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INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: August 15, 2003]

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

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

INSTRUCTIONAL OBJECTIVES

District educators (teaching and administrative) 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: August 15, 2003]

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 ideas and materials which express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to ideas and 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 is based on 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: August 15, 2003]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Network (Acceptable Use Policy)
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 days scheduled for students meets or exceeds the requirements of Ohio law.

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

In preparing the calendar, the Superintendent consults with other administrators within the District and geographical area. He/She may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 3313.48 et seq.; 3313.62; 3313.63
3317.01

CROSS REF.: EBCD, Emergency Closings

SCHOOL DAY

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

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

[Adoption date: August 15, 2003]

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

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

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

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 121.22
3311.29
3313.53-3313.531; 3313.641

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

CURRICULUM DEVELOPMENT

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

Curriculum planning 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.

Each semester 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: August 15, 2003]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to develop 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: August 15, 2003]

LEGAL REFS.: ORC 3313.60
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 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: August 15, 2003]

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 State law and the Ohio Administrative Code.

[Adoption date: August 15, 2003]

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

CROSS REF.: IB, Academic Freedom

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, religion, gender, economic status, age or 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 periodically refreshes its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening 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: August 15, 2003

Revision date: June 23, 2008

LEGAL REFS.: ORC Chapter 4112
5903.01(G)
OAC 3301-35-02(B)(I)(6)

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

Franklin City School District, Franklin, Ohio

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: August 15, 2003]

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

CROSS REFS.: IND, School Ceremonies and Observances
JB, Equal Educational Opportunities
JEFB, Released Time for Religious Instruction

OCCUPATIONAL EDUCATION (Career and Technical Education)

The schools should provide education which is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. It, therefore, 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 education is a concept which can be taught in the classroom at all grade levels. At the secondary level, it specifically incorporates career exploration, career guidance and vocational education opportunities. The latter are designed to equip students to enter postsecondary occupational education and/or enter specific occupations directly from high school.

Career and 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 and attitudes as well as skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, the following educational programs will be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

1. Career education in agriculture, business and marketing, health occupations education and trade and industrial education including the applied related academic subjects, i.e. math, science and communication skills in cooperation with the Warren County Career Center.
2. Postgraduate and adult education courses, including apprenticeship programs in cooperation with the Warren County Career Center.

The education program is administered by the Vocational Director of the Warren County Career Center.

Fees are charged to students, as established by the Board, to pay for materials used by students in these courses and programs.

[Adoption date: August 15, 2003]

Franklin City School District, Franklin, Ohio

LEGAL REFS.: ORC 3303.02
3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16
OAC Chapter 3301-61
3301-35-02

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by law and includes practical training in procedures to be used in first aid, safety, fire prevention, cardiopulmonary resuscitation and sexually transmitted diseases and conditions.

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 habits may be instilled and the availability of qualified personnel to conduct health education programs.

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

The Board, in an effort to promote a relevant approach to the instruction of health education, 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: August 15, 2003]

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

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
GBEA, HIV/AIDS (Also JHCCA)
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: August 15, 2003]

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

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

FAMILY LIFE EDUCATION/SEX EDUCATION

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

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

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

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

[Adoption date: August 15, 2003]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-02

CROSS REF.: IGAE, Health Education

PROGRAMS FOR DISABLED STUDENTS

The Board is committed to providing education for all youth of compulsory age who are legal residents of the District. All disabled students of the District are identified, evaluated and placed in appropriate educational programs. Due process requirements, procedural safeguards and confidential treatment of information is adhered to as provided for in Ohio Department of Education Standards.

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 disabled students, the diagnosis of disabilities, the design of Individualized Education Programs (IEP) and plans for these students and for placement and evaluation procedures. All procedures are in accordance with federal and state requirements.

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

Each disabled student is considered individually relative to his/her participation in the District's educational program, proficiency testing program and achievement and ability testing programs.

[Adoption date: August 15, 2003]

LEGAL REFS.: Education for All Handicapped Children Act; 20 USC 1401 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Americans with Disabilities Act; USC 12112 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 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IL, Testing Programs
JB, Equal Educational Opportunities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards.

2. Procedural Safeguards

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

3. Multifactorial Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities 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

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

(Approval date: August 15, 2003)

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in the District must be 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.

Annually, children who are gifted are identified by professionally qualified persons 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 Rule for the Identification and Services for Children Who Are Gifted* as specified in the plan.

1. The District identifies children of the District, in grades kindergarten through 12, who may be gifted in one or more of the following areas:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.

3. The District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and trained personnel outside the District.

4. 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:
 - A. 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;
 - B. 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;
 - C. 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 background, children with disabilities and children for whom English is a second language;
 - D. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
 - E. 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;
 - F. procedures for the assessment of children who transfer into the District and
 - G. 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.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan.

Services for Children Who Are Gifted

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District 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.

Annual Report

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

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

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 3324.01-07
OAC 3301-51-15

CROSS REF.: JB, Equal Educational Opportunities

**Policy on 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 (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The (District) Board of Education 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 shall be 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.

1 1) Referrals and Evaluation

- 0 a) 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 or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.
- 1 b) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- 2 c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal

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File: IGBBA

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5 guardian(s) have granted permission to evaluate the student for possible accelerated placement.

6 d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be 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 sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be 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 shall be 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 shall also be 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.

