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INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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
IAA, Instructional Objectives

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 standards-based curriculum is developed and implemented according to state academic content standards and the requirements established by the Ohio Administrative Code.

Courses of study are reviewed and updated as needed 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)
IA, Instructional Goals

ACADEMIC FREEDOM

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

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

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the board of education 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.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 20, 2011]

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

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

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

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: June, 17, 2010]

[Re-adoption date: April 19, 2011]

[Re-adoption date: April 17, 2014]

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

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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: April 17, 2014]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can assist 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 organization of facilities may be re-organized to comply with the provisions of No Child Left Behind.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

CROSS REFS.: IGBI, Limited English Proficiency
IGBJ, Title I Programs
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 is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders are considered by the Board. 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 members are expected to play an active role in curriculum development.

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 18, 2014]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06
ORC 3313.21; 3313.212

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
AFI, Evaluation of Educational Resources
IICA, Field Trips

CONTRACT REF.: Teachers' Negotiated Agreement

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 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 State and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: October, 18 2012]

[Re-adoption date: September 18, 2014]

LEGAL REFS.: ORC 3301.07; 3313.21; 3313.212
3313.60; 3313.602; 3313.90

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

BASIC CURRICULAR PROGRAM

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

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

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation which serves the student during his/her school experiences and throughout life.

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3301.07
3313.53; 3313.60; 3313.604
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

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 through its instructional programs, its student activities and the classroom environment.

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

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasizes the similarities and likenesses of people of various backgrounds and cultures.
3. The staff refreshes its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
 - A. recognize the dignity and worth of the individual;
 - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
 - C. stimulate the development of respect for the laws of this country.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC Chapter 4112
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination
JB, Equal Educational Opportunities

TEACHING ABOUT RELIGION

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

Teaching about religious holidays or about religion in general should be objective, should avoid any doctrinal impact and should avoid any implication that religious doctrines have the support of school authority.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

CROSS REFS.: IND, School Ceremonies and Observances
JED, Student Absences and Excuses
JEFB, Released Time for Religious Instruction

CAREER AND TECHNICAL EDUCATION

The schools should provide education which is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. 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 education/training opportunities. The latter are designed to equip students to enter postsecondary occupational training, 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 may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

1. career education in agriculture, business and marketing, health occupations education and trade and industrial education including the applied related academic subjects, i.e. math, science and communication skills
2. postgraduate and adult education courses, including apprenticeship programs

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 used by students in these courses and programs.

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 27, 2007]
[Re-adoption date: April 19, 2011]
[Re-adoption date: September 18, 2014]

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

CROSS REFS: IGBM, Credit Flexibility
JN, Student Fees, Fines and Charges

HEALTH EDUCATION

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

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a thorough approach to the presentation of current 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 28, 2010]

[Re-adoption date: April 19, 2011]

[Re-adoption date: March 26, 2015]

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

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

PHYSICAL EDUCATION

The Board believes the District should provide education that is pertinent to the practical aspects of life including instruction in student wellness practices. The Board promotes healthy schools by supporting wellness, which includes nutrition and physical activity instruction, as a part of the total learning environment.

A program of physical activity has substantial health benefits for students, including favorable effects on body weight, blood pressure, endurance capacity and physical strength. In addition, physical activity promotes good academic outcomes, fosters student attendance and helps increase a student's capacity for learning. The District promotes physical activity through structured classes in physical education and by encouraging students to develop healthy lifelong skills and interests in walking, biking or other leisure time activities.

The Board directs the administration to provide opportunities for physical activity through physical education classes, recess periods and cocurricular and extracurricular activities.

[Adoption date: April 19, 2011]

[Re-adoption date: April 19, 2011]

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

CROSS REFS.: EBBC, Bloodborne Pathogens
EFG, Student Wellness Program
IGAE, Health Education

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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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

FAMILY LIFE EDUCATION/SEX EDUCATION

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

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes. Primary emphasis shall be placed on abstinence in accordance with the state of Ohio's recommendation.

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 emphasizes the health benefits of abstinence.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC 3313.60

OAC 3301-35-04

CROSS REF.: IGAE, Health Education

FINANCIAL LITERACY AND
COLLEGE AND CAREER READINESS

Whereas the Fort Frye Local School District Board of Education believes that preparing students for post secondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being, will position them for success in later life,

Therefore, be it resolved that the Fort Frye Local School District Board of Education supports and believes strongly in the importance of teaching financial literacy and college and career readiness in both the middle grades (7 and/or 8) and in the high school.

