentations.
5. Necessity of building on previously learned concepts rather than learning isolated facts, list, etc.

Final GPA is based upon a 4.0 grading scale.

The following grading scale is to be used in determining a student's grade point for a weighted course:

<u>Weight of 1.5</u>		<u>Weight of 2.0</u>	
A(+)	= 6.00	A(+)	= 8.00
A-	= 5.55	A-	= 7.40
B+	= 4.95	B+	= 6.60
B	= 4.50	B	= 6.00
B-	= 4.05	B-	= 5.40
C+	= 3.45	C+	= 4.60
C	= 3.00	C	= 4.00

If a "C-" or lower grade is earned, weighted status does not apply.

The following list of courses are considered "weighted" courses:

	<u>WEIGHT</u>		<u>WEIGHT</u>
	<u>FACTOR</u>		<u>FACTOR</u>
* Algebra II & Geometry	1.5	* English 11 CP	1.5
* Advanced Math & Calculus	2.0	* English 12 CP	2.0
* Biology I	1.5	* French II	1.5
* Anatomy & Physiology	2.0	* French III & IV	2.0
* Chemistry	2.0	* Spanish II	1.5
* Physics	2.0	* Spanish III & IV	2.0
* AP Biology	2.0		

[Adoption date: March 25, 2003]

(Revision date: August 19, 2008)

HOMEWORK

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 not used for disciplinary purposes. The extent and type of homework given is decided by the classroom teacher within the framework of specific instructional plans.

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

[Adoption date: June 18, 2002]

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

CLASS RANK

Lucas High School shall determine class rank based upon total points earned by the last day of required attendance for the Senior class as determined by the school calendar. A weighted point system will be incorporated into the tabulation of total points earned. All classes approved for high school credit and completed by the last day of required attendance will be included.

The student with the most total points will be the Valedictorian. The student with the second most total points will be the Salutatorian. However, to qualify for the Valedictorian or Salutatorian the student must have attended Lucas High School for a minimum of three semesters; two of which must be during the student's senior year.

Any courses completed or grades obtained after the last day of required attendance for the Senior class, as determined by the school calendar, will not count toward class rank or the selection of the Valedictorian and Salutatorian. These courses and grades will be included on the student's final transcript only.

Students who graduate early as per Board Policy IKFA will be eligible for the title of Valedictorian or Salutatorian with the graduation class as per Board Policy IKFA. In addition, students who are graduating on time with this class will also be eligible for the title of Valedictorian or Salutatorian.

[Adoption date: March 25, 2003]
(Revision date: October 17, 2006)
(Revision date: February 19, 2008)

CROSS REF.: IGCD, LEB, Educational Options
IGCH, LEC, Post-Secondary Enrollment Options
IKA, Grading Systems
IKEB, Acceleration
IKF, Graduation Requirements
IKFA, Early Graduation
IKFB, Graduation Exercises

Lucas Local School District, Lucas, Ohio

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote a student 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, 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 area 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.

Beginning with students who enter third grade in the 2013/2014 school year, any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is 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 midyear promotion policy.

[Adoption date: June 18, 2002)

(Revision: December 16, 2003 – April 19, 2004 – September 13, 2005)

(Revision date: April 15, 2014)

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

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

STUDENT RECORD OF ELIGIBILITY FOR RETENTION

Student's Name: _____ (M/F) Grade: _____ Year: _____

Birth Date: _____ School: _____

Teacher(s): _____

INDICATE ACADEMIC STATUS (areas of concern):

CHECK ITEMS COMPLETED:

___ previous retention ___ (year) ___ parent contact made & documented
___ psychological evaluation

Other services receiving or received:

___ (1) corrective reading ___ (2) speech ___ (private tutoring)
___ (4) other _____

FINAL DECISION ON STUDENT STATUS

___ promotion
___ retention

___ transfer

Participants (list names):

Teachers: _____

School Psychologist: _____

Principal: _____

Other: _____

Principal: _____ Date: _____

FOLLOW UP:

Student has completed:

___ Summer School, _____ (sponsor)
___ Tutoring, _____ (teacher)

Subject(s) completed (including grades):

STUDENT STATUS: ___ retention ___ transfer ___ promotion

SCHOOL YEAR/GRADE:

Approved by: _____ Date: _____

[Adoption date: April 19, 2004]

PARENTAL REQUEST FOR STUDENT RETENTION

Student's Name: _____ (M/F) Grade: _____ Year: _____

Birth Date: _____ School: _____

Teacher(s): _____

After evaluating your child, it is the recommendation of the Building Principal and Teachers that your child be promoted to the _____ grade for the school year _____ .