7 e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

1 i) Composition

2 (1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available

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5 learning environment for the referred student. This committee shall be comprised
of the following:

6 (a) A principal or assistant principal from the child's current school;

7 (b) A current teacher of the referred student (with the exception of students
referred for possible early admission to kindergarten);

8 (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);

9 (d) A parent or legal guardian of the referred student or a representative
designated by a parent or legal guardian of the referred student;

10 (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.

11 (2) The acceleration evaluation committee shall be charged with the following
responsibilities:

(a) The acceleration evaluation committee shall conduct a fair and
thorough evaluation of the student.

12 (i) Students considered for whole-grade acceleration and early entrance to
kindergarten shall be evaluated using an acceleration assessment process
approved by the Ohio Department of Education. The committee shall
consider the student's own thoughts on possible accelerated placement in
its deliberations.

13 (ii) Students considered for individual subject acceleration shall be
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
shall consider the student's own thoughts on possible accelerated
placement in its deliberations.

14 (iii) Students referred for possible early high school graduation shall be
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 shall consider the
student's own thoughts on possible accelerated placement in its
deliberations.

15 (b) The acceleration evaluation committee shall issue a written decision to the
principal and the student's parent or legal guardian

18 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 will be determined by a majority vote
 of the committee membership.

19 (c) The acceleration evaluation committee shall develop a written acceleration
 plan for students who will be admitted early to kindergarten, whole-grade
 accelerated, or accelerated in one or more individual subject areas. The
 parent(s) or legal guardian(s) of the student shall be provided with a copy of
 the written acceleration plan. The written acceleration plan shall specify:

20 (i) placement of the student in an accelerated setting;

21 (ii) strategies to support a successful transition to the accelerated setting;

1 (iii) requirements and procedures for earning high school credit prior to
 entering high school (if applicable); and,

2 (iv) an appropriate transition period for accelerated placement for early
 entrants to kindergarten, grade-level accelerated students, and students
 accelerated in individual content areas.

3 (d) For students the acceleration evaluation committee recommends for early
 high school graduation, the committee shall develop a written acceleration
 plan designed to allow the student to complete graduation requirements on an
 accelerated basis. This may include the provision of educational options in
 accordance with Ohio Administrative Code 3301-35-06(G), waiving district
 prerequisite requirements for enrolling in advanced courses, waiving district
 graduation requirements that exceed those required by the state, and early
 promotion to sophomore (or higher) status to allow the student to take the
 Ohio Graduation Test.

4 (e) The acceleration evaluation committee shall designate a school staff
 member to ensure successful implementation of the written acceleration plan
 and to monitor the adjustment of the student to the accelerated setting.

2 3) Accelerated Placement

1 a) The acceleration evaluation committee shall specify an appropriate transition period for
 accelerated placement for early entrants to kindergarten, grade-level accelerated students,
 and students accelerated in individual subject areas.

2 i) At any time during the transition period, a parent or legal guardian of the student
 may request in writing that the student be withdrawn from accelerated placement. In
 such cases, the principal shall remove the student without repercussions from the
 accelerated placement.

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File: IGBBA

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- 5 ii) 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 shall direct 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 will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- 6 b) At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Approved: June 26, 2006

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 grade assess and identify, at the end of the school year, 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 the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

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

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

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

Adoption date: August 15, 2003
Revised: September 26, 2005
Revised: August 27, 2007

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
3313.608; 3313,609; 3313.6010; 3313.6012
OAC 3301-35-04; 3301-35-06

CROSS REF: IKE, Promotion and Retention of Students

HOME-BOUND INSTRUCTION

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

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified as needed by a licensed physician or psychologist. Home instruction teachers, who are provided by the school, are paid at the contractual hourly rate.
2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.
3. Home instruction teachers must be certificated teachers who hold valid State Department of Education certificates.
4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications among the regular classroom teachers and home instructors to ensure a proper program of instruction for the student.
5. The duration and time of any home instruction program is approved by the Superintendent, on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: August 15, 2003]

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

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

ALTERNATIVE SCHOOL PROGRAMS

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

The major objectives of such programs shall:

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

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

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

[Adoption date: August 15, 2003]

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

**ENGLISH AS A SECOND LANGUAGE
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 education 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 ~~for~~ students with to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

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

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade (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: August 15, 2003)
(Revision Date: February 26, 2007)

LEGAL REFS.: 42USC2000d
The Elementary and Secondary Education Act; 20 u.s.c. 1221 et seq.
34 CFR200
ORC 3301.0711
3302.01; 3302.03

3313.61; 3313.611; 3313.612
3317.03
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

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

TITLE I PROGRAMS

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

The Board believes parental involvement is a vital part of the Title I program. Parental involvement shall include, but not be 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. informs parents of ways 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 such funds to provide educational services in schools receiving Title I assistance and funds are used to provide comparable services in all schools receiving Title I assistance.

The District requires all students with disabilities and limited English proficiency to be tested. Alternative assessments are required to be developed for these groups. These two groups must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years. The Board directs the administration to develop a plan to comply with school choice and supplemental service sanctions.

[Adoption date: August 15, 2003]

LEGAL REF.: The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.

CROSS REFS.: IE, Organization of Facilities for Instruction
IGBL, Parental Involvement in Education

PARENTAL INVOLVEMENT IN EDUCATION

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

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed and that parental involvement is encouraged. The regulations:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between the parents and school officials;
3. offer parents ways to assist and encourage their children to do their best;
4. offer ways parents can support classroom learning activities and
5. provide opportunities for parents in the parental involvement program.

[Adoption date: August 15, 2003]

LEGAL REF.: ORC 3313.472

CROSS REF.: IGBJ, Title I Programs

SUMMER SCHOOLS

The Board may operate summer schools for students in grades Pre-K 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/or recreational experiences.