[Adoption date: July 29, 2010]

[Re-adoption date: April 19, 2011]

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. 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: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: November 17, 2009]
[Re-adoption date: March 24, 2010]
[Re-adoption date: April 19, 2011]
[Re-adoption date: April 18, 2013]
[Re-adoption date: February 19, 2015]

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
IGBG, Home-Bound Instruction
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 for children 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. 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 free appropriate public education (FAPE) to the child.

3. Multifactor Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities 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 District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

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

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, 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, local 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.

(Approval date: March 26, 2001)

(Re-approval date: August 22, 2005)

[Re-approval date: February 24, 2010]

[Re-approval date: April 19, 2011]

[Re-adoption date: February 19, 2015]

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

Identification

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

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

District Plan for Identifying Gifted Students

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

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

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

District Plan for Services

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

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

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and a date by which the WEP will be reviewed for possible revision.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

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

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: January 19, 2012]

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

CROSS REFS.: 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.

All students who are reading below grade level are provided intense 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 also offered to students who:

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

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

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

The Superintendent 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: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 20, 2012]

[Re-adoption date: March 26, 2015]

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

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

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

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

The District annually evaluates the English reading skills of each K-3 student and identifies students who are reading below their grade level. The District uses a reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

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

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a high performing teacher 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 mid-year promotion of students who were retained but who now are reading at or above their grade level.

[First Reading: October 18, 2012]

[Adoption date: November 15, 2012]

[Re-adoption date: September 18, 2014]

[Re-adoption date: March 26, 2015]

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

CROSS REF.: IGBE, Remedial Instruction
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 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 ~~English~~ 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 will develop 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 reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. A statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring entering the third grade for the first time on or after July 1, 2013, the District will provide a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

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

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

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

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

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

1. Establish a district policy for the 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 ninety (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 the Ohio Department of Education (ODE).

5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

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

[First Reading: October 18, 2012]

[Adoption date: November 15, 2012]

[Re-Adoption date: October 17, 2013]

[Re-Adoption date: September 18, 2014]

[Re-Adoption date: March 26, 2015]

HOME-BOUND INSTRUCTION

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 1201 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
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 cannot benefit from the regular school program.

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.

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

[Adoption date: April 19, 2011]

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

CROSS REF.: IGBM, Credit Flexibility

LIMITED ENGLISH PROFICIENCY

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

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

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

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

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

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

[Adoption date: August 22, 2005]

[Re-adoption date: April 27, 2007]

[Re-adoption date: April 19, 2011]

[Re-adoption date: April 18, 2013]

LEGAL REFS.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

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

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

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

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

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

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]
[Re-adoption date: April 18, 2013]

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 and Students with Disabilities
IGBI, Limited English Proficiency
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

TITLE I PROGRAMS
(Public School Choice)

(Approval date: April 27, 2007)
(Re-approval date: April 19, 2011)
[Deletion date: April 18, 2013]

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

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 parental involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 27, 2007]

[Re-adoption date: April 19, 2011]

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

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

CREDIT FLEXIBILITY

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

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. 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 that enables students to earn high school credit by:

1. completing coursework;
2. testing out or showing mastery of course content;
3. pursuing an educational option and/or an individually approved option and/or
4. 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: April 19, 2011]

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
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

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

CREDIT FLEXIBILITY

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

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

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

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

(Approval date: April 19, 2011)

EDUCATIONAL OPTIONS

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

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

Independent study, distance learning, tutoring, educational travel, mentoring, computer assisted, on-line sources and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCH, Postsecondary Enrollment Options (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charge
Student Handbooks

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. This is the same process that will be used for credit flex.
2. An instructional plan which contains written measurable objectives must be submitted to, and approved by, the Superintendent.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an option as a substitute instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial programs and programs of independent study, a certificated teacher provides both the instruction and evaluation of students. In all other cases, a certificated teacher provides only the evaluation of student progress.
7. 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: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-approval date: April 19, 2011)

HOME INSTRUCTION

The Ohio Valley ESC 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 Ohio Valley ESC 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 Ohio Valley ESC 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 Ohio Valley ESC Superintendent.

