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INSTRUCTIONAL GOALS

The determination of curriculum is fundamentally the responsibility of each school district in the state. However, the curriculum must meet certain educational requirements set by statute and by the Ohio Department of Education.

Because education is a lifelong process, the educational program in this school District will provide both formal studies to meet the general academic needs of students and opportunities for students to develop individual talents and interests that will help them progress in vocational, business and other specialized fields.

In our schools, an atmosphere will prevail in which growth is fostered, ability is recognized and excellence encouraged and in which a productive life is held before students as a model to emulate.

The various instructional programs will be developed so that each child, in his/her progression through the various grades of our schools, receives a balance, varied and sequentially organized education that will serve his/her educational needs and prepare him/her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

For the purpose of this chapter, the term instructional policies shall mean all of those policies of the Troy Schools which directly or indirectly influence classroom activity. Only those policies which pertain to instruction and are not relevant to other chapter headings appear in this chapter.

Specific instructional goals are determined by the District's Strategic Plan.

The Superintendent of the Troy Schools has the responsibility for recommending to the Board the graded course of study it is required to prescribe by Section 3313.60 of the Revised Code. However, the primary responsibility for the development of curricula rests with the Director of Curriculum. The Director of Curriculum works through the principals, assistant principals, directors, supervisors, department heads, and teachers.

Adoption date: June 24, 2002
Re-adoption date: August 14, 2017

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

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

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

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

[Adoption date: June 24, 2002]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

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

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

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

Adoption date: June 24, 2002

Re-adoption date: July 16, 2012

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

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

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

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

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

[Adoption date: July 19, 2010]

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

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: When a policy covers two topics that appear consecutively in the codification system, the codes and headings can be combined, as shown above.

The category, "School Year," is designed for policies about the year for students, rather than the working year for teachers or other staff.

SCHOOL DAY

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

Adoption date: June 24, 2002
Re-adoption date: September 8, 2014

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACFT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

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

Modifications in the organizational plan of each school may be made only by the Board upon the recommendation of the Superintendent. The Superintendent shall continually monitor the effectiveness of the organizational plan and recommend to the Board modifications in the plan which are in the best interest of the students; provide for the equivalency of instructional materials, equipment and personnel and make the wisest use of resources and personnel to serve the educational goals of the Board.

The 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: November 17, 2003]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3311.29
3313.53-3313.531; 3313.641
ORC 3301-05-02; 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07;
3301-35-09

CROSS REFS.: IGBI, English as a Second Language (Limited English Proficiency)
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 parent 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. The professional staff is expected to play an active role in curriculum development.

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

[Adoption date: June 24, 2002]

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

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM DEVELOPMENT

A Curriculum Committee in each subject area is the coordinating agency for systemwide curriculum change and improvement. It may be composed of principals, teachers (elementary, secondary), librarians, directors, supervisors and the assistant superintendent for curriculum. There will be at least one person representing each area listed above. This group will deal primarily with the introduction of new courses and materials which will supplement the existing curriculum or supplant some outdated phase of the curriculum. As nearly as possible, each school and grade level will be represented on this committee. It meets regularly during the school year.

Within the framework of practices and policies, it is the responsibility of the District to develop a diversified program which adequately serves the schools' population.

Steps that a Curriculum Committee should follow in evaluating both current and prospective courses:

1. It should attempt to discover student reaction to programs.
2. The work committee should attempt to obtain evidence as to the type of pupil development or achievement being brought about through the activity.
3. The committee should discover the opinions of parents and the evidence that they have about the contribution of the program to their children's development.
4. The committee should find out how teachers feel about the programs.
5. The work committee should analyze the factors that seem to be exerting pressure on the program.
6. The committee should analyze work observed in other situations or reported in literature dealing with the same program.
7. Following the formulation of the Curriculum Committee, the committee will receive staff input, review and select textbooks whenever necessary.

(Approval date: June 24, 2002)

CURRICULUM ADOPTION

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

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

The Superintendent supervises the evaluation of the curriculum. Courses of study are evaluated on a rotating basis. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: June 24, 2002]

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 foreword, a table of contents, an introduction, a philosophy, educational goals, program and subject objectives, scope and sequence of the course and evaluation procedures. The Board shall provide each educator a copy for official use.

[Adoption date: June 24, 2002]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

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

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Competency standards are established in the areas of reading, science, mathematics, social studies and English composition.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation which serve 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: June 24, 2002]

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

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

HUMAN RELATIONS EDUCATION

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

[Adoption date: June 8, 2008]

LEGAL REFS.: ORC Chapter 4112
5903.01 (G)
OAC 3301-35-02(B)(I)(6); 3301-35-03(H)

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

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, teachers in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

[Adoption date: June 24, 2002]

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

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

CAREER-TECHNICAL EDUCATION

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

Career-technical 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-technical education program in the schools.

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

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

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

The educational program is administered by the career-technical programs director.

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

Adoption date: June 24, 2002

Re-adoption date: July 13, 2015

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

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

HEALTH EDUCATION

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

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 and wellness and safety habits may be instilled.

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

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

Adoption date: July 17, 2006
Re-adoption date: July 13, 2015
Re-adoption date: August 14, 2017

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

[Adoption date: June 24, 2002]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

Introduction

Substance abuse, including alcohol, is recognized as a serious health problem affecting all aspects of an individual's life. Early experimentation with mood altering substances is a high-risk behavior for students. Research indicates an accelerated addiction potential for the youthful user. Additionally, harmful involvement with substances delays the emotional maturation, alters physical development, and inhibits the learning process for students. In view of the profound consequences of substance use and abuse, the Board supports a Drug and Alcohol policy which includes education, prevention, student assistance and recovery support (including support for concerned students and family members).

Drug and Alcohol Use Prevention

Is it important that individuals become involved in prevention activities as a means of enhancing the knowledge gained through drug and alcohol education. Such activities are not to be implemented as a substitute for a comprehensive substance abuse prevention program.

Drug and Alcohol Abuse

1. Statement of policy regarding students at Troy High:

No student shall possess (including, but not limited to, on or in one's clothing, person, bookbag, purses, wallets, lockers, desks, car, etc.), consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make or be under the influence (see definition) of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, prescription drug, steroids, alcoholic beverage, intoxicant, solvent, gas, mood-altering chemical or any counterfeit or "look-alike" (see definitions) controlled substance of any kind.

No student shall possess, use, handle, conceal, offer to sell, sell, deliver, transmit, buy or make any instrument used for drug abuse or actual paraphernalia (including, but not limited to, hypodermic needles, syringes, pipes, roach clips, rolling papers, etc.).

2. Responsibilities of the school officials:

When a school official has reason to believe that a student is in violation of the drug and alcohol policy, the following actions will be taken:

- A. First offense for possession, use, evidence of use, storing, concealing or under the influence:
- 1) The student's parents or guardians will be notified in writing of this action; if possible, they will also be contacted by phone.
 - 2) The student will be removed from school for the remainder of the day under terms of emergency removal.

- 3) The proper law enforcement agency will be notified.
 - 4) The student will receive a 10-day suspension.
 - 5) If the student provides proof of a subsequent assessment at a professional drug assessment agency, the suspension may be reduced to four days.
- B. Second and subsequent offense during the student's enrollment at THS or TJH for possession, use, evidence of use or under the influence:
- 1) The student will be suspended for 10 days in compliance with the student due process procedures.
 - 2) The parent(s)/guardian will be notified of the incident in writing. If possible, the same will be notified by telephone and a conference will be scheduled.
 - 3) The school official will notify the appropriate law enforcement agency for court referral.
 - 4) The student will be recommended for expulsion.
- C. Selling or distributing any quantities or possessing any large quantities of intoxicants, illegal drugs, alcoholic beverages, controlled substances, or counterfeit controlled substances:
- 1) The student will be suspended for 10 days. The principal will recommend expulsion of the student in compliance with student due process procedure.
 - 2) The parent(s)/guardian will be notified immediately and the student will be removed from school for the remainder of the day.
 - 3) The appropriate law enforcement agency will be notified.
3. Definitions
- A. Counterfeit or Look-Alike Drugs: A substance which a person implies, states or treats as a drug, alcohol, intoxicant or a controlled substance when, in fact, the substance is a fake or not genuine.
- B. Under-the-influence or Evidence of Use: This is defines as slurred speech, unstable walking, the smell of alcohol or drugs on one's breath/body, behaving in an extremely irrational way, extreme nervousness, memory loss or any behavior which is not normal for that particular person. Note that a student does not have to exhibit "evidence of use" or "under the influence" behaviors to be punished for "use."
- C. Assessment: A drug alcohol assessment is a session conducted by a professional drug and alcohol counselor who is trained in determining whether or not a person has an abuse or dependency problem and to what extent that problem exists.