Tuition will be charged to students whose need for a summer program has been recommended by teachers and/or the appropriate building principal. Tuition will also be charged for students taking summer school for the purpose of enrichment or recreation. Tuition may be waived for students who are required to attend summer school due to Board policy or an Individualized Education Plan (IEP). 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 an coordinator appointed by the Superintendent and approved by the Board. Teachers for summer sessions are recruited from the District staff insofar as feasible. The Board approves summer school teachers' assignments upon the recommendation of the Superintendent.

[Adoption date: August 15, 2003]

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: August 15, 2003]

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

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

Franklin City School District, Franklin, Ohio

HONORS PROGRAM

Honors Courses

Franklin High School will offer a well-planned sequence of honors-level courses in English, social studies, science, mathematics and foreign language and other curricular areas when deemed appropriate.

Honors-level courses shall span four years, beginning at the freshman level. Course offerings will be based on an assessment of the present curriculum, student need and interest and staff interest. In the future, special program options may include independent study, enrichment seminars, mentorships to involve community resources and other courses as the need arises.

Curricular development of the above courses focus on higher cognitive content, learner objectives and activities designed to promote higher level thinking and knowledge, and other appropriate features for stimulating and challenging students. The amount and quality of homework should be above that required in regular coursework. Transfer students will be considered for honors courses placement if they meet established criteria.

Honors courses are designated with a weighted grade point average that is reflected in the student handbook and program of study.

[Adoption date: August 15, 2003]

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, distance learning, virtual learning, tutoring, educational travel, mentoring, correspondence courses, college courses and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

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

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

[Adoption date: August 15, 2003]

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

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

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to 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 and principal.
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.

(Approval date: August 15, 2003)

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 shall approve 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: August 15, 2003]

LEGAL REFS.: ORC 3321.04
3331.08
OAC 3301-34-01 through 3301-34-06

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

HOME INSTRUCTION

1. The Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code.
2. If the Superintendent approves the home instruction request, he/she shall do so in writing and 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 and all other documents relating to the child's home instruction program.
3. If the Superintendent refuses a parental request for home instruction, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the District is located.
4. Academic assessment and a plan for remediation of home-instructed children if necessary, should be performed in accordance with the Ohio Administrative Code.

(Approval date: August 15, 2003)

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. transportation and field trips.

[Adoption date: August 15, 2003]

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

POSTSECONDARY ENROLLMENT OPTIONS

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

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

The administrative guidelines contain the following.

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

If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension.

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 3365.01-3365.09
OAC 3301-44-01 thru 3301-44-08

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

POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options by March 1 of each school year in which the student wishes to enroll.

Student and/or parent(s) are required to inform the Board of intent to participate by March 31 of the year in which the student wishes to enroll. Failure of the student to inform the Board of intent to participate shall result in the Superintendent's determining the student's participation.

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

1. grade status as locally determined;
2. acceptance by college/university;
3. options required by ORC;
4. financial arrangements for fees related to tuition, books and materials;
5. process of granting academic credits;
6. criteria for transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course;
10. the effect of program participation on student's ability to complete District graduation requirements;
11. academic and social responsibilities of students and parents relative to this program;
12. information/encouragement of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

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

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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.

1. High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.
 - A. The Board awards comparable credit for the course/courses completed at the college/university.
 - B. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
 - C. 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.
 - D. The student's records must show evidence of successful completion of each course and the high school credits awarded.
 - E. Credits earned under the postsecondary enrollment program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

High School/College Enrollment

1. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
2. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
3. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
4. A 12th grade student may not enroll for more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.

6. A guidance counselor will work with the student to determine full-time status for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
8. College courses for which five semester hours (7.5 quarter hours) are earned are awarded one Carnegie unit toward high school graduation credit.

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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.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. Upon parental application and determination of need according to the provision of The National School Lunch Act, a student 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.
 - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

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. 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.
3. 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 ~~four~~ **five** courses during the prior grading period. The ~~four~~ **five** courses may be a combination of high school and college courses.

(Approval date: August 15, 2003)

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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 activity programs must meet these criteria.

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

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities not to exceed Pay-to-Participate fees already established.

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 which is 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.

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File: IGD

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, citizenship status, religion, gender, economic status, age or disability.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities do not interfere with regularly scheduled classes; this limitation often requires conducting such activities beyond the regular school day.
10. Activities at any level should be unique, not duplications of others already in operation.
11. 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.
12. 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, Ohio law and the Ohio Administrative Code.
13. 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.
14. 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.
15. Students in grade 7-12, who are home-schooled, are permitted to participate in the district's extracurricular activities. The Board may require the home-schooled student to enroll and participate in no more than one academic course in the district as a condition for participation.

Adoption date: August 15, 2003
Revision date: April 28, 2008

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LEGAL REFS.: ORC 3313.58; 3313.59; 3313.664
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REFS.: DJ, Purchasing
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fund-Raising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Nonchartered or Home Schooling
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion

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 and must have prior permission of the principal. Students may be

restricted as to the time and place of distribution or may be prohibited from distributing such publications.

[Adoption date: August 15, 2003]

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

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: August 15, 2003]

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
ICC, School Volunteers

STUDENT PERFORMANCES

The Board encourages and the Superintendent may permit public performances by students under the auspices of a school-sponsored organization if these performances:

1. fit the objectives of the school;
2. meet the needs and interests of the students;
3. stimulate the students in improving their ability to perform;
4. are appropriate to the participating age group;
5. require no extraordinary training but are a natural outgrowth of the normal teaching sequence and
6. do not encroach upon the opportunities of professional performers or musicians.