Upon substantial evidence of cessation of home instruction in accordance with the Ohio Administrative Code, the County ESC 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

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

COLLEGE CREDIT PLUS

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

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: May 21, 2015]

LEGAL REFS.: ORC Chapter 3365
OAC 3333-1-65 through 3333-1-65-10
3301-83-01(C)

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

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6⁸th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to inform the principal of intent to participate by April 1 of the year in which the student wishes to enroll. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session 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 and;
12. the standard program information packet developed by the Ohio Board of Regents.

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

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

Student Enrollment

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

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

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

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

1. The Board awards comparable credit for the course/courses 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 State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned.
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. 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.

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

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

[Approval date: March 26, 2001]
(Re-approval date: August 22, 2005)
(Re-approval date: April 19, 2011)
(Re-approval date: May 21, 2015)

COMMUNITY SERVICE

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

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

The District offers community service education that acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities that meet the requirements of State law may be considered an elective towards graduation and/or granted special recognition in the student's record or on the student's high school diploma.

Through participation in community service, students have the opportunity to:

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

Once the program for community service education has been established, students are ready to begin earning credit hours that may be used to meet graduation requirements. A community service advisory committee develops and implements the community service plan. Upon adoption by the Board, a copy of the plan is sent to the Ohio Department of Education. The community service plan is reviewed periodically by the advisory committee and, if necessary, revised by the Board at least once every five years.

[Adoption date: April 19, 2011]

LEGAL REFS.: ORC 3313.60; 3313.605
OAC 3301-35-04

CROSS REF.: IKF, Graduation Requirements

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation which is given the regular school curriculum.

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

15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

(Adoption date: March 26, 2001)
(Re-adoption date: August 22, 2005)
(Re-adoption date: February 24, 2010)
(Re-approval date: April 19, 2011)
[Re-approval date: April 18, 2013]
[Re-adoption date: October 17, 2013]
[Re-adoption date: September 18, 2014]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.58; 3313.59; 3313.664
3315.062
3319.16
3321.04

Chapter 4112
OAC 3301-27-01
3301-35-06

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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board believes individual students profit through their experience in self-discipline and their contribution to team effort through competitive interschool sports, cheerleading and other extra-curricular activities. It is recognized that a well-conducted program is a potent factor in good community-school relations and good morale among the students. To that end, the Board has adopted the following regulations:

1. Participants in the District are expected to conduct themselves in a well-disciplined manner, both in and out of competition. They should exemplify good citizenship by recognizing and respecting the rules and regulations.
2. Absolutely no use of tobacco products, illegal drugs or alcohol by students participating in any activity will be permitted both in and out of school during the year.
3. Violations regarding the use of tobacco products, alcohol or drugs will result in the immediate suspension from further participating in said activity. The minimum suspension will be one calendar week, but may be for the remainder of the extra-curricular season.
4. Violations of this policy and/or advisor's rules and regulations will be handled pursuant to the suspension and expulsion policies.
5. Additional rules and regulations not covered in the above paragraphs can be established by the individual head coaches.
6. Violations can be reported by any high school faculty member.

(Approval date: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-adoption date: February 24, 2010)

(Re-approval date: April 19, 2011)

STUDENT PUBLICATIONS

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

School-Sponsored Publications

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

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

Nonschool-Sponsored Publications

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

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]

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

CROSS REFS.: EDE, Computer Online Services (Acceptable Use and Internet Safety)
IIBH, District Web Site Publishing

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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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 Handbooks

STUDENT FUND-RAISING ACTIVITIES

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

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

The application of the above criteria for student sales and activities is supervised and approved by the building principal.

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

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

STUDENT FUND-RAISING ACTIVITIES

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

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

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

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

School and Community Service Project Definitions

1. Fund-Raising Activities

A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.

B. Any awards, prizes or incentives offered as part of a student selling activity.

Examples:

- 1) candy sales
- 2) magazine sales
- 3) carnival for profit

2. School Service Projects

A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

- 1) skate parties
- 2) pizza parties
- 3) Mother's Day gifts
- 4) carnival for nonprofit

B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public.

Examples:

- 1) concession stands
- 2) school pictures
- 3) book fairs
- 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

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

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

(Approval date: August 22, 2005)

(Re-approval date: April 19, 2011)

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 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.
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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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

STUDENT ACTIVITIES FUNDS MANAGEMENT

These regulations establish financial controls for the administration of the normal, legitimate co-curricular activities of the student body organization which promote the general welfare, education and morale of all students.