(Approval date: June 24, 2002)

FAMILY LIFE EDUCATION/SEX EDUCATION

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

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

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

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

[Adoption date: June 24, 2002]

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

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

Adoption date: July 19, 2010
Re-adoption date: August 8, 2016

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

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following:

1. Child Identification

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

2. Procedural Safeguards

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

3. Multi-Factored Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

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

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

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

9. Testing Programs

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

Revision date: August 8, 2016

PROGRAMS FOR DISABLED STUDENTS (Section 504)

Programs for Students with Disabilities Section 504 of the Rehabilitation Act of 1973.

The District recognizes its responsibility to identify and evaluate students who within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order to avoid discrimination because of the student's disability.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning or
2. Has a record of such impairment or
3. Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even through they do not require services pursuant to the Individuals with Disabilities Education Act, P.L. 94-142-(IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy.

Each qualified student attending the schools of the District who is eligible to receive regular or special education or related aids or services shall receive free appropriate education. The District acknowledges its obligation under Section 504 to identify, evaluate and, if required, provide appropriate educational services in order to avoid discrimination upon disability.

Identification and Referral Procedures

Any student who needs or is believed to need special education or related services not available through existing programs such as those provided under IDEA in order to avoid discrimination based on disability may be referred by a parent, teacher or other school employee to the Special Services Committee (SSC) for identification and evaluation of the student's individual education needs.

The SSC will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, placement options and services. This shall include, but not be limited to, a building administrator, counselor, school psychologist and at least one classroom teacher at the elementary level who has daily contact with the student and at least two classroom teachers at the secondary level who have daily contact with the student. The District section 504 coordinator will monitor the composition of the SSC to ensure that qualified personnel participate.

The chairman of the SSC will be the guidance counselor in that building.

The SSC will consider the referral and based upon a review of the student's existing records, including academic, social and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the SSC will inform the parents or guardian of this decision and of their procedural rights.

Evaluation

If evaluation is appropriate, evaluation of the student and formulation of a plan of services will be carried out by the SSC according to the following procedures.

1. The SSC will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
2. No final determination of whether the student will or will not be identified as a disabled individual within the meaning of Section 504 will be made by the SSC without first inviting the parent of the student to participate in a meeting concerning such determination. Notice of the parent's right to participate shall be provided in writing at least 10 days prior to the meeting, unless the notice or the time limit is waived in writing.
3. A final decision will be made by the SSC in writing and the parents of the student shall be notified of the decision and provided with a copy of the plan for services and the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

Plan For Services

For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the SSC shall be responsible for determining what special services are needed.

In making such determination, the SSC shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff or outside consultants, teacher observations, parental input, aptitude and achievement test results, physical conditions, social and cultural background and information from physicians. All test results shall be reviewed to determine if they were appropriate and properly administered by qualified personnel.

The parents shall be invited to participate in SSC meetings where services for the student will be determined and shall be given an opportunity to examine all relevant records.

The SSC will develop a written plan describing the disability and the individualized accommodation plan or related services needed. The plan will specify how the regular or special education and related aids and services will be provided and by whom.

The team may also determine that no individualized accommodation plan or related services are appropriate. If so, the record of the SSC proceedings will reflect the non identification of the student as a disabled person and will reflect the non identification of the student as a disabled person and will state the basis for the decision that no special services are presently needed.

A disabled student shall be placed in the regular educational environment of the District, with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be achieved satisfactorily. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

The SSC shall notify the parents in writing of its final decision concerning the services to be provided.

If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan.

Review Of The Student's Progress

The SSC will monitor the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary and that the disabled student's needs are being met.

Prior to any subsequent significant change in placement, a re-evaluation of the student's needs will be conducted.

Procedural Safeguards

The parents shall be notified in writing of all District decisions concerning the identification, evaluation or educational placement of students made under this policy.

The parents shall be notified that they may examine relevant records.

The parents shall have the right to an impartial hearing ("Section 504 due-process hearing"), with the opportunity for participation by the parents and their counsel in cases in which they disagree with the final decision of the committee on the issues as hereinafter specified. In the notification of any District decision concerning identification, evaluation or placement, the parents will be advised that:

1. A request for a Section 504 due-process hearing shall be made in writing within 30 days of notice or right to file.
2. The request shall be made to:

Name: Superintendent's Designee
Title: Section 504 Coordinator
Address: 500 North Market Street, Troy, Ohio 45373
Telephone: (937) 332-6700
2. And shall state the specific basis upon which the hearing is requested.
3. The issues for the Section 504 determination shall be clearly defined in the request for hearing.

Section 504 Due-Process Hearing Procedures

An impartial due-process hearing will be utilized to resolve differences involving the education of a Section 504 qualified student when such differences cannot be resolved by means of a less formal procedure. In this policy, due process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due-process hearing may be called at the request of the District or a parent of an affected student. The proceedings will be presided over and decided by an Impartial Hearing Officer.

Impartial Hearing Officer means a person selected by the Superintendent to preside at a due-process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

In this policy, the following definitions shall apply:

- a. DAYS means calendar days.
- b. PLACEMENT PLAN means the program by which the decision concerning the educational placement of the student is decided. PARENTS means parents, guardian, or legal or permanent custodian.

Parents or the District may initiate a due-process hearing on a matter related to (1) eligibility and related procedures, (2) procedural safeguards or (3) provision of a free and appropriate public education to the student.

Hearing notifications to the parents shall be given at least 20 days prior to the date set for the hearing. The notice shall contain:

1. statement of time, place and nature of the hearing.
2. statement of the legal authority and jurisdiction under which the hearing is being held.
3. statement of the availability of relevant records for examination.
4. short and plain statement of the matters asserted.
5. Statement of the right to be represented by counsel.
- 6 All written correspondence shall be provided in English and/or interpreted in the primary language of the parents.

Hearing Procedures

The Hearing Officer shall preside at the hearing and shall conduct the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

1. Present their evidence.
2. Produce outside expert testimony and be represented by legal counsel and/or advised by individuals with knowledge or training with respect to problems of disabled students.

Parents involved in the hearing will be given the right to:

1. Have the student present at the hearing.
2. Open the hearing to the public.

In cases where there are language differences, an interpreter shall be provided. The Hearing Officer shall review all relevant facts concerning the education placement. The Hearing Officer shall render a decision, subject to judicial review, that is binding on all parties.

The Hearing Officer shall ascertain that:

1. The procedures utilized in determining the student's needs have been appropriate.
2. The student's rights have been fully observed.
3. The provision of aids, services or programs to the student will afford a free and appropriate education and address the student's disability in the manner required by Section 504.

If the parent's primary language is other than English, then the Hearing Officer shall arrange for an interpreter.

Decision Of The Hearing Officer

A copy of the Hearing Officer's decision shall be delivered to the District and the parent within 10 days following completion of the hearing, which in no event shall be later than 45 days after receipt of the request for a hearing, unless extended by the Hearing Officer for good cause shown.

The notification will include a statement that the decision of the hearing officer is binding upon both parties subject to judicial review.

Record Of Hearing

A written or electronic verbatim recording of the Section 504 due-process hearing shall be on file at the District office and will be available for review upon request to the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and in the primary language of the home.

Revision date: August 8, 2016

INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES

- I. Ohio Administrative Code 3301-51-05(G) and 34 CFR 300.502 provide the following with regard to independent educational evaluations of students with disabilities or students suspected to have a disability.
 - A. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation provided by the school.
 - B. The school district may file a due process complaint to request a hearing to show that its evaluation is appropriate, or may grant the parent's request and pay for the independent educational evaluation.
 - C. If the final decision of the hearing is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
 - D. The school district shall provide to the parent, upon request, information about where an independent education evaluation may be obtained.
 - E. Information obtained from an independent educational evaluation shall be considered by the school district, if it meets district criteria, in any decision made with respect to the provision of a free appropriate public education to the child.
 - F. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the school district uses when it initiates an evaluation.

- II. Ohio Administrative Code 3301-51-06(D) requires reevaluation of a child with a disability at least once every three years, or more frequently if conditions warrant, or if the child's parent or teacher requests an evaluation. If a material change in circumstances involving the child that may affect the child's handicapping condition or level of educational functioning has occurred since completion of the last multi-factored evaluation provided by the school district, a reevaluation pursuant to Ohio Administrative Code 3301-51-06(D), rather than an independent educational evaluation, is appropriate.