Students performing under the auspices of a school-sponsored organization may perform for outside organizations where admission fees are charged only if the proceeds are used for charitable, educational or civic purposes. Costs associated with these performances shall be borne by the sponsoring organization.

Payment for the performance is acceptable only in the form of a contribution to support the work of the performing organization.

Performing students shall be supervised by adults under the direction of the school.

[Adoption date: August 15, 2003]

STUDENT FUND-RAISING ACTIVITIES

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

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

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives 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: August 15, 2003]

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

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

STUDENT FUND-RAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fund raising by or from students. The District fund-raising form must be submitted and approved prior to the fund-raising activity.

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 have only 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 parental information.
9. All participants soliciting from and/or selling to service organizations, businesses or the general public must carry and understand a cover letter explaining the specific purpose of their project.

10. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.
11. It is recommended that 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 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. 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. 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

Any project which involves open solicitation, is completely nonprofit and is charitable in nature. Examples:

- A. holiday food drives
- B. generation of funds for a recognized charity
- C. funds for scholarships/grants

(Approval date: August 15, 2003)

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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: August 15, 2003]

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

CONTESTS FOR STUDENTS

The students and the school shall be protected against exploitation through the use of contests in the schools.

Any contest recommended by the principal to be considered for approval by the Superintendent must have educational value to the student. Requests for approval of contests must be submitted sufficiently far in advance to allow effective planning and administration and adequate and objective evaluation.

The educational aims of the needs and interests of the students must be the first considerations at all times. The purposes of the contest shall meet the following criteria:

1. Supplement the program of studies and not interfere with it.
2. Aid students in learning fundamental skills.
3. Broaden the students' cultural horizons and their appreciation and understanding of community, state, national or international life.
4. Offer opportunities for students to work out contributions, solutions and creations by their own efforts.
5. Be at least as educationally valuable as the activity in the school schedule that the contest replaces.

In the secondary school the guidelines and recommendations on contests developed by the National Association of Secondary Principals and the Ohio Association of Secondary School Principals shall be taken into consideration when approval is sought for national contests.

The sponsor of any contest shall be engaged in a creditable or acceptable enterprise and shall not use the contest as a pretext for advertising a company's name, product or service.

No one may be excluded from an approved contest because of race, color, gender, creed, or national origin.

Participation by students shall be voluntary, and no compulsory fees shall be charged an individual for participation.

Contests whose purpose is to raise funds shall be regulated under the Board's policy on fund raising and soliciting in Section 8.08 of this manual.

[Adoption date: August 15, 2003]

Franklin City School District, Franklin, Ohio

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 not in addition to fee already established.

Coaches are required to complete an approved course in sports-related first-aid training and a course in cardiopulmonary resuscitation in order to qualify to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the Ohio High School Athletic Association (OHSAA) 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 purchased 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.

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File: IGDJ

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 are ineligible for athletics for one year when they transfer from one district to another without changing residency. However, there are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Association Bylaws.

Home-schooled students in grades 7-12 are permitted to participate in the District's athletics program. The Board may require the home-schooled student to enroll in and participate in no more than one academic course in the District as a condition to participation. Note: A student entering a member school from a home school must do so at the beginning of the school year after having been home schooled for at least one calendar year. Failure to meet this one-year provision requires the student to be enrolled for a minimum of one grading period before the student can be declared eligible.

Foreign exchange students not enrolled in a state-approved educational or exchange program must be legally adopted by a resident of the District in order to be eligible for athletics.

Adoption date: August 15, 2003

Revision date: April 28, 2008

LEGAL REFS.: ORC 2305.23; 2305.231
3313.66; 3313.661; 3313.664
3315.062
OAC 3301-27
3301-35-03(I)

CROSS REFS.: IGDK, Interscholastic Extracurricular Eligibility
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board permits students in grades 7 through 12 to participate in interscholastic extracurricular activities if they receive one failing grade in the previous grading period as long as they meet the requirements listed in student performance policy.

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.66; 3313.661
3315.062
OAC 3301-27
3301-35-03(I)

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JFC, Student Conduct

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

The Board may grant a diploma to *a* World War II and Korean Conflict veterans if all of the following apply:

1. The veteran left public or nonpublic high school located in any state prior to graduation in order to serve in the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, *or a* diploma of adult education or a diploma provided for under this bill from another school.
4. The veteran is a current resident of Ohio.
5. The veteran served during the period of September 16, 1940 through December 31, 1946 in any branch of the armed forces of the United States which includes:
 - A. United States Army Air Corps
 - B. United States Airforce
 - C. United States Army
 - D. United States Coast Guard
 - E. United States Marines
 - F. United States Navy

The veteran is not required to take the GED or any graduation test in order to qualify for a diploma.

If a veteran who would otherwise qualify for a diploma under this section is deceased, the board of any school district or the governing authority of any chartered nonpublic school may award such diploma to the veteran posthumously and may present that diploma to a living relative of the veteran.

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 shall be forwarded to the board of any local, exempted village or city school district or governing authority of any chartered nonpublic school or county education service center.

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 111.15
3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: August 15, 2003]

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;
4. the presence of students with special needs in the class and
5. recommendation by the principal.

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: August 15, 2003]

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

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

CONTRACTING FOR INSTRUCTION

An administrator, prior to approving a request for the use of a resource speaker, shall consider the subject to be covered, the balance in the presentation of conflicting or opposing views, general community attitudes and opinions of the subject, the background of the speaker and the value of the presentation to the total instructional program.