A “student activity fund” may include the following activities:

1. student government
2. student clubs
3. student entertainments
4. student publications
5. school classes
6. school band
7. interscholastic athletics
8. honor society

Each activity must be recognized by the Board before moneys can be collected or disbursed in the name of the activity.

The Board authorizes the maintenance of student activity funds as approved by the Board.

All other activities shall be on a self-sustaining basis.

The Treasurer of the Board shall be the Treasurer of the student activities fund.

The athletic fund shall consist of those programs which have student participation but not student management, including the following activities:

1. interscholastic sports
2. cheerleaders
3. band

The athletic director shall be responsible for the administration of the athletic fund. The fund will be audited annually and will be administered under appropriate accounting controls. The books of account will include income and expenses separately for each approved athletic program.

All gate receipts must be turned in to the authorized depository or the Treasurer on the next regular business day.

All payments of supplies, equipment and services for the interscholastic athletic program will be made in accordance with established purchasing procedures of the District.

Student activity funds are to be issued for student-related purposes only.

A financial report of the condition of each student activity fund shall be submitted monthly.

(Approval date: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-approval date: April 19, 2011)

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the Ohio High School Athletic Association (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 make him/her a worthy representative of his/her school.

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

Students in grades 9-12 are ineligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season. Exceptions to the ineligibility provisions are outlined in the Ohio High School Athletic Association (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 schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

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

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

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

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

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]
[Re-adoption date: April 18, 2013]
[Re-adoption date: October 17, 2013]
[Re-adoption date: September 18, 2014]

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

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

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 through 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 2.0 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association (OHSAA) 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 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: March 26, 2001
[Re-adoption date: August 22, 2005]
[Re-adoption date: October 21, 2010]
[Re-adoption date: April 19, 2011]
[Re-adoption date: October 17, 2013]
[Re-adoption date: September 18, 2014]

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

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II and the Korean Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law. Veterans' diplomas will be presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

The Board may grant a diploma to World War II and Korean Conflict veterans 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 or a diploma of adult education or a diploma provided for under this bill from another school.

The veteran is not required to take the GED 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: August 22, 2005]
[Re-adoption date: April 27, 2007]
[Re-adoption date: April 19, 2011]
[Re-adoption date: April 18, 2013]

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

CROSS REF.: IGED, Diploma of Adult Education

CLASS SIZE

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

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

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03
OAC 3301-35-04; 3301-35-05

CONTRACT REF.: Teachers' Negotiated Agreement

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to the professional personnel of the District authority to recommend selection of instructional and library materials.

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

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

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

The above principles serve as a guide in the selection of all instructional and library materials including, but not limited to, textbooks, supplementary books, library books, computer software, filmstrips, films, videotapes, audiotapes and recordings.

Parents are provided the opportunity to review and provide feedback on 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, audio-visual 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 18, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.642; 3313.21; 3313.212
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and 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
Teachers' Handbook

TEXTBOOK SELECTION AND ADOPTION

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

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

The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review and provide feedback on 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: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]
[Re-adoption date: January 19, 2012]
[Re-adoption date: September 18, 2014]

LEGAL REFS.: ORC 3315.17; 3315.171
3329.01; 3329.06; 3329.07; 3329.08
3313.642; 3313.21; 3313.212
OAC 3301-35-04; 3301-35-06

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

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

DISTRICT WEB SITE PUBLISHING

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

1. allow an individual school to provide current and complete information to its community at large;
2. give the community a means to communicate effectively with students and personnel;
3. create expanded means for student expression and/or
4. provide new avenues for teachers to help students meet high standards of performance.

All District schools wishing to maintain a presence on the Internet must develop written web regulations that allow the school to realize the benefits of maintaining a web site while protecting the school and community from its potential misuse.

Purpose and Use of District Web Sites

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

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

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

Advertising or Sponsorships

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 149.41; 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROSS REFS.: 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 administration directs a community instructional resource program designed to involve the citizens, institutions and environment of our community in the education of its children.

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record Check
IICC, School Volunteers

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.

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

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee’s workday.

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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3327.15
OAC 3301-35-01; 3301-35-06

CROSS REFS.: BHD, Board Member Compensation and Expenses
EEAD, Special Use of School Buses
IF, Curriculum Development
IGDF, Student Fundraising Activities
JN, Student Fees, Fines and Charges

FIELD TRIPS

Eligible Participants

In most cases, an entire class takes part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to experience a field trip if such a trip would provide instructional benefits. At the discretion of the teacher, discipline may be a reason for not participating in a field trip.