However, as a parent or legal guardian, I wish to exercise my option to disagree with the promotion of my child. I wish to have (him) (her) retained in the _____ grade for the school year _____ .

I take full responsibility for this decision and will hold harmless the Administration, Staff and Board of Education of the Lucas Local School District. This is my final decision and I will not request any grade level change for my child during School year _____ .

Parent/Guardian: _____ Date: _____

Principal: _____ Date: _____

(One copy to Parent/Guardian and one copy for student permanent record file to be kept through graduation)

[Adoption date: April 19, 2014]

ACCELERATION

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

The District uses acceleration strategies in four academic areas.

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

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

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

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

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

[Adoption date: September 19, 2006]

(Revision date: June 19, 2007)

(Revision date: December 16, 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
 Ohio Department of Education Model Acceleration Policy for Advanced
 Learners
 Student Handbooks

THIS IS A REQUIRED POLICY

ODE MODEL ACCELERATION POLICY

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 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 residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for 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 Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested 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 within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within thirty days of receiving the appeal. The Superintendent'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. 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 and
 - 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.
2. 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 acceleration 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 students 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: June 19, 2007]

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

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

GRADUATION REQUIREMENTS

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

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

The requirements for graduation from Lucas High School are as follows.

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

The statutory graduation requirements also include:

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

The Ohio Core requirements for graduation also include:

1. student electives ** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements.
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all State required examinations.

Summer School

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

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 Post Secondary Enrollment Options

Credit is awarded for a course successfully completed 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.

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

Correspondence Courses

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

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

Coursework Prior to Ninth Grade

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

Community Service

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

[Adoption date: June 18, 2002]
(Revision date: December 16, 2003)
(Revision date: December 19, 2006)
(Revision date: April 17, 2007)
(Revision date: December 16, 2008)
(Revision date: May 17, 2011)
(Revision date: February 17, 2015)
(Revision date: August 18, 2015)

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

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

THIS IS A REQUIRED POLICY

GRADUATION REQUIREMENTS
(Opt Out Informed Consent Agreement)

I understand that participation in the graduation opt out program will result in graduation without completion of the graduation requirements. I also acknowledge that one consequence of failure to complete the graduation requirements is ineligibility to enroll in most State universities in Ohio without completion of further coursework. I hereby agree to accept and abide by the policies, rules and regulations of the Board of Education and to fulfill any procedural requirements stipulated by the school.

Student's Signature

Date

Parent/Guardian Signature

Date

[Adoption date: February 17, 2015]

GRADUATION REQUIREMENTS
(Opt Out)

Students entering ninth grade on or after July 1, 2010, and before July 1, 2016, may qualify for participation in the graduation requirements Opt Out program. Eligible students may graduate without having completed the requirements for graduation prescribed by State law. Students wishing to participate in this program must have attended high school for two years.

A student wishing to participate and his or her parent(s) or guardian must sign and file written consent to the student's graduating without completion of the requirements for graduation and acknowledgement that one consequence of failure to complete the requirements for graduation is ineligibility to enroll in most State universities in Ohio without further coursework.

The minimum requirements for graduation from high school under the Opt Out are as follows.

<u>Minimum (students entering ninth grade on or after July 1, 2010 and before July 1, 2014)</u>		<u>Minimum (students entering ninth grade on or after July 1, 2014 and before July 1, 2016)</u>	
English Language Arts	4 units	English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	3 units	Social Studies, including one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology [‡]	3 units	Science, including one unit each in Physical Science and Biology	3 units
Math	4 units	Math	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives***	<u>5 units</u>	Electives***	<u>5 units</u>
Total	20 units	Total	20 units

* The required science units must include inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.

** One of the four required units must be one of the following: probability and statistics, computer programming, applied mathematics or quantitative reasoning, or any other course approved by the Ohio Department of Education.

*** Each student's electives shall include at least one unit, or two half units chosen from among the areas of business/technology, fine arts, and/or foreign language.