- III. Because the criteria under which the independent educational evaluation is conducted must be the same as the criteria which the school district uses when it initiates an evaluation, the following criteria apply to all independent educational evaluations provided by the school district at public expense, pursuant to Ohio Administrative Code 3301-51-06(E) and other applicable sections of state and federal law and regulations:
- A. In conducting the evaluation, a variety of assessment tools and strategies must be used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP (if applicable), including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities).
 - B. In conducting the evaluation, the evaluator must not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate education program for the child.
 - C. In conducting the evaluation, the evaluator must use sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or development factors.
 - D. The evaluation instruments must be appropriate and must be administered and interpreted in accordance with all applicable professional criteria and standards.
 - E. The evaluation instruments must be selected and administered so as not to be discriminatory on a racial or cultural basis.
 - F. The evaluation instruments must be provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.
 - G. The evaluation instruments must be used for the purposes for which the assessments or measures are valid and reliable.
 - H. The evaluation instruments must be administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer.

- I. Evaluation instruments must be generally accepted in the field of educational evaluation; be educationally relevant; and provide information relevant to determining eligibility for special education or for developing an IEP.
 - J. Assessments must be administered and selected so as to best ensure that when an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure.
 - K. Independent educational evaluations must meet any and all other criteria established in state and federal law and regulations for multi-factored evaluations initiated by the school district.
 - L. The criteria herein apply to independent educational evaluations for which parents incur a cost and, in turn, seek reimbursement or payment for the independent educational evaluation from the Troy City School District.
 - M. To obtain an independent educational evaluation at public expense, the additional criteria for such evaluations established in state and federal law and regulations and the additional criteria established by Troy City School District herein and other applicable School District policies and procedures must be met.
- IV. Because the qualifications of the examiner who provides an independent evaluation at public expense must be the same as the criteria which the school district uses when it initiates an evaluation, the independent examiner must possess the following minimum and current qualifications:
- A. Medical (physical) examinations, including vision examinations, must be conducted by a licensed doctor of medicine or doctor of osteopathy. Visual acuity evaluations may be completed by an optometrist. Visual examinations for the purpose of identifying a visual impairment must be done by an M.D. or D.O.
 - B. All general intelligence evaluations must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology certificate from the Ohio Department of Education. Any other evaluations provided by a psychologist must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology certificate from the Ohio Department of Education.

- C. Audiological evaluations must be conducted by an audiologist who holds a license from the State of Ohio, Board of Speech Pathology and Audiology and/or an Ohio special education teacher's certificate for audiology from the Ohio Department of Education; and at least a Master's Degree in audiology or its equivalent from an accredited institution.
 - D. Speech/language evaluations must be conducted by a speech/language pathologist who holds a license from the Ohio Board of Speech Pathology and Audiology and/or an Ohio special education teacher's certificate for speech and hearing therapy from the Ohio Department of Education.
 - E. Physical therapy evaluations must be conducted by a physical therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a special education teacher's certificate for physical therapy from the Ohio Department of Education.
 - F. Occupational therapy evaluations must be conducted by an occupational therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a special education teacher's certificate for occupational therapy from the Ohio Department of Education.
 - G. Other evaluations must be conducted by qualified professionals as determined by state and federal law and regulations and by professionals with the same qualifications as the school district uses in its multi-factored evaluations including, but not limited to, credentials, licenses, certificates, background and educational-related experience.
- V. Additional requirements for independent educational evaluations provided by the school district at no cost to the parent.
- A. Payment or reimbursement to the parent is limited to the cost of one independent evaluation for each time the school district conducts a multi-factored evaluation or reevaluation with which the parent disagrees.
 - B. The cost for an independent educational evaluation shall not exceed the maximum allowable cost established in the Independent Educational Evaluation Procedures. The cost for an independent educational evaluation that is not included in the Independent Educational Evaluation Procedures shall not exceed reasonable and customary rates prevailing in the community for similar services by professionals of reasonable comparable skill, experience and reputation.

- C. The school district must be provided with a copy of the entire independent educational evaluation report, including (1) all data and information related to the independent educational evaluation that has been provided to the parent; (2) a summary and interpretation of the independent educational evaluation that provides information relevant to determining eligibility for special education or for developing the IEP; and (3) a detailed bill itemizing all charges and costs of the independent educational evaluation and related report.
- E. The principle place of business of the independent examiner must be within sixty (60) miles of the central office of the Troy City School District or within sixty (60) miles of the location of the child's residence, if the child's educational program is not within the Troy City School District.
- F. The school district may refuse to pay for any independent educational evaluation that does not comply with the criteria set forth herein.

VI. Independent Educational Evaluation Allowable Costs

| | |
|---|---------------|
| Communication/Speech/Audiology | up to \$500 |
| Functional Behavioral Assessment | up to \$500 |
| Medical | up to \$500 |
| Occupational Therapy | up to \$300 |
| Physical Therapy | up to \$300 |
| Psychological/Psychiatric | up to \$1,500 |
| Vision Examinations by Ophthalmologist/Optomtrist | up to \$500 |

- VII. The superintendent or superintendent's designee may waive application of one or more of the criteria herein when the superintendent or superintendent's designee determines that the individual needs of the child and unique circumstances justify such a waiver.

(Approval Date: March 5, 2019)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

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

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

Identification

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

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

District Plan for Identifying Students Who are Gifted

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

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

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

District Plan for Services

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

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

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

- Acceleration (K-12), Differentiated Instruction in the regular classroom, Differentiated Instruction in the regular classroom with support and assistance by the gifted staff (K-8), GATE Cognitive Pullout (1-5), Cluster Grouping (6), Honors and Accelerated courses (7-11), and Advanced Placement/CCP opportunities (9-12).

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

| GRADE | SERVICE |
|-------|---|
| 1-2 | “Primary GATE” Cognitive Pullout: 1 day per week Criteria: Identified gifted in Cognitive <u>or</u> Reading <u>and</u> Math |
| 3-5 | “Intermediate GATE” Cognitive Pullout: 1 day per week Criteria: Identified gifted in Cognitive <u>or</u> Reading <u>and</u> Math |
| 3-5 | Math & Language Arts Enrichment: small group instruction, 1 period per week for one semester Criteria: Identified gifted in Math <u>or</u> Reading |
| 6 | Cluster: group placement by team/homeroom Criteria: Identified gifted in Cognitive or Reading |
| K-12 | Acceleration (whole grade, early entrance): Criteria: Early Entrance Acceleration Team decision based on multiple criteria |

Written Education Plan

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

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

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

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

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

Gifted Education Personnel

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

Annual Report and Accountability

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

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

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

Adoption date: August 10, 2009

Re-adoption date: August 14, 2017

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

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

REMEDIAL INSTRUCTION (Intervention Services)

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

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

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

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

Intervention services are offered to students who:

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

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

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

Adoption date: July 16, 2007
Re-adoption date: September 10, 2012
Re-adoption date: July 13, 2015
Re-adoption date: August 14, 2017

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

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

READING SKILLS ASSESSMENTS AND INTERVENTION (Third Grade Reading Guarantee)

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

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

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

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

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

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

Adoption date: July 13, 2015
Re-adoption date: August 8, 2016

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

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

READING SKILLS ASSESSMENTS AND INTERVENTION (Third Grade Reading Guarantee)

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

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

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

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

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

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

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;
3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;

5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301-0710 by the end of third grade, the student will be retained.

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

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

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

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above; or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

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

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

of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

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

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

1. Establish a District policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. small group instruction
 - B. reduced teacher-student ratios
 - C. more frequent progress monitoring
 - D. tutoring or mentoring
 - E. transition classes containing third and fourth grade students
 - F. extended school day, week or year
 - G. summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
5. Provide instruction that is commensurate of the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

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

Revision date: August 8, 2016

HOME-BOUND INSTRUCTION

All students enrolled under the state plan of home instruction are to be counted as enrollees in their schools and are to receive full credit for the work completed.