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

Distance and Duration

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

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

The Board considers special requests for such trips when they are necessary to a curricular or cocurricular purpose, well-planned, adequately chaperoned and satisfactorily financed.

Parental Permission

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

Expenses

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

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

Fund drives are allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities. In no case may a student be prevented from participating in a field trip solely because of inability to pay.

Regulations Governing Field Trips

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

(Approval date: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-approval date: April 19, 2011)

SCHOOL VOLUNTEERS

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

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

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

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at the discretion of the superintendent/designee.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adopted: April 28, 2009]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
Chapter 2744

3319.39
OAC 3301-9-01

CROSS REFS.: GBQ, Criminal Records Check
GDBB, Support Staff Pupil Activity Contracts
IIC, Community Instructional Resources (Also KF)

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 career matters.

Guidance is based upon these broad fundamental principles.

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

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

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

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

Counseling services are provided by certificated/licensed school counselors.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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

CAREER ADVISING

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

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

The District will do all of the following.

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

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

[First Reading: March 26, 2015]

[Adoption date: April 16, 2015]

[Adoption date: May 21, 2015]

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 his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

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

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

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

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 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.

The Superintendent develops procedures for grading which include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.

5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

Final decision on any grade is the responsibility of the building principal.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: October 21, 2010]

[Re-adoption date: April 19, 2011]

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

CROSS REFS.: IK, Academic Achievement

IKAB, Student Progress Reports to Parents

STUDENT PROGRESS REPORTS TO PARENTS

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

Written reports are provided to parents of children in grades 1 through 12, four times per year. Report cards are sent to parents at the completion of each grading period. Progress reports are also required for students in danger of failing. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REF.: OAC 3301-35-06

CROSS REFS.: IK, Academic Achievement
IKA, Grading Systems

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures are used in reporting to parents.

1. Number of report periods: The school year is divided into four grading periods. Report cards are sent to the parents following the close of each grading period. (Year-end reporting might vary from this.)
2. Kindergarten reports: Kindergarten reports are issued at least twice a year.
3. Grades 1 through 6: Conferences are scheduled with each child's parent(s) on an assigned day. Other conferences are arranged as needed and may be called for by the teacher or parent(s).
4. Conferences for grades 7 through 12: Conferences are scheduled as needed.
5. Progress reports: Teachers issue progress reports every grading period to parents of students with below-average grades. The purpose of the report or conference is to provide the child an opportunity to improve before a final period grade is given. Reports may also be used to inform the parents of exceptional progress or positive change in achievement.

(Approval date: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-approval date: April 19, 2011)

CLASS RANKINGS

All coursework including art, music, drama and physical education will be considered when determining the grade point average (GPA).

Summer school courses count for comparable credit. A summer school grade (high school or college credit) will count in the GPA or ranking for the scheduled graduation date only.

Correspondence course grades do not count in the GPA. They are counted for the total course credit only. Distance learning classes will count for credit and be included in the GPA for rank.

Beginning the 2009-2010 school year, students earning a C or below may be given permission to repeat any class for which they have previously received credit. If repeated, the class must be completed by the end of the next school year. Credit will only be granted once for the class and both classes and grades will appear on the student's transcript. The higher of the two grades for semester 1 and, if applicable, semester 2, will be calculated into the students accumulative GPA. With teacher/counselor permission, a class may also be retaken as an audit for no credit or grade. The course may only be repeated once.

Valedictorian and Salutatorian will be the students with the highest and next highest accumulative g.p.a as determined by coursework completed during the student's high school program to the end of the third nine weeks of the senior year. In addition to accumulative g.p.a., to qualify for valedictorian and salutatorian, the student must also be in line to earn an Ohio Department of Education Honors Diploma. If there are multiple valedictorians, there is no salutatorian selected.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: December 22, 2009]

[Re-adoption date: March 24, 2010]

[Re-adoption date: April 19, 2011]

[Re-adoption date: June 21, 2012]

CROSS REFS.: JECBC, Admission of Non-chartered or Home Schooling
Student Handbooks

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student in a grade 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 reading, English, mathematics, science and social studies is promoted.
2. A student having failing grades in one course 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 placed in the next higher grade at the discretion of the core teachers, guidance counselor and principal.
5. No student having passing grades, “D” or above at intermediate (3-6) or S- or above at primary (K-2), 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,” as used in this policy, means that the principal, in consultation with the student’s teacher(s), has reviewed the student’s work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

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

1. The student is a limited English proficient student who has been enrolled in United States schools for less than ~~two~~ 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 had 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 mid-year promotion policy.