The District retains the authority to increase these minimum requirements in compliance with State law. Under State law, the District may stipulate any of the following:

1. a minimum high school curriculum that requires more than 20 unites of academic credit to graduate;
2. an exception to the district's minimum high school curriculum that is similar to the graduation requirements Opt Out, but with additional requirements, which may include the requirement the student successfully complete more than the minimum curriculum listed above or
3. that no exception comparable to the graduation requirements Opt Out is available within the District.

The student and parent/guardian must also agree to fulfill any procedural requirements stipulated by the school to ensure informed consent and facilitate orderly filing of statements required under State law.

Additionally, participation in the program requires the student, the student's parent or guardian and a representative of the student's high school to jointly develop student success plan for the student. The student's success plan must specify that the student will do one of the following:

1. matriculate to a two-year degree program;
2. acquire a business and industry credential or
3. enter an apprenticeship.

The student's high school provides counseling and support for the student related to the student's success plan during the remainder of the student's high school experience.

[Approval date: February 17, 2015]
(Revision date: August 18, 2015)

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 Director's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

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

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

[Adoption date: October 17, 2006]

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

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

EARLY GRADUATION

A student may apply for early graduation from Lucas High School by following this procedure:

1. File a written request from the student and parent(s) for early graduation. This must be presented to the high school principal and be done by the end of the student's second year in high school.
2. Arrangements must be made with the high school principal to complete all graduation requirements by the end of the third year.
3. The student must have at least 14 Carnegie units for graduation completed by the end of the second year in high school.
4. The student must have a cumulative GPA of at least 3.0 by the end of the second year of high school.
5. The student must meet all financial obligations of the school and senior class.
6. All credits earned for graduation must be completed prior to the completion of high school attendance.
7. Approval must be granted by the high school principal and Superintendent.
8. Students may participate in regular graduation and other senior activities and privileges but the responsibility of meeting deadlines and requirements rests upon the student.
9. Students may abandon plans for early graduation at any time during the entire process.
10. The student's progress toward early graduation will be evaluated at the end of the first and second grading periods. If progress is unsatisfactory as determined by the high school principal, the request for early graduation will be nullified.

[Adoption date: June 18, 2002]

(Revised date: October 17, 2006)

GRADUATION EXERCISES

- A. The high school graduation ceremony is a special event for the school, community, parents, and students.
- B. Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Lucas High School. Students participating in the ceremony must meet all graduation requirements.
 - 1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Lucas Local Board of Education.
 - 2. Students graduating early must comply with all Board Policies pertaining to Early Graduation.
 - 3. All financial obligations to the school 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 unless excused by the principal
 - 6. Students participating in the ceremony must wear the prescribed cap and gown.
 - 7. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.
 - 8. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.
- C. Graduation ceremonies are to be held in the middle school gymnasium.
- D. If a speaker for the graduation program is chosen, the person will be subject to the approval of the principal of Lucas High School.
- E. The Lucas High School band and/or choir shall perform at the graduation ceremonies. In no case will the Board bear the expense of outside musical equipment or performances in the event that neither the band nor the choir is available to perform at graduation ceremonies.
- F. The class valedictorian and salutatorian shall prepare brief remarks to be delivered during the graduation ceremonies. The principal of Lucas High School shall have the opportunity to review these remarks prior to the graduation ceremonies.

Graduating students have the responsibility to follow all rules and regulations established by the administration. Graduating students who violate these rules and regulations will not be permitted to participate in the ceremonies. Graduating students who fail to behave properly during the graduation ceremony (as determined by the school administration) will not receive a diploma after the ceremony is completed. Graduating students who do behave properly will receive a diploma after the ceremony is completed. The administration will establish this procedure.

- G. Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. Such student is subject to disciplinary requirements and may not receive a diploma until the disciplinary requirement is satisfied and section H. of this policy must also be fulfilled.
- H. Any graduating student who does not receive a diploma as a result of inappropriate behavior before or during the graduation ceremony will be required to appear with his/her parent or guardian before the Board at its next regularly scheduled meeting. The student must satisfactorily explain his/her inappropriate behavior and the reason why he/she should receive a diploma before the diploma will be granted.