Home instruction shall be an alternative program for students who are unable to attend school due to illnesses; circumstances, usually related to health issues, that are verified by a physician or children who are not able to participate in a school setting with other children as determined by an IEP team. In cases of illnesses, the doctor must indicate that the student is unable to attend school, the reasons for nonattendance and a description of the length of time that the student will be out of school. Generally, an anticipated absence of 20 consecutive school days or more shall be the guideline for access to the home instruction program. The home instruction tutor can be assigned as soon as the application is completed and turned in to the Student Services office. If the student is on an IEP, instruction should begin immediately, again coordinating with the classroom teacher.

The home instruction tutor, for the first 20 days of absence, will rely completely on the student's teacher(s) for appropriate assignments and the tutor will coordinate the work between the student and the classroom. After the first 20 days and depending on the anticipated length of absence, the tutor may assume more direct instruction responsibilities while continuing to coordinate with the regular classroom teacher(s).

Home instruction is limited to five hours per week for each student unless otherwise required by the student's IEP.

In cases of illness or temporary inability to access educational programming/facilities, an application form shall be signed by the parent, be completed by the doctor or have a doctor's statement attached and returned to the principal. The principal will be responsible for assigning the homebound student a tutor with the first option offered to the classroom teacher(s). The principal must submit a signed hire sheet to the Student Services office unless the home instruction tutor has already been hired by the District for this service. The application form will be forwarded to the Office of Student Services with the hire sheet. If the student has an IEP, a copy of the IEP with the student's schedule shall accompany the home instruction application.

Guidelines For Home Instruction Tutors

1. A completed home instruction application form must be submitted to the office of student services before home instructions begins.
2. Home instruction tutoring is limited to five hours per week per student except as may be required by the student's IEP. A student is not entitled to an hour of home instruction for a day or for days when regular school is not in session - e.g., President's Day, Christmas, Thanksgiving, snow days, etc.
3. Students must have an anticipated absence of at least 20 consecutive school days before becoming eligible for the program. A student shall not receive home instruction while attending school.

4. The home instruction tutor shall complete time sheets showing each child instructed. The tutor will indicate on the form if the student has an IEP. Time sheets are completed for a two-week period of time and are available in the Student Services Office. Timesheets must be turned in to student services no later than the Monday following the hours of instruction.
5. Tutors should establish a plan to provide five hours of instruction per week. Although a tutor may serve more than one student, he/she may not serve more than one student during any single tutoring period. The tutor will coordinate instruction with the homebound student's teacher(s) and will secure the materials needed for instruction.
6. Travel time is not paid time for the tutor. If a tutor has to travel to a hospital or other facility, the District will pay mileage and parking with prior approval; otherwise, mileage is not paid to a student's home or to a regularly agreed upon location, such as the library. Records and receipts must be turned in monthly for these expenses.

[Adoption date: June 24, 2002]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 1201 et seq.

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| 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 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: June 24, 2002]

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

ENGLISH LEARNERS

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

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

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

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

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

Adoption date: December 11, 2017

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

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

TITLE I PROGRAMS

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

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

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

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

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

Adoption date: July 16, 2007
Re-adoption date: May 13, 2013
Re-adoption date: August 14, 2017

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

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

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

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

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

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

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

Adoption date: July 16, 2007
Re-adoption date: August 14, 2017

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

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

CONTRACT REF: Teachers' Negotiated Agreement

CREDIT FLEXIBILITY

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

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

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

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

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

Adoption date: August 10, 2009

Re-adoption date: January 9, 2017

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

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;
3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365

OAC Chapter 3301-34
3301-35-01
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

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

CREDIT FLEXIBILITY

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

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

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

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

Revised July 13, 2015

SUMMER SCHOOLS

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

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

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

[Adoption date: June 24, 2002]

LEGAL REFS.: ORC 3301.0711
3313.608; 3313.57; 3313.641

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

EXPERIMENTAL PROGRAMS

Pilot Projects

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

Innovative programs are defined as:

1. those which are new to the District;
2. those which involve the introduction of new methods or
3. those which effect substantial change to programs already in operation.

The Board wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body to pursue a promising program.

The design of an innovative program shall address these steps, when appropriate to the project:

1. Rationale
2. Specific objectives
3. Supportive research
4. Budgeting
5. Staff development requirements
6. Assessment of the learning
7. Plans for broader implementation
8. Methods for program evaluation
9. Communication with parents and the community

In addition:

1. Each innovative program shall be consistent with the District's mission, beliefs and goals as identified in the strategic plan.
2. The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.
3. Where appropriate, the Superintendent may report on each innovative program to the Board along with its objectives, evaluative criteria and costs.
4. The Board encourages, where it is feasible and in the best interest of the District, participation in programs of educational research.
5. The Board directs the Superintendent to actively pursue state, federal and other forms of aid in support of the District's innovative activities.
6. The Board encourages the formation of partnerships with area business and industry.
7. Programs must comply with federal and state guidelines.

[Adoption date: June 24, 2002]

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

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

EDUCATIONAL OPTIONS

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

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

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

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

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

[Adoption date: June 24, 2002]

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
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. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.
3. The instructional plan includes a written plan for the evaluation of student performance.
4. In tutorial and independent study programs, a certificated teacher provides both the instruction and evaluation of students. In all other cases, a certificated teacher provides only the evaluation of student progress.
5. 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.
6. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: June 24, 2002)

HOME SCHOOLING

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

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

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

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

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

The Superintendent 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: June 24, 2002]

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

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

Troy City School District, Troy, Ohio

HOME SCHOOLING

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

(Approval date: June 24, 2002)

COLLEGE CREDIT PLUS

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

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

Adoption date: July 13, 2015
Re-adoption date: August 8, 2016

LEGAL REFS.: ORC Chapter 3365
OAC 3333-1-65 through 3333-1-65-11
3301-83-01 (C)

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

COLLEGE CREDIT PLUS

District Obligations

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

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

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

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

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;
9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services;
12. information about eligible courses;

13. information on CCP probation, dismissal and appeal procedures and
14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE).

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

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

Student Enrollment

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

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

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

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

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

1. The Board awards comparable credit for the eligible course(s) completed at the college.
2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses

completed during summer term must be included on the student's high school transcript in the fall for that school year.

5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

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

Underperforming Students/CCP Probation

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

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

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

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

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

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

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

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

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

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

The Superintendent's decision is final.

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

Summer Term Eligibility

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

Financial Responsibilities

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

Other Considerations

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

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

File: IGCH-R (Also LEC-R)

expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses

that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

Revision date: June 11, 2018

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

The following guidelines govern the student activity programs.

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

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

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

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

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

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

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

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

Adoption date: December 11, 2017

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

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

STUDENT PUBLICATIONS

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

School-Sponsored Publications

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

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

Nonschool-Sponsored Publications

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

Adoption date: June 24, 2002

Re-adoption date: July 16, 2012

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

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

STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: June 24, 2002]

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

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

STUDENT PERFORMANCES

Student performances/contests are to be an outgrowth of the instructional curricular and extracurricular programs. Performances shall be in keeping with the educational and motivational development of students.

1. Student performances are approved in advance by the building principal.
2. A schedule of student performances is submitted to each building principal for inclusion on the school calendar.
3. Student performances shall not be permitted where the primary thrust of participation is for commercial benefit.
4. Performances are encouraged as a means to motivate students but are not to dictate the instructional program.
5. Performances may be used as part of the students' evaluations.

[Adoption date: June 24, 2002]

STUDENT PERFORMANCES

School organizations composed of students enrolled in the District shall make public appearances in the name of the school only when the performance promotes the educational and motivational development of the students.

1. Public appearances by school organizations composed of students will be limited to the following:
 - A. at functions which are part of the school program, whether held in the school building or elsewhere;
 - B. at community functions organized in the interests of the schools;
 - C. at educational meetings or conventions;
 - D. on broadcasts designed to acquaint the public with the work of the schools;
 - E. at civic or service club functions and
 - F. at functions having educational advantage for the participants.
2. In the case that the appearance of any organization requires members to be absent from their homes overnight, the approval of the Superintendent shall be secured in advance. Written permission of the parent of each student participating shall also be secured in advance.
3. If the activities are planned over an extended time (exceeding two days) or take the students out-of-state, the following criteria must be met prior to approval by the Board.
 - A. All requests must be routed through the administrative structure for approval.
 - B. The sponsor must submit to the Board detailed financing arrangements to be provided for all students to go on the trip.
 - C. Adequate insurance must be provided.
 - D. Chaperones and/or accompanying teachers should be selected solely on the basis of the suitability for the particular trip.
 - E. The specific objective of the trip and an itinerary should be clearly stated.