Speakers shall be advised of the age and maturity level of the audience. Inflammatory remarks that might incite the audience to violate school policies and regulations will not be permitted.

Teachers wishing to invite resource speakers to present pertinent information to their classes should be guided by the age of the students and the relationship of the material to be presented to the instructional program. Teachers shall obtain the advice and permission of the principal prior to extending any invitations to resource speakers.

[Adoption date: August 15, 2003]

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 the 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.

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 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
KLB, Public Complaints About the Curriculum or Instructional Materials

Franklin City School District, Franklin, Ohio

TEXTBOOK SELECTION AND ADOPTION

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

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

The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees.

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

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 3315.17; 3315.18
3329.01; 3329.05; 3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-03

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

Initial purchase suggestions for library materials may come from District 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 educational service director/designee, 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: August 15, 2003]

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

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

DISTRICT WEB SITE PUBLISHING

School web sites provide the District with unique and ever-changing ways to interact with the community and improve student learning. School web sites:

1. allow an individual school to provide current and complete information to its community at large;
2. give the school personnel and students a means to communicate effectively with the community;
3. create expanded means for student expression and/or
4. provide new avenues for school personnel to help students and the community understand local, state and federal regulations and information.

All District schools wishing to maintain a presence on the Internet must develop web site materials based on District guidelines that will allow the school to realize the benefits of maintaining a web site while protecting the school and community from its potential misuse. The Superintendent/designee must approve material to be published on a District-operated and managed web page.

Purpose and Use of District Web Sites

The primary purpose of a District's web site is to communicate effectively with its community. The Superintendent/designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

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

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

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

Advertising or Sponsorships

Use of advertising or sponsorships on a school web site must be approved by the Superintendent or his/her designee. Guidelines must be consistent with District policies and guidelines used in other District publications.

The Board directs the Superintendent to develop regulations to implement this policy. Such regulations shall address student and staff privacy and content standards for web site publications

[Adoption date: August 15, 2003]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 149.41; 149.43
3313.20
OAC 3301-35-02(B)(4)(b); 3301-35-03(E)

CROSS REFS.: EDE, Computer/Network (Acceptable Use Policy)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know
Political links prohibited per OSBA (legal)

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 seeks and supports community instructional resources involving the citizens, institutions and environment of our community as valuable resources in the education of its children.

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

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

[Adoption date: August 15, 2003]

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

FIELD TRIPS

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

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

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: August 15, 2003]

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

CROSS REFS.: EEAD, Special Use of School Buses

Franklin City School District, Franklin, Ohio

IF, Curriculum Development
IGDF, Student Fund-Raising Activities
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. Permission for overnight 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 overnight 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 adopted curriculum/instructional program and do not involve overnight stays are supported by the District per school bus transportation and teacher supervision.

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.

1 of 2

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: August 15, 2003)

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 for individuals who have expertise in various areas to be used as resource persons.

Recruitment and selection of volunteers is done at the local building or District 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 or 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.

Current and prospective volunteers who have or will have unsupervised access to children on a regular basis may, at any time, be subject to a criminal record check (BCII).

[Adoption date: August 15, 2003]

LEGAL REFS.: ORC 2305.23; 2305.231
2744.01
3319.311; 3319.39
OAC 3301-9-01; 3301-32-22(E)(4)

CROSS REF.: GBQ, Criminal Record Check

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. Every experience of the individual influences him/her in some way.
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 on a periodic basis.

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: August 15, 2003]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-01; 3301-35-02; 3301-35-03

CROSS REF.: AFI, Evaluation of Educational Resources

ACADEMIC ACHIEVEMENT

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

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and 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 classified staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed 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: August 15, 2003]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

The Board believes students 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 students are kept in a form which is understandable to parents as well as teachers.

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

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

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

[Adoption date: August 15, 2003]

LEGAL REF.: OAC 3301-35-02

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

STUDENT REPORT CARDS 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 1 through 12, four times per year. Report cards are sent to parents at the completion of each grading period. Interim/Progress 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: August 15, 2003]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

STUDENT REPORT CARDS TO PARENTS

The following procedures are used in reporting to parents.

1. Number of report periods: The school year is divided into four grading periods. Reports are sent to the parents on the Friday following the close of each grading period. (Year-end reporting might vary from this.)
2. Kindergarten reports: Kindergarten reports are issued twice a year, in January and in June.
3. Kindergarten through 12: Conferences are scheduled on assigned days. Other conferences are arranged as needed and may be called for by the teacher or parent(s).
4. Mid-period progress reports: Teachers issue interim reports at the end of the 5th week of every grading period to keep parents aware of their child's progress. The purpose of the interim report or conference is to provide information to parents and to provide the child an opportunity to improve before a final period grade is given. Progress reports may also be used to inform the parents of exceptional progress or positive change in achievement.

(Approval date: August 15, 2003)

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: August 15, 2003]

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

HONOR ROLL

Students are recognized for their academic accomplishments through the publication of merit roll and honor roll. The high school further acknowledges academic accomplishments through a high honor roll.

