

EDUCATIONAL OPTIONS

The Toronto City School District provides educational options to meet specialized student needs and interests.

Objectives

- A. To broaden curriculum content thereby overcoming the limitations of the regular school program.
- B. To provide students with an opportunity to make decisions (to select from a series of options) about their activities in school.
- C. To place students in a more active role in the learning process.
- D. To provide learning experiences tailored to the interests, talents and needs of individual students.
- E. To enable students to develop confidence in their ability to learn, to think imaginatively and to explore ideas.
- F. To develop in students the ability to comprehend, apply, analyze and synthesize information.
- G. To provide students an opportunity to develop responsibility through developing and following a plan of study.
- H. To foster in students a continuing interest in learning.

The following educational options are available in the Toronto City School District:

- A. Correspondence courses
- B. Educational travel
- C. Independent study
- D. Mentor program
- E. Tutorial program
- F. Summer school
- G. Virtual Learning Academy

Guidelines for Use of Educational Options

Generally, educational options may be used to meet specific needs of individual students requiring remediation or enrichment activities under unusual circumstances and in addition to, or in special cases, in place of the regular school offerings, or to meet unusual educational needs of students identified as gifted. In the area of enrichment and remediation, objectives and activities must be related to adopted courses of study.

All educational options require:

- A. Approval of the Superintendent.
- B. Parent permission for student under eighteen years of age.
- C. Instructional plan approved and filed prior to participation for credit/promotion purposes that includes the following:
 1. Instructional objectives that align with the District's curriculum requirements;
 2. An outline specifying instructional activities, materials, and learning environments;
 3. A description of the criteria and methods for assessing student performance;
 4. Designation of a certificated/licensed teacher responsible for reviewing the instructional plan, providing or supervising instruction, and evaluating pupil performance.
- D. Credit Issuance
 1. Credit may be earned in several curricular areas approved by the Superintendent. Experiences of this type will create opportunities for students to move from the field back to the classroom.
 2. The maximum amount of credit earned from all educational options to be applied toward meeting the graduation requirements from Toronto High School shall be six (6) units. No more than four (4) of the six (6) credits may be taken from the list of required units for graduation.

Correspondence School Courses and Tutorial Work

- A. All correspondence courses and/or tutorial work taken for credit toward a high school diploma must be approved by the principal of the high school prior to the actual beginning of the correspondence and/or tutorial work.

- B. A tutorial program allows students to receive remedial and supplementary instruction to correct deficiencies or expand specific skills. The tutorial program is a form of individualized study which permits students to receive special instruction based on individual needs. A certificated/licensed teacher shall provide instruction and evaluate pupil performance in a tutorial program.

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

1. Tutoring work taken for credit in courses being attempted for the initial time shall follow clock-hour requirement guidelines listed in the Operating Standards for Ohio High Schools.
 2. Tutoring work taken in courses which have been previously attempted and failed shall follow clock-hour requirement guidelines equal to one-half those listed in the Operating Standards for Ohio High Schools. (7-12 grades)
- C. Academic work on remedial correspondence or tutorial work for credit toward a high school diploma can be initiated immediately after the failure of the course.
- D. Approved schools from which correspondence work can be taken are:
1. The American School
 2. International Correspondence School
 3. University of Nebraska Correspondence Program
 4. Any other correspondence school or program approved by the Ohio Department of Education
- E. A diploma will be awarded by Toronto High School following the satisfactory completion of necessary correspondence work, only when all required courses have been passed and the verification of satisfactory completion based upon an official written transcript of grades from the correspondence school are received one (1) week prior to the scheduled date of graduation.

Educational Travel

Unique student needs or circumstances may suggest the value and appropriateness of educational travel in achieving specific objectives. Travel should be evaluated for purposes of grade

promotion and high school credit in terms of the District philosophy, educational goals, and course of study. A certificated/licensed teacher shall evaluate pupil performance in educational travel.

A. Educational travel may encompass:

1. Travel as part of a group organized and supervised by school staff under the sponsorship of the Board of Education.
2. Travel as part of an organized education group independent of Board of Education sponsorship.
3. Travel which may be associated with extended family activities and/or employment.

B. Educational travel is:

1. Appropriate for all grade levels.
2. Supplements rather than supplants the instructional program.
3. Related to any field of study.

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

Independent Study

- A. Independent study is not restricted to the gifted academic student. However, participating students should possess ability in the subject field which is selected for independent study and be doing above average work in all subjects.
- B. Projects should be cooperatively chosen by the student and teacher, and professional knowledge and judgment as well as anticipated value to the student should be the basis for approval.
- C. Project type, project length, form of the final report, credit and tentative date for completion of the project should be determined by the teacher prior to beginning the project.
- D. Arrangements for supervision and evaluation sessions should be tentatively established prior to beginning the project.
- E. Project supervision is to be done by a staff member who is certified/licensed in the subject area of the project.

- F. Supervision of students working on projects should occur at least two (2) times weekly, and it is the student's responsibility to initiate arrangements for these sessions.
- G. The level of difficulty or intensity of each project should be equal to or exceed the level of the corresponding subject area on the student's grade level.
- H. No work on projects is to be completed during scheduled class time. Work should be done during study periods or during out-of-school time.
- I. The principal and counselors shall approve all projects prior to their beginning.
- J. Grade and credit are to be given by a staff member who is advising the student in the subject area field of the project.
- K. If credit is expected, the clock hours spent on the project are to at least equal the minimum hours mandated by the State of Ohio for regular classroom credit.
- L. Upon completion of the project, a brief explanation of that project should be recorded in the student's permanent record folder.

Mentor Goals/Objectives

- A. To provide opportunities for in-depth pursuit of standard curricular topics.
- B. To provide opportunities for pursuit of special topics in addition to regular curricular offerings.
- C. To provide opportunities for exercising the student's preferred learning styles.
- D. To provide opportunities for directly experiencing, rather than reading about, areas of interest.
- E. To provide opportunities for relevant participation in the larger social community.
- F. To provide positive role models for maturing young adults.

Summer School Credits

Summer school credits will not be accepted toward graduation unless approval by the administration has been given prior to registration for the course.

- A. A student taking new credit units in a summer school program shall take no less than the minimum number of clock-hours of instruction required for each unit of credit in the Operating Standards for Ohio High Schools.

- B. Summer school work taken in courses which have been previously taken and failed shall follow clock-hour requirements established by the Board of Education.

Virtual Learning Academy

The Virtual Learning Academy is available to provide courses for credit deficient students, home schooled students who are enrolled in the District, students with scheduling problems, or for courses not offered in the District or not offered at an appropriate time. The Virtual Learning Academy shall not be used to avoid difficult subjects or specific teachers, and it is not intended to replace classroom instruction.

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