(Approval date: June 24, 2002)

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

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

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

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

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

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

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

Adoption date: December 10, 2018

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

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

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

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

[Adoption date: June 24, 2002]

LEGAL REFS.: ORC 3313.25; 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DIB, Types of Funds
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adoption date: December 10, 2018

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

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

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

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

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

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 1.0 on a 4.0 grading scale.

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

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

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

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

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

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

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

Adoption date: November 18, 2013

Re-adoption date: July 13, 2015

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

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

ONLINE ELIGIBILITY

As with any student athlete, they must be passing at least five classes. When looking at a student's schedule, all online classes must be listed in some fashion- either the actual course or supervised study. Each class must be listed the appropriate number of times so that when a course count is taken, there is at least five courses taken as well as being passed. Classes must be listed in DASL.

Grades must be given for all classes used for eligibility and a student working online must be making progress in all five classes. This includes online as well as traditional classroom work.

At no time may any athlete have more than seven classes listed in his/her DASL schedule unless it has no bearing on their eligibility.

For athletic eligibility purposes, no athlete may have an online class entered on their schedule after the normal drop/add period used for a typical student.

Online classes must have a grade/progress report assigned showing a passing mark.

Adoption date: January 6, 2012

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

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

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

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

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

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

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

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

Adoption date: July 17, 2006
Re-adoption date: January 9, 2017

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

CROSS REF.: IGED, Diploma of Adult Education

INSTRUCTIONAL MATERIALS

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

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

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

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

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

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

Adoption date: July 16, 2007

Re-adoption date: July 13, 2015

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

ORC 3313.21; 313.212

3313.642

3329.06; 3329.07; 3329.08

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

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

EGAAA, Copyright

IIAA, Textbook Selection and Adoption

IIAC, Library Materials Selection and Adoption

INB, Teaching About Controversial Issues

KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

Adoption date: June 24, 2002
Re-adoption date: July 13, 2015

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

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

TEXTBOOK SELECTION AND ADOPTION

Selection of Instructional Material:

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 student served:
2. Materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. A background of information which enables students to make intelligent judgments in their daily lives:
4. Diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking, and;
5. Materials representative of the many religions and ethnic and cultural groups, showing their contributions to American heritage.

In selecting instructional materials for use in the District, the Board will carefully consider the rights, freedoms, and the responsibilities of students, parents, and teachers. Effort will be made to:

1. Preserve the students' right to learn in an atmosphere of academic freedom.
2. Support and encourage the teachers' right to exercise professional judgment in their work but at the same time require teachers to balance this right with an awareness of their responsibility to meet the educational goals and objectives of the District.
3. Recognize the right of parents to influence the education of their children. The Board will not, however, allow the wishes of an individual parent to infringe upon the rights of the other students in any class.

The foregoing principles serve as guides in the selection of all instructional and library/media materials including, but not limited to, textbooks, supplementary books, library books, computer software/courseware, sound filmstrips, films, slides, transparencies, videotapes, videodisks and recordings (records, cassettes and compact discs).

Selection Criteria:

1. The total series shall demonstrate continuity in the presentation of the content with skills taught sequentially.
2. Consideration will be given to the availability of supplemental teaching materials.

3. The student text will be organized in an appealing manner. Skills and new concepts shall be reinforced systematically. The text shall facilitate the development of independent study and comprehension.
4. Materials which supplement the textbook shall provide opportunities for students to apply their skills and expand their knowledge beyond the basic textbook.

References:

Section B: Criteria from the Library/Media Center Materials Selection and Adoption Policy Curriculum Study Guidelines booklet published by the Troy City School District

(Approval date: June 24, 2002)

SUPPLEMENTAL MATERIALS SELECTION AND ADOPTION

Supplemental instructional resources include such items as books, book sets or collections, reading lists, dramatic productions, learning activities, visual media, films and videos, and other materials that originate with the teacher and are not part of the adopted textbook process or the library/media collections. Field trips and guest speakers or presenters are included. Supplemental instructional resources may be those resources which are rented or borrowed from sources outside the District.

These resources are selected by professional staff in consultation with each other, department heads and principals. To provide for a wide range of abilities and to respect the diverse points of view, educators retain the option to use additional supplemental resources which meet the criteria listed in the Philosophy/Guidelines for the Selection of Instructional Materials. Consultant assistance will be provided by the assistant superintendent for instruction, the director of communications and the director of technology as requested.

Supplemental resources must support the adopted course of study.

Literature: Literature used in all areas of the curriculum shall be selected according to established procedure, including the examination of professional reviews and complete, critical reading of the book by the selecting teacher.

Film/Video: Teachers shall consult the Film/Videos Rating Policy for information concerning the use of these instructional resources.

Reading Lists: Each school year, teachers in grades four through twelve shall prepare a list of the book titles of required, whole-class reading materials which may be assigned during the current school year.

These reading lists will be made available to parents in sufficient time for their review.

Parents are advised to consult the following sources for information, including reviews and synopsis, of particular titles: *Bulletin of the Center for Children's Books, Book Links, Booklist, Children's Book Review Magazine, Horn Book, Library Journal, and School Library Journal*. These review sources are available through the school library/media centers, the District communications center and the Troy/Miami County Public Library.

Software: Software used in all areas of the curriculum shall be selected according to established procedure including the examination of professional reviews and complete, critical reading of the book by the selecting Technology Director.

Parents may request alternate assignments for their child if, after reviewing the material and talking with teacher about the intended curricular use, a concern remains.

[Adoption date: June 24, 2002]

SUPPLEMENTAL MATERIALS SELECTION AND ADOPTION

This policy applies to films/videos shown for instructional purposes as well as those used for incentive or reward purposes.

Before showing any film/video, the teacher shall view the same in its entirety and be able to explain how it correlates to the instructional goals within the course of study.

As the age of most high school students is under 17, both administrative and parental permission is required for "R" rated films/videos (see attached form).

Films/videos that are industry-rated as age-appropriate do not require written parental permission, as follows:

GUIDELINES

| | | | |
|--------------|---|-----|---|
| Elementary: | G | | No permission required |
| PG | | No | permission required |
| PG-13 | | Not | to be shown |
| R | | Not | to be shown |
| Junior High: | G | | No permission required |
| PG | | No | permission required |
| PG-13 | | No | permission required |
| R | | Not | to be shown |
| High School | G | | No permission required |
| PG | | No | permission required |
| PG-13 | | No | permission required |
| | R | | Administrative and parental permission required |

DEFINITIONS OF GUIDELINES

- G: General Audience, all ages admitted. This is a film which in the judgment of the Rating Board contains no material which would be objectionable or embarrassing for audiences of any age. A G-rated motion picture is not by definition a "children's" film, but it is a film which is considered generally acceptable for the entire family.
- PG: Parental Guidance suggested. Some material may not be suitable for children.
- PG-13: Parents Strongly Cautioned. Some material may be inappropriate for children under 13.
- R: Restricted, under 17. Adult in theme and treatment. Should be viewed with an adult for discussion.

(Approval date: June 24, 2002)

TROY CITY SCHOOLS
500 North Market Street
Troy, Ohio 45373

Parental Permission to View Commercially-Produced Films/Videos

(Students not returning this signed form by the required date will be excluded from viewing the film/video. An alternative assignment will be given.)

Dear Parent or Guardian:

Our class will be viewing the commercially-produced film/video

This selection has been chosen because:

District policy requires your permission due to the fact the film/video has been rated "R" by the movie industry rating system.

Please sign and return this form by _____ if you permit your child to view the film/video.

Teacher _____

My child, _____, has my permission to view this film/video.

Parent/Guardian

Signature Date

Students not returning this signed form by the above date will be excluded from viewing the film/video. An alternative assignment will be given.

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 24, 2002]

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

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

DISTRICT WEBSITES

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

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

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

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

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

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

Accessibility of Website

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

Advertising or Sponsorships

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

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

Adoption date: June 24, 2002
Re-adoption date: July 18, 2011
Re-adoption date: January 9, 2017

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

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

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of 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 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 resource program.

[Adoption date: June 24, 2002]

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

CROSS REF. GBQ, Criminal Record Check

FIELD TRIPS

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

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

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

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

Travel Vendor Compensation

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

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

[Adoption date: June 24, 2002]

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

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

CONTRACT REF.: Support Staff Negotiated Agreement

Troy City School District, Troy, Ohio

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

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

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

Parental Permission

Written permission from parent(s) must be obtained prior to any student's participation in a school-sponsored field trip.

A copy of each student's Emergency Medical Authorization form will be taken on each field trip.