<u>Grade Level</u>	<u>Quarterly G.P.A.</u>	<u>Acknowledgement</u>
Elementary – J.H.	3.00 - 3.49	Merit Roll
	3.50 - 4.00	Honor Roll
High School	3.00 - 3.49	Merit Roll
	3.50 - 4.00	Honor Roll
	3.80 - 4.00	High Honor Roll

[Adoption date: August 15, 2003]

PROMOTION AND RETENTION OF STUDENTS

Policy

The Franklin City Schools recognize that learning is progressive, i.e., one skill or concept depends on mastery of a prior skill or concept; therefore, promotion and retention are guided by each student's achievement in learning. Readiness for each level is a requisite for success. Promotion should occur when success at the next level is probable; repetition of a level should occur when success at the next level is improbable.

When a student is not meeting grade level expectations and all practical efforts have been exhausted, retention and/or special programming may be considered. The decision to retain is a major professional responsibility made cooperatively by the parents, principal, teacher(s), counselors and/or psychologists.

Regulations

1. Teachers will notify parent as early as possible during the first semester of any problems experienced by students.
2. At the end of the first semester, teachers/team and/or counselors will submit names of the students who are not academically succeeding and may be considered for retention to the principal. He/she will review the names with appropriate personnel.
3. Between February 1 and March 15, teachers and/or teaching teams will confer with the principal, counselors and/or psychologists (TAT Teams) to make retention recommendations. A list of potential grade failures will be submitted to the principal or his/her designee.
4. At the end of the third grading period, parents will be notified of the possibility of failure of a class or grade. A list of potential grade failures will be submitted to the principal; parent conferences may be held to review the recommendation.
5. Cases that cannot be resolved at the building level are to be referred to the Superintendent, who by law (ORC 3319.01) has the final authority on the assignment of students to grade level.
6. All students will receive a grade card at the end of each nine-week period, providing all requirements have been met.

7. Letter grade equivalents in percent are as follows:

A equals 92-100%	D equals 60-69%
B equals 82-91%	F equals 59% or below
C equals 70-81%	

8. The grading scale currently used for students in Kindergarten (G, S, & N), Grade 1 and 2 (V, G, S, N, & U) will remain in effect.

9. Percentages will be used for grading all students in Grades 3-8.

10. In grades 9-12 letter grades will continue to be used, based on the scale above. The rationale for this is that most colleges require a grade point average based on letter grades as part of the application process.

11. Secondary Regulations – Grades 7-12

A. Teachers should have a minimum of nine grades recorded for each student in each quarter in order to assure the fair evaluation of student work.

B. At the onset of the school year, teachers will present to their students, preferably in writing, expectations for successful completion of their course. Classwork, homework, tests, class participation and any other special project (notebooks, oral reports, journals, etc.) will be considered in determining a student's grade.

C. In grades 9-12 written semester exams and/or authentic assessment activities shall be given in all subjects that have a value of at least one-half unit of credit.

1) Any student scoring at the advanced, accelerated, or proficient level on a particular subject area of the test would automatically be exempt from taking the final exam in that subject and would receive an A for the final exam grade. In addition, that student would not have to attend school during the time slot that particular exam is being given.

2) Any student scoring at the proficiency level in a particular area could be exempt from the exam in that subject area and receive a B for the final exam grade or choose to take the exam in an attempt to raise the grade to an A. If the student chooses to take the B for the exam, he/she would not have to attend school during the time slot in which that exam is given.

3) If a student scores at the advanced, accelerated, or proficient level and is not currently enrolled in that subject area, the student may choose an elective in which he/she is enrolled and elect to take the same grade on the final exam as the student has earned for the fourth nine-weeks grade. If this option is chosen, the student would not be required to attend school during the time slot that particular exam is being given. If the student chooses, he/she may take the exam in an effort to raise the final exam grade.

- D. Interim progress reports will be sent to all parents in the middle of each nine-week grading period.
- E. Counselors shall notify students and parents of credit deficiencies by the end of each year of high school. Parents will be notified by letter of these deficiencies. Parent conferences will be arranged upon request.
- F. Grades for courses taken for high school credit under the postsecondary options program (Option A) will not be weighted. Credits earned under the post-secondary options program (Option A) will be calculated into the student's grade point average. If Option B is chosen, those credits will be exempt from the student's grade point average.

Guidelines

Retention is most likely to be beneficial if diagnosis and remedial efforts are made early in the student's school career. Therefore, particular attention should be made in the primary grades.

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

Kindergarten retention recommendations shall be based on the social/emotional as well as academic readiness of the child to achieve at the first grade level.

In first grade, achievement in reading and language arts skills shall be the primary basis for promotion. A 75% competency of skills as outlined in the Franklin City Schools grade level indicators should be attained. The first grade classroom teacher shall be involved in the reading competency assessment and identify students reading below grade level. The District shall notify the parent or guardian of each student whose reading skills are below first grade level and provide intervention services to such students.

In grades 2 and 3, a student should demonstrate at least 75% competency of grade level indicators listed for that grade level. Consideration should also be given to performance on diagnostic tests, state achievement tests and achievement/ability tests. The second/third grade classroom teacher shall be involved in the reading competency assessment and identify students reading below grade level. The District shall notify the parent or guardian of each student whose reading skills are below second/third grade level and provide intervention services to such students.

Third grade students who do not attain at least a "basic" score on the third grade reading achievement test after the spring administration will be required to attend Franklin City Schools' summer school or an approved equivalent program. A third grade reading achievement test will be administered as part of the summer school program. Based on the child's results of the summer administration of a third grade reading achievement test one of the following three options (A, B or C, below) will be considered:

- A. promotion to the next grade if the principal and reading teacher agrees that other evaluations of the student's work indicate the student is academically prepared for the next grade;
- B. promotion to the next grade with "intensive intervention" in that grade or
- C. retention in the current grade.