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]
[Re-adoption date: October 18, 2012]
[Re-adoption date: April 18, 2013]
[Re-adoption date: October 17, 2013]

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)

ACCELERATION

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

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

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

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

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

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.
2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

3. The principal or his/her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised 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 preschool educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

- A. a principal or assistant principal from the child's current school;
- B. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
- D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and
- E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee is charged with the following responsibilities:

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

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

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
 - A. At any time during the transition period, a parent or legal guardian of the 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 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: April 19, 2011]

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

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

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education as well as State law and, further, that our high school compares favorably with 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	5.5 units	Electives	<u>5.0 units</u>
Financial & Career Planning	<u>½ unit</u>		
Total	21 units	Total	20 units

The statutory graduation requirements also include:

1. 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;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all state-required examinations.

The district minimum graduation requirement also includes financial literacy. Student's must meet all financial obligations to the school by May 1st, unless prior arrangements have been made with the school's administrator and complete all disciplinary measures (detention, etc.).

To participate in the graduation exercises, students must have met the above criteria in addition to:

1. Participate in the entire graduation rehearsal (unless excused in advance by the principal).
2. Dress appropriately for graduation (as determined by the administration).

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.

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.

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: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: February 7, 2006]
[Re-adoption date: December 22, 2009]
[Re-adoption date: April 19, 2011]
[Re-adoption date: January 19, 2012]
[Re-adoption date: March 29, 2012]
[Re-adoption date: June 23, 2014]
[Re-adoption date: September 18, 2014]
[Re-adoption date: May 21, 2015]

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

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

GRADUATION REQUIREMENTS
(Opt Out)

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

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

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

District Minimum (students entering ninth grade on or after July 1, 2010 and before July 1, 2014)		District Minimum (students entering ninth grade on or after July 1, 2014 and before July 1, 2016)	
English Language Arts	4 units	English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	3 units	Social Studies, including one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology *	3 units	Science, including one unit each in Physical Science and Biology *	3 units
Mathematics**	3 units	Math	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives ***	6.5 units	Electives ***	5.5 units
Financial & Career Planning	<u>½ unit</u>	Financial & Career Planning	<u>½ unit</u>
Total	21 units	Total	21 units

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

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

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

The district minimum graduation requirement also includes financial literacy. Student's must meet all financial obligations to the school by May 1st, unless prior arrangements have been made with the school's administrator and complete all disciplinary measures (detention, etc.).

To participate in the graduation exercises, students must have met the above criteria in addition to:

1. Participate in the entire graduation rehearsal (unless excused in advance by the principal).
2. Dress appropriately for graduation (as determined by the administration).

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

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

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

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

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

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

(1st Reading: May 21, 2015)

[Adoption date: July 16, 2015]

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Fort Frye High School recognizes the value to some students of graduation in less than four years. From this date, that alternative will be available to high school students, provided they follow all of the procedural guidelines and requirements established for this purpose.

Requirements

1. Except for extenuating circumstances, a request must be submitted in the spring prior to the year of graduation.
2. The student must obtain necessary forms from the counselor and submit them to the guidance office.
3. A written proposed schedule leading to completion of graduation requirements must be submitted to the counselor.
4. A parent conference with the counselor and principal must be held.
5. Meeting the requirements does not mean automatic approval of request. The decision will be based on what seems to be in the best interest of the student. The principal will have final approval.
6. Ohio Department of Education rules relating to summer school, night school, tutoring, etc. are in effect.
7. Completion of graduation requirements in January will result in a diploma being awarded at the following graduation ceremony. This includes:
 - A. academic credits as required by the Board
 - B. passage of all section of the Ohio Graduation Test
 - C. seniors in the job market or the Washington County Career Center Career Passport
8. Satisfactory school attendance and citizenship must be maintained.
9. Students and parents are to discuss with the counselor any difficulties that might arise as a result of graduation prior to age 18.

10. A student may change his/her mind and stay the full term at any time, providing scheduling can be accomplished.
11. The official application form is to be submitted in duplicate and must be signed by the student, his/her parent or legal guardian, his/her school counselor and the principal.