Expenses

Field trips which are part of the instructional program may involve expenses paid for by the participants.

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..

Fund drives are allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities.

Regulations Governing Field Trips

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

(Approval date: June 24, 2002)

SCHOOL VOLUNTEERS

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

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

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

Volunteers who have unsupervised access with students are required to pass a criminal record check according to the same standards as are applicable to District employees.

[Adoption date: August 10, 2009]

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 direction which is in keeping with the principles of human dignity and equality.

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

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

Counseling services are provided by certificated school counselors.

[Adoption date: June 24, 2002]

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

CROSS REF.: AFI, Evaluation of Educational Resources

CAREER ADVISING

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

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

The District will do all of the following:

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

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

LEGAL REF.: ORC 3313.6020

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

ACADEMIC ACHIEVEMENT

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

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

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

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. 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 peers when requested by parents to do so.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: June 24, 2002]

LEGAL REF.: OAC 3301-35-02

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

Troy City School District, Troy, Ohio

GRADING SYSTEMS

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

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

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

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

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

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

[Adoption date: June 24, 2002]

[Re-adoption date: July 18, 2011]

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

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

GRADING SYSTEMS
(Transcripts)

Procedures Relative to Release of Transcripts:

1. Students, former students and/or graduates shall inform school officials in writing when requesting transcript release.
2. Transcripts for current high school students will be released at no charge. The school fee paid by students includes the fees for releasing transcripts. Approval by the high school principal will be needed for release of more than five transcripts per student.
3. Former students and graduates will pay a \$2.00 fee for all transcripts released. The fee must be received before the transcript(s) will be released.

(Approval date: June 24, 2002)

(Re-approval date: July 18, 2011)

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes it is essential for parents to be fully informed of their child's progress in school.

Written progress reports are provided for students in grades kindergarten through 12 four times per year; at the end of each grading period.

Additionally, parents will be granted online access to their child's grades throughout the school year via the District's web site.

Direct notification of parents by telephone is encouraged, as conferences with parents are an integral part of the reporting system.

Adoption Date; July 19, 2010

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures are used in reporting grades to parents.

1. Number of report periods: The school year is divided into four grading periods. Reports are sent to the parents the week following the close of each grading period. (Year-end reporting might vary from this.)
2. Conferences for grades K-12: Are during an assigned time. Other conferences are arranged as needed and may be called for by the teacher, parent (s) or building administrator. Conferences may be held in person or via the telephone.
3. Progress reports during grading periods: In an effort to keep parents informed of their child's academic progress throughout the year, the Troy City Schools provides online access to grades via the District's web site at www.troy.k12.oh.us. Parents who do not have a password to view their child's grades are encouraged to contact their child's school office to receive one. Staff members who notice a drop in student performance during a grading period are expected to contact parents in an attempt to determine why the change is occurring.

IEP Students:

Progress toward annual goals should be reported to parent(s) by special education and general education staff at least quarterly. If the student is failing to make progress toward goals, interim goal progress should also be reported to the parent(s).

(Revised: June 22, 2010)

PARENT CONFERENCES

Conferences between parents and teachers generally take the two following forms:

1. formal conferences on designated days which are established as a part of the school calendar and
2. informal conferences that occur whenever needed.

There are two important things that most parents and teachers wish for their young children -- good health and school success. Many times the overwhelming desire by parents for their children to succeed in school surfaces in the form of undue pressure on the child and the teacher. Teachers are sometimes blamed for not understanding the children, or for not doing a good job, while the children are blamed for not being more supportive. It is, however, the feeling of most teachers and administrators that parents and all others involved can hasten the day when anxieties can be reduced by cooperating through parent-teacher conferences.

These conferences are encouraged as cooperative efforts that will ultimately create a more positive educational program for the students of the Troy Schools.

[Adoption date: June 24, 2002]

HOMework

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

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

Homework will not be used for disciplinary purposes. The amount and type of homework given is to be decided by the classroom teacher, within the framework of overall instructional plans. Care should be taken that students are not unduly burdened by excessive homework assignments for any one school day.

[Adoption date: June 24, 2002]

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

PROMOTION AND RETENTION OF STUDENTS

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

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

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

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

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

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by (RC) 3301-0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.

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

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

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

Adoption date: November 18, 2013

Re-adoption date: August 8, 2016

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012
3314.03

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

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

PROMOTION AND RETENTION OF STUDENTS

It shall be the Board's policy that students be assigned to grade levels and/or special programs that best serve their instructional needs while affording them the best opportunity for growth for the next school year. At the end of each school year, a student will be assigned to the next years' grade level through promotion, retention or placement. The administrator in charge of the child's program will make the assignment with the input from the classroom teacher(s). When making these decisions, test results as well as the skills the student demonstrates throughout the school year as reflected in progress reports will be considered. Social, emotional and physical maturity may also be taken into consideration as will any criteria mandated by law.

Promotion

Students in grades K-8 will be promoted when by the end of the school year, they meet minimum competencies in the areas of reading, writing, mathematics, social studies and science.

Retention

The assignment shall be made when a K-8 student has not met the criteria for promotion. Intervention strategies designed to connect deficiencies will be offered to the student prior to retention being considered. The recommendation for retention will be made by the child's teacher(s) to the building principal. Retention occurs only when it is apparent that the child will be able to profit from the experience. Failure is never used as a form of discipline, but rather as a positive way of developing a stronger educational base for the individual involved. Generally, no child shall repeat a grade more than once.

Placement

There may be a time when neither promotion nor retention is in the best interest of a student enrolled in kindergarten through eighth grade. In these cases, placement into the next higher grade level or special program may be considered. Possible reasons for placement include, but are not limited to:

1. the student has been diagnosed with an emotional problem;
2. age;
3. social, emotional and physical maturity;
4. alternative educational programs cannot be provided for the child in an adequate manner;
5. extenuating circumstances that may have affected achievement, attendance, etc.;
6. the determination that retention will not correct the deficiencies noted; and
7. parents' refusal to accept retention.

Whenever retention and/or placement are being considered for the next school year, there should be evidence that there has been adequate communication between home and school. This communication can be in the form of phone calls, letters, conferences, interim reports, progress reports, home visits, etc. between teacher(s), administrator(s), and parents. There should also be written documentation of diagnosed areas of educational deficiencies as well as intervention strategies that have been used to correct those deficiencies.

Special Considerations

1. Trial Placement: Trial placement can be used when the teacher(s) and administrator feel that trial placement in the next highest grade level or special program is appropriate. All options including success in a summer school intervention program will be discussed before the final decision is made.

The previous year's teacher(s) and summer school teacher(s) will have input into the final decision to be made by the administrator in charge of the child's program.

2. Guidelines for Disabled Students: Any change in placement for disabled students must be discussed and agreed to by the child's IEP Committee as outlined in PL 94-142 (Handicapped Act). Placement or retention is considered a change in placement. A disabled child is considered promoted unless the IEP Committee changes placement.
3. Guidelines for Gifted Students: Identified gifted students will have the opportunity to participate in educational options provided by the District. The child's teacher(s), the gifted coordinator, and parents will have input into the final decision to be made by the administrator in charge of the child's program.

While students in grades 9-12 are not retained, promoted or placed, they are required to earn credits to move from one grade level to another. The number of credits necessary to successfully complete each year will be communicated to students and their parents. Students who are not progressing satisfactorily will have their parents informed via report cards, interim reports, telephone calls, and/or parent-teacher conferences. Intervention services will be required where appropriate.

Adoption date: September 2014

LEGAL REFS.: ORC 3301.0710; 3301.0711; 3313.608; 3313.609
 OAC 3301-35-02; 3314.03

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

ACCELERATION

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

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

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

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

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

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school or the Early Entrance Acceleration Team (EEAT) intake personnel for evaluation in consideration of acceleration placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.
2. Copies of this policy for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building.
3. The principal or EEAT intake personnel of the referred student's school, obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The EEAT evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. In all other cases, evaluations of a referred child are scheduled at the student's principal's and/or EEAT's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the EEAT determines the child should be accelerated.

Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a pre-school educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal and or EEAT of the school to which the student may be admitted.

5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal or EEAT. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the EEAT to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within thirty days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Early Entrance Acceleration Team

1. Composition

The EEAT consisting of, but not limited to the building principal, possible receiving teacher, parents or legal guardian, coordinator of gifted services and school psychologist. The team may apply the district approved IOWA Acceleration Scale process in consideration of the evidence presented in the process of assessment.

