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## INSTRUCTIONAL GOALS

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

The ESC's instructional goals include:

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

[Adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

LEGAL REFS.: Ohio Const. Art. VI, Section 2  
OAC 3301-35-06

CROSS REFS.: ADA, Mission Statement  
AE, ESC Goals and Objectives  
AFI, Evaluation of Educational Resources

## ACADEMIC FREEDOM

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. Public education in a pluralistic society must strive to present, as objectively as possible, varied events, activities and perceptions reflected in history, literature and every other source of mankind's thought and expression. 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 all sides of an issue is available; however, 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 will conform to adopted courses of study.

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

[Adoption date: December 7, 1996]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

CROSS REFS.: AC, Nondiscrimination/Harassment  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
JB, Equal Educational Opportunities

ESC YEAR/CALENDAR

The Board recognizes that the preparation of a calendar for the operation of the ESC is necessary for orderly educational planning and for the efficient operation.

The Board shall determine annually the days and the hours when the Central Office shall be open.

The Superintendent shall prepare a tentative office calendar for Board consideration annually no later than June 1 and in conjunction with the participating local districts.

[Adoption date: December 7, 1996]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

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

CROSS REF.: EBCD, Emergency Closings

## TEACHING ABOUT RELIGION

The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the courses of study may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

[Adoption date: December 7, 1996]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
U.S. Const. Amend. I  
ORC 3313.601

CROSS REF.: JB, Equal Educational Opportunities

## WORK-EXPERIENCE OPPORTUNITIES

The Board strongly supports the School-to-Work Opportunities Act as a vehicle to help the ESC prepare students more effectively for the world of work. Through this legislation, the ESC will be able to provide students with the following learning experiences needed to develop career-related knowledge, attitudes and skills as well as lifelong learning skills:

1. school-based learning, which includes career awareness, exploration and counseling and the integration of academic and vocational learning;
2. work-based learning which provides students with a planned program of job training and/or various types of work experiences that are coordinated with school-based learning and
3. connecting activities which are designed to ensure that there is effective correlation and coordination between what students learn in school and what they learn at worksites.

The guidelines for the development and implementation of school-to-work activities/programs need to provide for the following concerns of the Board:

1. parental consent will be obtained for any out-of-ESC activities such as career-awareness trips, job shadowing, work experiences and the like;
2. proper supervision is being provided all students when they are participating in learning activities in off-school sites;
3. emphasis is being placed throughout the program on the development/reinforcement of a high-quality work ethic by every student;
4. each learning activity/program will have defined objectives with clear correlation to career preparation and a means for assessing how well each student is achieving the objectives and/or
5. all activities/programs will comply with associated Board policies and ESC guidelines as well as applicable Federal and State laws.

As appropriate to a particular program initiative, the Superintendent may request waivers from the state on certain statutory or regulatory provisions that are contained in the Elementary and Secondary Education Act and the Carl D. Perkins Vocational and Applied Technology Act.

[Adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

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

## DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

[Adoption date: September 26, 2011]

LEGAL REFS.: ORC Chapter 2925  
3313.60; 3313.95  
OAC 3301-35-04; 3301-35-06

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



## PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the ESC are identified, evaluated and placed in appropriate educational programs. This includes children for whom the ESC 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 ESC 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 reevaluation of the student's needs, progress and effectiveness of the program being offered.

Although the ESC requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the ESC's educational and testing programs. 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 Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: December 7, 1996]  
[Re-adoption date: April 26, 2004]  
[Re-adoption date: October 29, 2007]  
[Re-adoption date: September 26, 2011]  
[Re-adoption date: December 13, 2013]  
[Re-adoption date: November 14, 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 WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District's 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 ESC follows the identification eligibility criteria as specified in State law.

1. The ESC identifies students of the District's, 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 ESC 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.

ESC 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 ESC 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 ESC 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 ESC 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 ESC uses to ensure equal access to screening and further assessment for all District's 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 ESC'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's 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 ESC accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the ESC.

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

### ESC Plan for Services

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

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

### law. Written Education Plan

The ESC 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 ESC 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 ESC 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 ESC 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 ESC.

#### Gifted Education Personnel

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

#### Annual Report and Accountability

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

The ESC 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: December 4, 1999]  
[Re-adoption date: October 29, 2007]  
[Re-adoption date: September 26, 2011]  
[Re-adoption date: June 25, 2018]

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

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

## ALTERNATIVE SCHOOL PROGRAMS

The Board may approve alternative school programs for students who cannot benefit from the regular school program in the member school districts.

Alternative school programs:

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

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

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

[Adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

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



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

The ESC 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 13, 2013]

[Re-adoption date: June 25, 2018]

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

## 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 results 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 offers 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: December 7, 1996]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

[Re-adoption date: June 25, 2018]

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

## HOME EDUCATION

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 or guardian or other person having care or charge of the child, and must contain the information required by OAC.

The Superintendent shall approve the home instruction request, unless he/she determines that the information required by OAC has not been provided, or unless he/she has substantial evidence that the minimum educational requirements of OAC have not been met, despite the fact that the required information has been provided by the parent.

If the Superintendent intends to deny the request for home instruction, he/she shall notify the parent within 14 calendar days and shall inform the parent 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 OAC the Superintendent shall notify the parents of the intent to revoke the excuse and of the parent's right to a due process hearing before the Superintendent.

[Adoption date: December 7, 1996]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

LEGAL REFS.: ORC 3321.04  
OAC Chapter 3301-34

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

## AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

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

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

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

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

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

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

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

[Adoption date: November 14, 2016]

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

CROSS REF.: IGED, Diploma of Adult Education

## ESC WEBSITE PUBLISHING

The Board approves the creation of a website. The web site reflects the professional image of the ESC, its employees and students. The content of all pages must be consistent with the ESC's Mission Statement, Educational Philosophy and Goals and Objectives.

The purpose of the website is to educate, inform and communicate. The following criteria should be used to guide the development of such website:

1. Content provided in the website should be usable by teachers and support the ESC's programs and services.
2. Content may inform the community about the ESC, teachers, students, or departments, including information about curriculum, events, class projects, student activities and program policies.
3. Content may provide an avenue to communicate with the community.

When the content includes a photograph or information relating to a student, the ESC will abide by the provisions of Student Records (JO).

All links included on the pages must also meet the above criteria.

Under no circumstances is the website to be used for commercial purposes or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

### Accessibility of Website

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

### Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the ESC's website must be approved by the Superintendent/designee. Use must be consistent with ESC policies and guidelines for other ESC 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: October 29, 2007]  
[Re-adoption date: September 26, 2011]  
[Re-adoption date: April 24, 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

## GRADUATION REQUIREMENTS

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

The ODE requirements for graduation from high school are as follows.

### Statutory Graduation Requirements

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
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
Math, including one unit of Algebra II or its equivalent **	4 units
Health	½ unit
Physical Education	½ unit
Electives ***	<u>5 units</u>
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. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

### 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.

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir 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.

### Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

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

[Adoption date: May 23, 2016]  
[Re-adoption date: April 24, 2017]  
[Re-adoption date: November 18, 2019]

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

## PATRIOTIC EXERCISES

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

The Board believes that saluting the flag and reciting daily the Pledge of Allegiance help students to learn and to reinforce these principles.

The Board recognizes that beliefs of some persons prohibit participation in the Pledge, the salute to the flag or other opening exercises; therefore, such persons are excused from participation.

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.

### Prayer

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

### Constitution Day

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

[Adoption date: December 7, 1996]

[Re-adoption date: December 4, 1999]

[Re-adoption date: October 29, 2007]

[Re-adoption date: September 26, 2011]

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