One copy will be retained by the student and one will be held in the student's permanent record folder.
12. Although a request may be approved, due to changes in curriculum and the master schedule, the requested courses cannot be guaranteed.
13. Upon meeting the early completion requirements, the student is deemed ineligible for participation in athletics according to the Ohio High School Athletic Association.
14. Upon completion of the early graduation requirements, the student's status ends and the privilege of student involvement in any school activities is forfeited. The student may elect to return for graduation with his/her class, have the diploma mailed or pick it up at the school office after graduation.
15. All early completion students, if they wish to participate in the graduation ceremony, must attend graduation practice.

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

[Adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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

APPLICATION FOR EARLY GRADUATION

Student's Name _____
(last) (first) (middle)

Mailing Address _____

City _____ Zip _____

Name of Parent or Legal Guardian _____

Present Grade _____ Birthdate _____ Age - Next Birthday _____

Anticipated Date for Completion of Requirements _____

Present Date _____

1. Reason for requesting early graduation:

2. Future plans:

Student's Signature _____

Parent's Signature _____

Date _____

Counselor: Approved _____

Not Approved _____

Principal: Approved _____

Not Approved _____

GRADUATION EXERCISES

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

1. complete the required and elective academic credits as specified by Board policy;
2. pass all state required examinations for graduation;
3. satisfactorily complete the Seniors in the Job Market program;
4. meet all financial obligations to the District;
5. participate in the entire graduation rehearsal (unless excused in advance by the principal);
6. Students graduating early shall request participation in the graduation ceremony. Early graduates can only participate in the graduation exercises in the year of graduation.
7. complete all disciplinary measures (detention, etc.) and
8. dress appropriately for graduation (as determined by the administration).

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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. The Board, therefore, authorizes a program of group testing:

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

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.

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

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: July 16, 2015]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3319.111 through
3319.14, 3319.32; 3319.321
OAC 3301-35-02; 3301-35-03; 3301-35-04

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

TESTING PROGRAMS

Security Provisions for State and District Achievement/Ability/Diagnostic/ Testing/Student Growth Measures

These guidelines shall be used to ensure proper compliance with the State Department of Education Provisions for test security.

All test questions and all other materials which are considered part of the approved achievement and ability tests or part of the approved achievement tests (with the exception of test materials specifically designated as “Practice Test” by the Department of Education) shall be considered secure and subject to the provisions of sections 3319.151 and 3319.99 of the Ohio Revised Code and to the provisions of these administrative regulations. This applies to assessments used for student growth measures as part of the Ohio Teacher Evaluation System.

No person shall teach students the answers to specific test questions, copy or otherwise reproduce test materials for use by students. No person shall change students’ responses or the answer sheets or assist students in cheating.

No unauthorized person shall have access to test materials at any time such materials are in the District or in the school building.

The District test coordinator shall be responsible for assuring that all achievement and ability testing materials are secure and not made available to unauthorized parties. The elementary principal is responsible for test security within his/her school and may not delegate that responsibility to anyone else.

The elementary principal shall maintain a list of those professional staff members who will be administering the achievement, diagnostic, ability tests, and/or student growth measures as part of the Ohio Teacher Evaluation System, and the number of copies given each teacher.

When not in use during scheduled testing periods, all state-required accountability test materials will be returned to and sorted at the designated office. The building test coordinator will be responsible for maintaining security over these materials during this time. The District test coordinator will also be responsible for distributing achievement/ability test materials to individual schools and collecting the materials for shipment to the appropriate scoring service centers.

The following procedures for handling and tracking state-required accountability test materials are to be followed in each building:

1. All achievement test materials and communications concerning testing that are received from the State Department of Education are to be opened by the District or building test coordinator. Ability and achievement test materials will be sent to the principal of each building prior to testing
2. It shall be the responsibility of the building principal to verify that the number of tests received is correct and sufficient.
3. All test materials are to be secured in an area such that the principal can assure that no other individual will have access to any test materials. Access to the test storage area is permitted only by the principal.
4. Each professional staff member shall sign for the number copies of tests she/he receives from the principal as well as a statement of assurance that she/he will abide by state-designed testing procedures, will not reproduce or cause to reproduce any of the tests or procedures, or distribute such materials to any person other than the students who shall be taking the test.
5. When testing has been completed, each professional staff member shall return all copies of tests, answer sheets, and related materials to the elementary principal. The elementary principal and/or the professional staff member together shall verify, in writing, that the number returned is the same as the number issued.
6. The principal shall notify the District test coordinator that testing has been completed and the materials are ready for return to the appropriate scoring service. Pending return to the District test coordinator, all security provisions for testing materials shall be in effect.