2. The EEAT is charged with the following responsibilities:

- A. The EEAT conducts a fair and thorough evaluation of the student.

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

- 3) Students referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state mandated graduation requirements. The EEAT considers the student's own thoughts on possible accelerated placement in its deliberations.
- B. The EEAT issues a written decision to the principal, Gifted Services Coordinator, as well as the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the EEAT a decision regarding whether or not to accelerate the student is determined by a majority vote of the EEAT membership.
 - C. The EEAT develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:
 - 1) placement of the student in an accelerated setting;
 - 2) strategies to support a successful transition to the accelerated setting;
 - 3) requirements and procedures for earning high school credit prior to entering high school (if applicable); and
 - 4) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual content areas.
 - D. For students who the EEAT recommends for early high school graduation, the EEAT develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
 - E. The EEAT designates a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the acceleration setting.

Accelerated Placement

1. The EEAT specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
 - A. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.

- B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal or EEAT directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
- 2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

Adoption date: July 17, 2006

Re-adoption date: February 11, 2013

LEGAL REFS.: ORC 3301.07
 3313.60; 3313.602; 3313.90
 OAC 3301-35-06
 3321.01

**OHIO DEPARTMENT OF EDUCATION
ACCELERATION POLICY REVIEW FORM**

| | |
|----------------------------------|-----------------------------|
| District name _____ | IRN _____ |
| Submitted by _____ | District contact name _____ |
| Phone number _____ | E-mail address _____ |
| Superintendent's Signature _____ | DATE _____ |

Choose One:

- We are implementing the state model acceleration policy as written. We understand that we may submit modifications at any time.
- We are implementing the state model acceleration policy with some modifications. The following items are enclosed:
1. A complete amended version of the model policy our district is implementing. The changes our district made are highlighted.
 2. A narrative description of how the modifications will allow the district to more effectively evaluate students for possible accelerated placement.
- We are implementing an alternative acceleration policy. The following items are enclosed:
1. A complete copy of the alternative acceleration policy;
 2. A description of how the alternative acceleration policy will allow the district to more effectively evaluate students for possible accelerated placement;
 3. References to research (and local data, if applicable) supporting significant differences from the state model policy.

Review checklist:

The following are possible reasons an amended or alternative acceleration policy would *not be approved* due to conflicts with the intentions of the state model policy. While this is not an exhaustive list, ensuring that modifications to the state model policy or alternative policies *avoid these conflicts* will increase the likelihood of approval.

| | |
|---|--|
| <ul style="list-style-type: none"> • The policy sets an absolute standard for determining eligibility for acceleration (e.g. "the student must have an IQ score of XXX or above;" "the student must attain scores above the XXth percentile on all areas of an achievement test;" or "the student must be at least X years old by January 1 to be placed in an accelerated setting.") • Evaluation and placement procedures do not reflect research-based effective acceleration practices. • Evaluation procedures and/or placement criteria would disproportionately limit access to acceleration for some groups of students based on gender, race, ethnicity, disability status, socioeconomic status, English language proficiency, or school building attended. • The policy contains language that discourages parents and educators from seeking evaluation or accelerated placement for students, or creates unreasonable barriers to evaluation and possible accelerated placement. • The policy allows a student to be removed from an acceleration option without the consent of the student's parent(s). | <ul style="list-style-type: none"> • The policy does not include a fair and reasonable appeal process. • The policy does not address each of the following types of acceleration: early entrance to kindergarten, individual subject acceleration, whole grade acceleration, early high school graduation. • The policy prohibits early entrance to kindergarten, individual subject acceleration, whole grade acceleration, or early high school graduation. • The policy prohibits acceleration at one or more specific grade levels. • The policy does not allow for referrals for evaluation from parents and educators of students in grades K-12. • The evaluation process does not allow specific opportunities for input from parents and referred students in making decisions about accelerated placement. • The policy does not describe a process for ensuring continuous progress through the curriculum for accelerated students. • The policy requires parents to pay for evaluations needed to make a decision about acceleration. |
|---|--|

RETURN TO OFFICE FOR EXCEPTIONAL CHILDREN AS SOON AS POSSIBLE:

BY FAX: 614-752-1429, ACCELERATION POLICY, ATTN. SANDY LOWRY
OR

BY MAIL: OFFICE FOR EXCEPTIONAL CHILDREN
ACCELERATION POLICY, ATTN. SANDY LOWRY
25 SOUTH FRONT STREET, MAIL STOP 205
COLUMBUS, OHIO 43215

GRADUATION REQUIREMENTS

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

The requirements for graduation from high school are as follows.

| <u>District Minimum</u> | | <u>Statutory Graduation Requirements</u> | |
|---|----------------|---|----------------|
| English Language Arts | 4 units | English Language Arts | 4 units |
| History and government, including one-half unit of American History and one-half unit of American Government | 1 unit | History and government, including one-half unit of American History and one-half unit of American Government | 1 unit |
| Social Studies * | 2 units | Social Studies * | 2 units |
| Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science | 3 units | Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science | 3 units |
| Math, including one unit of Algebra II or its equivalent ** | 4 units | Math, including one unit of Algebra II or its equivalent ** | 4 units |
| Health | ½ unit | Health | ½ unit |
| Physical Education | ½ unit | Physical Education | ½ unit |
| Electives *** | <u>6 units</u> | Electives *** | <u>5 units</u> |
| Total | 21 units | Total | 20 units |

The statutory graduation requirements also include:

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

Summer School

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

Educational Options

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

College Credit Plus and Postsecondary Enrollment Options

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

Correspondence Courses

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

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

Course Work Prior to Ninth Grade

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

Physical Education Exemption

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

Community Service

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

Graduation Requirements Opt Out

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

Adoption date: December 11, 2017

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

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

GRADUATION REQUIREMENTS
(Opt Out Informed Consent Agreement)

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

Student's Signature

Date

Parent/Guardian Signature

Date

GRADUATION REQUIREMENTS CLASS of 2018

In July 2017, a budget bill authorized two additional options only for students in the class of 2018 who entered grade 9 between July 1, 2014, and June 30, 2015. These options are available for those who do not otherwise meet one of the three pathways to graduate and earn a diploma. The three pathways that exist: Ohio's State Tests, Industry Workforce Tests, and College and Career Readiness Tests.

Option 4

You must take and pass courses that are your curriculum requirements and take all seven end-of-course exams. If you receive a score of "1" or "2" on any math or English language arts test, you must retake the test at least once.

Additionally, you must meet at least two of the below requirements:

- Attendance rate of 93 percent during the 12th grade year;
- Earn a GPA of 2.5 on a 4.0 scale in all courses completed during 12th grade (must complete at least four full-year courses);
- Complete a capstone project during 12th grade that the district or school defines;
- During 12th grade, complete a work or community service experience totaling 120 hours that the district or school defines;
- Earn three or more College Credit Plus credits at any time during high school;
- Earn credit for an Advanced Placement or International Baccalaureate course and earn an AP exam score of 3 or higher or IB exam score of 4 or higher at any time during high school;
- Earn a WorkKeys exam score of 3 or higher on each of three test sections;
- Earn a State Board-approved industry-recognized credential or credentials that equal at least three points;
- Meet OhioMeansJobs Readiness Seal requirements (under development).

Option 5

If you are a student in a career-technical program, you must take and pass courses that are your curriculum requirements, take all seven end-of-course tests and finish at least four career-technical courses in a single career pathway.

And you must complete at least one of the options below:

- Earn a total score of proficient or better based on all career-technical exams or test modules;
- Earn an industry-recognized credential or credentials that equal 12 points;
- Complete a workplace experience totaling 250 hours with evidence of positive evaluations.

EARLY GRADUATION

It shall be the policy of the Troy Board of Education to permit students to graduate early if they have completed all requirements for a diploma and have the consent of their parents or guardians.

It shall be the responsibility of the student and the parents to initiate the request, to discuss with the principal and counselors the desire for early graduation and to plan far enough ahead to make it possible.

All decisions toward early graduation should be in the best interest of the student and will be made only after sound guidance procedures involving parental conferences.

Diplomas shall be issued three times during the year to those who qualify --

1. in June during regular commencement exercises;
2. in August following completion of summer school and
3. in February following completion of the first semester.

[Adoption date: July 16, 2007]

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

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

GRADUATION EXERCISES

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

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

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

[Adoption date: July 17, 2006)

LEGAL REFS: ORC.: 3313.120; 3313.66; 3313.661

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

GRADUATE COMPETENCY

The Board guarantees that all high school graduates receiving a diploma shall be able to read, write and compute at a level to be considered competent by the Board.