[Adoption date: June 18, 2002]

(Revised: December 16, 2003 – April 19, 2004 – May 17, 2005 – June 20, 2006)

(Revised: October 17, 2006)

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

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

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:

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 shall be 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: June 18, 2002]
(Revision date: December 21, 2010)

LEGAL REFS.: ORC 3301.070 through .0713; 3301.0715; 3301.0717
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

THIS IS A REQUIRED POLICY

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 procedures 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: June 18, 2002)

(Revision date: December 21, 2010)

NOTE: THIS IS A REQUIRED REGULATION

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. 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 are 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 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 which the Superintendent deems necessary.

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

[Adoption date: June 18, 2002]

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

TEACHING ABOUT CONTROVERSIAL ISSUES

In the study of controversial issues, students have four rights which recognize:

1. the right to study any controversial issue which has political, economic or social significance and concern;
2. the right to have free access to all relevant information, including materials which circulate freely in the community;
3. the right to study under competent instruction in an atmosphere free from bias and prejudice and
4. the right to 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 a minimum of emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and unprejudiced 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. Consideration of the issue should receive only as much time as is needed to cover the issue 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: June 18, 2002]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-01; 3301-35-02; 3301-35-03

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
 - B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
 - C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs 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 believes one's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom. Employees are to be cognizant of their roles instilling ethical principles and democratic ideals in all district students.

The Board believes that saluting the flag and reciting daily the Pledge of Allegiance help students to learn and to reinforce these principles. Therefore, the Board requires all students, grades kindergarten through 12, to recite the pledge at the beginning of each day.

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.

Moment of Silence

The Lucas Local Board of Education believes that everyone should be able to observe a daily moment of silence for the purpose of prayer, reflection, or meditation upon a moral, philosophical or patriotic theme. This is an individual time and teachers may not direct students how to use this time. Students, however, must respect each other's right to a moment of silence and may not be disruptive or disrespectful during this time.

The Board will not adopt any policy or rule respecting or promoting an establishment of religion or prohibit any student from the free, individual, and voluntary exercise or expression of student's religious beliefs during the moment of silence. Students are not required to participate in a moment of silence if the activity is contrary to the religious convictions of the student or the student's parents/guardians.

A time for a moment of silence will be each school day following the recitation of the Pledge of Allegiance.

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

[Adoption date: June 18, 2002] (Revision date: March 25, 2003, September 13, 2005)

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

THIS IS A REQUIRED POLICY

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

Veterans Day Observance

The Board requires that all buildings devote time on or about Veterans Day to an observance that conveys the meaning and significance of that day. The observance must be at least one standard class period or one hour in length.

Each building principal will submit to the Superintendent a written description of the specific activities that are scheduled. The Board will determine if the specific activities meet the requirements of this policy.

(Approval date: June 18, 2002)

FLAG AND MOTTO DISPLAYS

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

State law requires the District to:

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

[Adoption date: December 19, 2006]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03(A)(1 1)(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.

There are a variety of ways animals can be used in schools including:

1. scientific instruction
2. classroom pets
3. school mascots
4. search dogs

Prior to any use of animals, the administration should contact organizations such as the State Veterinary Association or the State Wildlife Society, regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world. The administration is responsible for developing regulations for the care and control of the animals.

[Adoption date: June 18, 2002]

CROSS REF.: JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animals into the schools, the building administrators must approve the use of the animals for teaching or training of students in accordance with the following regulations.

1. Students are to be instructed not to bring personal pets to school at any time for any purpose.
2. It is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - A. The animal is not venomous or vicious.
 - B. No one is allergic to the animal.
 - C. Proper examinations and immunizations have been given by a veterinarian.
 - D. Arrangements have been made for housing the animal safely, comfortably; cleanly and in a manner that does not disrupt the classroom environment.
 - E. Arrangements have been made for the proper care of the animal when school is not in session.
 - F. Rules have been established for the handling and treatment of the animal.
3. Whenever live animals are to be used as part of a study, prior approval of the principal is required and the following rules apply.
 - A. A science teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of the study.
 - B. Studies involving animals should 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 should be of paramount importance.
 - E. When animals are kept on school premises over vacation periods, adequate housing must be provided and a qualified individual must be assigned care and feeding responsibilities.
4. If animals are to be used as part of an experiment, such as dissection in a science course, the administration should notify parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.

(Approval date: June 18, 2002)