Any student who is required to attend summer school but does not will automatically be retained.

In grades 4, 5 and 6, a student shall have a "D" average in reading and mathematics, and demonstrate 75% competency on grade level indicators. Consideration will be given to performance on all state tests.

In grades 7 and 8, in order to be promoted, a student must maintain a final average of D or higher in four of five academic classes. If a student does not meet the minimum requirement, he/she may meet this requirement by repeating a failed class in summer school. Exceptions may be determined by procedures in the "conference" outlined in this section or placed in the next higher grade by school administration. Consideration will also be given to performance on all state achievement tests.

A student shall not be retained more than two times in kindergarten through grade 8. A student shall not spend more than 11 years in the first nine grades. After two retentions, the student may be placed in the next grade with curriculum adjustments.

Students who have been retained twice in grades K-8 may be assigned to the high school pending a conference with junior high and high school officials and parents. Such assignment shall be made prior to the beginning of the school year.

Students entering the Franklin City School District will be appropriately placed as determined by age, social/emotional maturation and level of achievement.

In grades 9-12, student grade classification will be determined by their year of graduation based upon four years of high school attendance commencing with their freshman year of enrollment.

In grades 9-12, a maximum of two credits per year in summer school may be earned, not to exceed a total of three units toward graduation. Additional credit may be granted by the building principal.

In grades 9-12, a maximum of three total units may be earned in adult evening classes and/or correspondence classes, but only with proper approval of the high school principal or designee. The high school principal may consider additional units of credit if the individual situation warrants it.

All existing state and local testing laws, rules and policies, will govern retention and promotion of each student. Students shall not be promoted if they have more than a 10% truancy rate and fail two or more academic (proficiency) subject areas.

Adoption date: August 15, 2003

Revised: July 25, 2005

Revised: June 25, 2007

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.608; 3313.609
3319.01
OAC 3301-35-02

CROSS REFS.: AFI, Evaluation of Educational Resources
IGCD, Educational Options (Also LEB)

Franklin City School District, Franklin, Ohio

POLICY ON 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 Franklin City School Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Franklin City School Board of Education 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 shall be 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.

2 1) Referrals and Evaluation

- 0 a) 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 or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.
- 1 b) Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- 2 c) The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate 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.

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- 4 d) Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be 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 sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be 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 shall be 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 shall also be 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 e) A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- f) A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

22 i) Composition

- 23 (1) The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
- 24 (a) A principal or assistant principal from the child's current school;
- 25 (b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);

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- 28 (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);
- 29 (d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
- 30 (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.
- 31 (2) The acceleration evaluation committee shall be charged with the following responsibilities:
- (a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
- 32 (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
- 33 (ii) Students considered for individual subject acceleration shall be 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 shall consider the student's own thoughts on possible accelerated placement in its deliberations.
- 34 (iii) Students referred for possible early high school graduation shall be 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 shall consider the student's own thoughts on possible accelerated placement in its deliberations.
- 35 (b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- 36 (c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

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37 (i) placement of the student in an accelerated setting;

38 (ii) strategies to support a successful transition to the accelerated setting;

7 (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

8 (iv) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

9 (d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

10 (e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3 3) Accelerated Placement

1 a) The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

2 i) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

3 ii) 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 shall direct 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 will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

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

Adoption Date: June 26, 2006

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare 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 an applicant 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 high school are as follows.

<u>Minimum</u>		<u>Ohio Core (Beginning with the class of 2014)</u>	
English Language Arts (includes 0.5 Speech)	4½ units	English Language Arts	4½ 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, with inquiry-based lab experience, including one unit each in Physical Science 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
Mathematics	3 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
Human Services	5/8 unit	Human Services	5/8 unit

Computer/Technology	½ unit	Computer Technology	½ unit
Fine Arts/Foreign Language	½ unit	Fine Arts/Foreign Language	½ unit
Electives	<u>5½ units</u>	Electives	<u>4 ½ units</u>
TOTAL	21 5/8 units	TOTAL	21 5/8 units

The minimum requirements for graduation also include:

1. student electives of at least one unit or two half units, from the areas of business/technology, fine arts and/or foreign language;
2. units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and career-technical instruction are eligible to meet graduation requirements;
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 9-12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core;
2. units earned in social studies shall be integrated with economics and financial literacy and;
3. passing all State required examinations.

Each student is required to complete three units in another subject in addition to the English requirement.

Summer School

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

Community Service

Twenty hours of community service is to be earned from the beginning of the sophomore year to the end of the first semester of the junior year. Failure to meet this requirement will result in the student not being able to participate in the commencement ceremony upon graduation. The Superintendent will consider hardship situations on a case-by-case basis.

File: IKF

Post Secondary Enrollment Options

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If the District offers a course comparable to the course successfully completed, then comparable credit for the completed equivalent course shall be awarded. If no comparable course is offered, the District shall grant 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.

High school courses offered through the United States Armed Forces Institute by cooperating colleges and universities are accepted for credits toward graduation as follows:

1. An official transcript must be received from the school offering the course. Credits granted must comply with State Department of Education regulations and also North Central Association of Colleges and Secondary Schools requirements.
2. No more than eight Carnegie units of credit or equivalent quarter hours may be granted for courses in the armed forces.

Coursework Prior to Ninth Grade

Student work completed in Spanish I, French I or Algebra I prior to the ninth grade is applied towards graduation credit if the course is taught by a licensed teacher and is designated by the Board as meeting the curriculum requirements.