Individuals who are deemed incapable of performing at a competent level by their employer may return to the District to receive additional education until the individual attains the competency level specified in the Board policy.

[Adoption date: June 24, 2002]

LEGAL REF.: ORC 3313.647

DIPLOMA WITH HONORS

Beginning September 15, 2001, the student who completes the college preparatory curriculum in high school must meet any eight of the following nine criteria:

1. four units of English;
2. four units of mathematics that include algebra I, algebra II, and geometry or complete a four-year sequence of courses that contain equivalent content;
3. at least four units of science that include instructional emphasis on the physical, life and earth and space sciences;
4. four units of social studies;
5. either three units of one foreign language or two units each of two foreign languages;
6. one unit of fine arts;
7. either one unit of business/technology and two additional units in 1 through 6 above or earn three additional units in 1 through 6 above;
8. maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year and/or;
9. obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score on the Scholastic Assessment Tests (SAT). 1210

Beginning September 15, 2001, the student who completes an intensive career-technical education curriculum in the high school must meet any nine of the following 10 criteria;

1. four units of English which may include a unit of applied communication;
2. four units of mathematics, which should include algebra and geometry or a sequence of courses that contain equivalent content;
3. three units of science that develop concepts for physical, life and earth, and space sciences;
4. three units of social studies;
5. two units of foreign language; or two units of business/technology; or one unit of each;
6. three units in the student's career-technical education curriculum;
7. two additional units in 1 through 6 above, or in fine arts;
8. maintain an overall high school grade point average of at least a 3.5 on a 4.0 point scale up to the last grading period of the senior year;
9. complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent and/or;
10. obtain a composite score of 27 on the ACT tests or an equivalent composite score on the Scholastic Assessment Tests (SAT).

Adoption date: June 24, 2002
Re-adoption date: September 8, 2014

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. This testing program will involve state and federally mandated tests. Therefore, the Board authorizes a program of group testing in order to:

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

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

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

Each disabled student 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.

The administration will develop guidelines for the secure handling and storage of test materials. Specific measures for test security violations will be included in these guidelines. The guidelines will be reviewed annually.

[Adoption date: June 24, 2002]

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

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

TESTING PROGRAMS

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

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

(Approval date: July 18, 2011)

STATEWIDE AND DISTRICTWIDE TESTING

Student Name: _____ Student's Grade: _____ Student ID: _____

School Year: _____ IEP Meeting Date: _____

| Areas of Assessment | Grade Level of Test to be Administered | STATEWIDE TESTING | | | | | | DISTRICTWIDE TESTING | | | |
|---------------------|--|---|---------------------------------------|---|--|---|--|--|---------------------------------------|------------------------------------|--|
| | | Required | | Exempted | | | | Grade Level of Test to be Administered | Will take test without accommodations | Will take test with accommodations | Will participate in alternate assessment |
| | | Will take test without IEP Accommodations | Will take test with IEP Accommodation | Will take test without IEP Accommodations | Will take test with allowable IEP Accommodations | Will take test with IEP extended Accommodations | Alternate Assessment Will participate in alternate assessment | | | | |
| Reading | | | | | | | | | | | |
| Writing | | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Science | | | | | | | | | | | |
| Citizenship | | | | | | | | | | | |
| Work Keys | XX | | | | | | | | | | |
| ITAC | XX | | | | | | | | | | |

ACCOMMODATIONS (for codes J, K and L)

| <input type="checkbox"/> STATEWIDE | | <input type="checkbox"/> DISTRICTWIDE | | |
|------------------------------------|--|---|--------------------------------------|--|
| Areas | List Accommodations to Statewide Testing | Reasons for Exemption or Alternate Assessment (Check Box) | List Accommodations to Local Testing | How Student will be Assessed in Alternate Assessment |
| Reading | | <input type="checkbox"/> Substantial modifications in curriculum <input type="checkbox"/> Accommodations exceed allowable criteria | | |
| Writing | | <input type="checkbox"/> Substantial modifications in curriculum <input type="checkbox"/> Accommodations exceed allowable criteria | | |
| Math | | <input type="checkbox"/> Substantial modifications in curriculum <input type="checkbox"/> Accommodations exceed allowable criteria | | |
| Science | | <input type="checkbox"/> Substantial modifications in curriculum <input type="checkbox"/> Accommodations exceed allowable criteria | | |
| Citizenship | | <input type="checkbox"/> Substantial modifications in curriculum <input type="checkbox"/> Accommodations exceed allowable criteria | | |
| Work Keys | XX | | | |
| ITAC | XX | | | |

CC: Testing Coordinator
EMIS Coordinator

TEST ADMINISTRATION

Test data can be a valuable tool in helping evaluate and improve instruction. As such, Troy students will participate in Districtwide testing as mandated by law, as well as in any other comprehensive testing program deemed appropriate by the Board.

The District test coordinator will oversee Districtwide testing, including ordering, receiving, inventorying, distributing and returning test materials as necessary, as well as communicating to both students and staff test administration information.

Building test coordinators will develop and implement the appropriate test security measures throughout the testing process.

Any test security irregularities involving a staff member subject that person to penalties outlined in the ORC Section 3319.151. Due process procedures will apply.

[Adoption date: June 24, 2002]

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on 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 remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the educational testing program are used as a part of the evaluation.

[Adoption date: June 24, 2002]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

TEACHING METHODS
(Lesson Plans)

In accordance with the 1983 Minimum Standards for Elementary and Secondary Schools, section 3301-35-02 Educational Program B-3, page 6, "Daily lesson plans shall give direction for instruction and implementation of the course of study."

Therefore, all certificated teaching staff shall maintain lesson plans for their assigned teaching areas. These plans shall be characterized by:

1. being legibly written or typed, using the standards of acceptable English grammar and form.
2. being usable as a guide to direct the classroom teacher in the instructional activities.
3. being organized under course or subject matter title with the date of intended instruction and the class period and/or time of day.
4. expressing direction for classroom instruction.
5. expressing the relationship to the adopted course of study
6. being available for supervisory and administrative examination for each of the 180 days of instruction.

The building administrator, or his/her designee, will be responsible for establishing the procedures for monitoring teacher lesson plans for compliance with the above expectations in a manner that is expeditious to the maintenance of quality instruction in the building unit.

[Adoption date: June 24, 2002]

TEACHING ABOUT CONTROVERSIAL ISSUES

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

Teachers shall determine the appropriateness of certain issues for consideration as well as the relevant information to be presented using the following criteria:

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

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

In a study of controversial issues, students have the following rights:

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

If parents desire their child be excused from participation in discussion of such material, arrangements will be made to respect that request, and an alternative assignment will be made.

[Adoption date: June 24, 2002]

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

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

Troy City School District, Troy, Ohio

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

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

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

Patriotic Exercises

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

Furthermore, the Board believes saluting the flag and/or reciting the Pledge of Allegiance, helps students to learn and reinforces these principles.

Therefore, while the Troy Board of Education does not require daily recitation of the Pledge of Allegiance, it does require all students in grades kindergarten through 12 to recite the Pledge of Allegiance at a time and manner specified by the building administrator in accordance with the following guidelines:

1. Throughout the District (K-12) the Pledge of Allegiance will be recited (at a minimum) one time per week at a time and manner specified by the principal.
2. Teachers in the primary grades have the responsibility to instruct students in the memorization of the Pledge of Allegiance, and administrators, staff and students are prohibited from altering the wording.
3. Individual classroom teachers in the primary and elementary grades are expected to lead the students in the recitation of the Pledge for the purpose of teaching, familiarizing and developing patriotic ideas.

The Board recognizes that beliefs of some person prohibit participation in the Pledge, the salute to the flag or other patriotic exercises and therefore are excused based upon written notification by parents/guardians.

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

School Prayer

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

Moment of Silence

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

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

[Adoption date: July 19, 2010]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 5.23
3313.601; 3313.602; 3313.63; 3313.80

FLAG AND MOTTO DISPLAYS

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

State law requires the District to:

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

(Adoption date: July 16, 2007)

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

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

ANIMALS IN THE SCHOOLS

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

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

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

Service Animals

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

Adoption date: July 16, 2007

Re-adoption date: July 16, 2012

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

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

ANIMALS IN THE SCHOOLS

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

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

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

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

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

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

(Approval date: July 18, 2011)