The District LDC shall provide the District test coordinator and each building principal with a list of all special education students that are to be tested and a list of those students exempted by IEP and which areas they are exempted.

Each principal shall forward to the District test coordinator a verification sheet which indicates the number of students tested, the names of any students not tested or with incomplete tests, and the number of tests being returned.

The following provisions represents procedures for investigating an alleged violation of test security provisions, which includes state-required accountability tests and any assessments used in student growth measures as part of the Ohio Teacher Evaluation System:

1. All allegations regarding violation of test security provisions will be investigated by a committee appointed by the superintendent. This committee shall include the District test coordinator, building principal, Superintendent, one Board of Education member, and one certified/licensed staff member.

2. Upon completion of the investigation a written report of the investigator's conclusions will be submitted to the Superintendent within five (5) days.
3. If the investigation confirms that test security provisions have been violated, those found to have violated these provisions will be subject to appropriate discipline and/or, in cases to which the statute applies, legal penalties pursuant to Section 3319.151 of the Ohio Revised Code.
4. Penalties for confirmed violations shall be imposed by the Superintendent and may include one (1) or more of the following:

Penalties for students: Reprimand
Withdrawal of privileges
Detention (after school)
Suspension
Invalidating of Test Scores
Expulsion
Prosecution

*Penalties for students shall be imposed pursuant to the current administrative regulation on student discipline.

Penalties for staff: Reprimand
Suspension
Termination
Prosecution

*Penalties for the staff shall be imposed pursuant to Section 3319.151 of the Ohio Revised Code in cases to which the statute applies by the Superintendent.

1. If the investigation shows that a test security violation occurred as a result of actions by the student or another individual the student's test scores will be invalidated.
2. The school district shall notify the Ohio Department of Education within ten (10) days of determining that a test security violation has occurred and the actions taken.
3. After determination that a test security violation has occurred, the District Board and or the ~~State Board~~ Ohio Department of Education may seek the maximum penalty or penalties pursuant to Section 3319.151 of the Revised Code in cases to which the statute applies.

4. This District shall cooperate fully with the Ohio Department of Education in any investigation of a test security violation by a certificated/licensed employee, pursuant to Section 3319.151 of the Ohio Revised Code.
5. The Ohio Department of Education prior to taking action as a result of a violation of test security provisions by a certificated/licensed school employee shall give the individual notice of such action and provide an opportunity for the individual to respond and present a defense. It shall be noted that this policy cannot bind the Ohio Department of Education.

Individual test scores on statewide student achievement tests may only be released in accordance with Section 3319.321 of the Ohio Revised Code.

[Approval date: April 19, 2011]

[Re-adoption date: July 16, 2015]

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision-making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. 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 testing programs are used as a part of the evaluation.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

TEACHING METHODS
(Lesson Plans)

The Board believes that the instructional activity provided by District teaching staff members is an element essential to the attainment of District goals, objectives and standards. Implementation of the instructional program requires that each teacher plan his/her program in advance in accordance with the rules of the District.

Teachers prepare instructional plan books at least weekly in advance of the class period of their implementation. Plan books are inspected from time to time and must meet the requirements established by the Superintendent.

Guidelines for the implementation of this policy provide that:

1. The format(s) for lesson plans is decided at the building level and may include school wide formats, departmental formats, individual formats or any combination of these.
2. Teachers' lesson plans provide adequate directions for substitutes. Plan books remain in the teachers' desk overnight to be available for substitute teachers at all times.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

Teachers determine the appropriateness of certain issues for consideration using the following criteria.

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

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

[Adoption date: March 26, 2001]
[Re-adoption date: August 22, 2005]
[Re-adoption date: April 19, 2011]
[Re-adoption date: September 20, 2011]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-04

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

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

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

Patriotic Exercises

The Board requires all students, grades kindergarten through 12, to recite the Pledge of Allegiance during the school day at a time and manner specified by the building principal.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

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

Moment of Silence

The 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.

Constitution Day

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

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: February 24, 2010]

[Re-adoption date: April 19, 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

CROSS REFS.: IGAC, Teaching About Religion
INDB, Flag and Motto Displays

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 District displays flags in each classroom. 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: April 19, 2011]

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.

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 state regulations.

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 21, 2011]

[Adoption date: September 20, 2011]

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