High School Diploma With Honors

A Diploma with Honors is awarded to any student who has successfully completed the high school curriculum or individualized education program developed for the student by the high school; demonstrated competency on all state required tests and meets the criteria established by the Ohio State Board of Education for a Diploma with Honors.

Franklin High School students who attend the Warren County Career center are required to meet the criteria established for a Diploma with Honors established by the State Board of Education that are specific to students attending vocational schools.

Students who graduate with a Diploma with Honors have this fact so noted on all official grade transcripts.

Adoption date: August 15, 2003

Revised date: December 12, 2005

Revised date: June 25, 2007

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.61
OAC 3301-35-02

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

EARLY GRADUATION

Definition

Early graduation is defined as meeting all the academic requirements for graduation prior to the end of the fourth year (eighth semester). Thus, a student could have completed those requirements by the end of the third year (sixth semester) or by the end of three and one-half years (seven semesters).

Requirements

1. The student must meet all graduation requirements.
2. All proficiency tests required for graduation must be met.
3. The grade point average shall be at least 2.5 during the first six semesters.
4. Attendance must be regular and consistent.

Procedures

1. The student shall successfully complete the 10th grade.
2. An application to graduate early must be filed by the student with the guidance counselor, prior to the final selection of courses for the 11th grade.
3. This application shall contain the following:
 - A. a transcript verified by the counselor or principal;
 - B. written evidence of parental approval;
 - C. a written statement by the student giving reasons for the early graduation;
 - D. the proposed program of studies (class schedule) leading to early graduation and
 - E. approving signatures of the student, parent, counselor and high school principal.

Other

1. Students attending the Warren County Career Center must meet the same graduate requirements as those who attend Franklin High School.

2. Students graduating early may take part in graduation ceremonies. All academic requirements shall have been completed prior to the graduation ceremony.
3. Any student graduating early wishing to take part in the graduation ceremony shall notify the principal at the time application is made.

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[Adoption date: August 15, 2003]

CROSS REF.: IKF, Graduation Requirements

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Franklin High School. Students participating in the ceremony must meet the following 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 Franklin City Board of Education.
2. Students graduating early must have filed the required application papers.
3. All financial obligations to the high school or Board of Education must be paid.
4. All disciplinary obligations must be satisfactorily completed.
5. Participation in graduation rehearsal is required for participation in the graduation ceremonies.
6. Students participating in the ceremony must adhere to prescribed dress code.
7. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They will be required to attend school for the duration of the regular school year. Should their attendance be acceptable, they shall receive their diploma at the close of the last day of the regular school year.

Dress Code Requirements for Graduation

1. Each senior shall be required to purchase a gown (girls - red; boys - black). Students shall not be permitted to wear gowns from previous years (because of the dye matching problem).
2. Each senior will be required to dress appropriately for commencement ceremonies:
 - A. boys - dark pants, white or light-colored shirt, dark tie, dark dress shoes
 - B. girls - dress and white shoes

3. Inappropriate attire such as gym shoes, sandals, shorts, slacks (for girls), no socks (boys) or other attire that is considered unacceptable by advisors will not be permitted at practice or the ceremony.

Conduct

1. Any senior under the influence of alcohol or drugs at either practice or the graduation ceremony will be asked by senior advisors and/or principals to leave immediately.

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2. Any senior using foul language, being uncooperative, demonstrating a poor attitude, etc., will be asked by the senior advisors and/or principals to leave immediately.
3. A senior so dismissed from practice shall not be permitted to attend another practice or the commencement ceremony unless permission has been obtained from the principal and/or Superintendent after a conference with that student and his/her parents.
4. If any of the above occur at the actual commencement ceremony, senior advisors and/or principals will remove the senior from the line-up.

Attendance at Graduation Practice

1. All seniors are required to attend all practice sessions unless excused by the principal.
2. Seniors who miss any practice session without permission from the principal will not be permitted to participate in commencement exercises.

Recognition of Graduates and Selection of Student Speakers

1. Students receiving a Diploma with Honors shall have an appropriate notation by their name in the graduation program. High academic achievement will continue to be recognized during the graduation ceremony, i.e., honor cords for students with an accumulative grade point average of 3.5 or higher; National Honor Society and Vocational Honor Society cords/insignia and notation in the graduation program; medallions/or similar awards for students graduating with an accumulative grade point average above 4.0.
2. There will be no official valedictorian or salutatorian designation in the graduation program.
3. Student speakers for the graduation ceremony shall be selected from those seniors who will be honors graduates. The selection process shall be administered by the high school principal and senior advisor(s).

[Adoption date: August 15, 2003]

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

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

Individual test scores shall be discussed with the student and/or the student's parents upon request but may be released only in accordance with Board policy. Group test scores may be released on a school or Districtwide basis with the permission of the Superintendent. The results of a test for which the student has paid a fee shall be released only to those persons or agencies having the approval of the student or his/her parent.

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

[Adoption date: August 15, 2003]

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LEGAL REFS.: ORC 3319.32; 3319.321
OAC 3301-35-02

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a regular basis, 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 evaluative findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. These data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. how evaluation findings 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: August 15, 2003]

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

II, Testing Programs

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 may be a part of 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.

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3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

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Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal.

The 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.

Moment of Silence

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

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

[Adoption date: August 15, 2003]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
ORC 5.23
3313.602; 3313.63; 3313.80

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
5. seeing eye dogs

Prior to any use of animals, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world. The administration is responsible for developing regulations for the care and control of the animals, as well as issues regarding student contact, as it relates to harmful effects per the student/individual.

[Adoption date: August 15, 2003]

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: August 15, 2003)