

SECTION I: INSTRUCTION

IA*	Instructional Goals
IAA*	Instructional Objectives
IB*	Academic Freedom
IC*	School Year
ICA*	School Calendar
ICB	Extended School Year
ID*	School Day
IE*	Organization of Facilities for Instruction
IF*	Curriculum Development
IFA*	Curriculum Research
IFB	Pilot Projects
IFC	Pilot Project Evaluation
IFD*	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IG	Curriculum Design
IGA*	Basic Curricular Program
IGAA	Citizenship Education
IGAB*	Human Relations Education
IGAC*	Teaching About Religion
IGAD*	Occupational Education (Career and Vocational Education)
IGADA	Work-Experience Opportunities
IGAE*	Health Education
IGAF	Physical Education
IGAG*	Drugs, Alcohol and Tobacco Education
IGAH*	Family Life Education
IGAI*	Sex Education
IGAJ	Driver Education
IGB	Special Instructional Programs and Accommodations
IGBA*	Programs for Disabled Students
IGBA-R*	Programs for Disabled Students
IGBB*	Programs for Gifted and Talented Students
IGBC	Programs for Disadvantaged Students
IGBD	Programs for Pregnant Students
IGBE*	Remedial Instruction
IGBEA*	Reading Skills Assessments and Intervention

IGBEA-R*	Reading Skills Assessments and Intervention
IGBF	Bilingual Instruction
IGBG*	Home-Bound Instruction
IGBH*	Alternative School Programs
IGBI*	English as a Second Language
IGBJ*	Title 1 Programs
IGBJ-R*	Title I Complaint Form
IGBK*	Latchkey Program
IGBL*	Parental Involvement In Education
IGBM*	Credit Flexibility
IGBM-R*	Credit Flexibility
IGC	Extended Instructional Programs
IGCA*	Summer Schools
IGCB*	Experimental Programs
IGCC	Honors Program
IGCD*	Educational Options (Also LEB)
IGCD-R*	Educational Options
IGCE	School Camps
IGCF*	Home Instruction
IGCG*	Preschool Program
IGCH*	Postsecondary Enrollment Options (Also LEC)
IGCH-R*	Postsecondary Enrollment Options
IGD*	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB*	Student Publications
IGDC	Student Social Events
IGDD	Student Performances
IGDE	Student Activities Fees
IGDF*	Student Fund-Raising Activities
IGDF-R*	Student Fund-Raising Activities
IGDG*	Student Activities Funds Management
IGDG-R*	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ*	Interscholastic Athletics
IGDJ-R-1*	Interscholastic Athletics
IGDJ-R-2*	Interscholastic Athletics
IGDJ-E*	Athletic Department
IGDJA	Drug Testing of Students in Interscholastic Athletics
IGDK*	Interscholastic Extracurricular Eligibility
IGE*	Adult Education Programs
IGEA	Adult Basic Education
IGEB*	Adult High School Programs
IGEC	Adult Occupational Education
IGED*	Diploma of Adult Education
IGED-R*	Diploma of Adult Education

IH	Instructional Arrangements
IHA*	Grouping for Instruction
IHB*	Class Size
IHC	Scheduling for Instruction
IHD	Student Schedules and Course Loads
IHE	Team Teaching
IHF	Differentiated Staffing
IHG	Independent Study
IHH	Individualized Instruction
IHHA	Individual Help
IHI	Contracting for Instruction
IHIA	Performance Contracting
IHJ	Minicourses
IHK	Open Classrooms
IHL	Nongraded Classrooms
II	Instructional Resources
IIA*	Instructional Materials
IIAA*	Textbook Selection and Adoption
IIAB*	Supplementary Materials Selection and Adoption
IIAC*	Library Materials Selection and Adoption
IIAD	Special Interest Materials (Also KFA)
IIB	Instructional Services
IIBA	Teacher Aides
IIBB	Resource Teachers
IIBC	Instructional Materials Centers
IIBD	School Libraries
IIBDA	Professional Libraries
IIBE	Instructional Television
IIBF	Instructional Radio
IIBG	Computer-Assisted Instruction
IIBH*	District Websites
IIC*	Community Instructional Resources (Also KF)
IICA*	Field Trips
IICA-R*	Field Trips
IICB	Community Resource Persons
IICC*	School Volunteers
IJ*	Guidance Program
IJA*	Career Advising
IK*	Academic Achievement
IKA*	Grading Systems
IKA-R*	Grading Systems
IKAA	Final Examinations
IKAB*	Student Progress Reports to Parents
IKAC	Student Conferences

IKAD	Parent Conferences
IKB*	Homework
IKC	Class Rankings
IKD	Honor Rolls
IKE*	Promotion and Retention of Students
IKEA	Make-Up Opportunities
IKEB*	Acceleration
IKF*	Graduation Requirements
IKFA*	Early Graduation
IKFB*	Graduation Exercises
IKFC	Graduate Competency
IL*	Testing Programs
IL-R*	Testing Programs
ILA*	Competency-Based Education
ILB	Test Administration
ILC	Use and Dissemination of Test Results
IM*	Evaluation of Instructional Programs (Also AFE)
IN	Miscellaneous Instructional Policies
INA	Teaching Methods (Lesson Plans)
INB*	Teaching About Controversial Issues
INC	Controversial Speakers
IND*	School Ceremonies and Observances
INDA*	Patriotic Exercises
INDB	Flag Displays
INE	Assemblies
INF	School Fairs
ING*	Animals in the School
ING-R*	Animals in the School
INH	Class Interruptions

* indicates policies included in this manual

INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: August 14, 2000]

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

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

INSTRUCTIONAL OBJECTIVES

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

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

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

[Adoption date: August 14, 2000]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

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

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

[Adoption date: August 14, 2000]
(Revision date: December 13, 2011)

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

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 in 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: August 14, 2000]

(Revision date: June 28, 2007)

(Revision date: July 10, 2014)

CROSS REFS.: EBCD, Emergency Closings

CONTRACT REFS.: Teacher's 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: August 14, 2000]
(Revision date: July 10, 2014)

LEGAL REFS.: ORC 3313.48; 3313.481

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

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

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)

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

CROSS REFS.: IGBJ, Title 1 Programs
IGBI English as a Second Language
JECBD, Intradistrict Open Enrollment

CURRICULUM DEVELOPMENT

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

Curriculum planning should be based on the educational philosophy and goals approved by the Board and the most specific objectives developed by the staff and may include parent participation for each subject area and grade level. Such planning must also take into consideration the legal requirements for students in basic subjects.

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction--program and process--and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. It is expected that the professional staff play an active role in curriculum development.

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

[Adoption date: August 14, 2000]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM EXPERIMENTATION AND RESEARCH

The Board recognizes the need to be aware of and initiate changes in the curriculum which have potential benefits for students. The Board welcomes and encourages changes in curriculum or instruction which are likely to produce better educational results.

1. Suggestions for curriculum improvement from students, teachers, administrators, parents, Board members and the public are encouraged.
2. Such suggestions are made to the administration.
3. Curriculum experimentation and research must be approved by the Superintendent/designee before it is initiated.
4. The Board must be consulted before any significant curriculum experimentation or research of a particularly sensitive nature is initiated.
5. Persons involved in curriculum experimentation or research plan means by which the educational results of that change in curriculum or instruction can be measured and periodically report through administrative channels what their measurements show about the effectiveness of the change in improving educational results.

[Adoption date: August 14, 2000]

CURRICULUM ADOPTION

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

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

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

[Adoption date: August 14, 2000]

LEGAL REFS.: ORC 3313.60
OAC 3301-35-02; 3301-35-03

BASIC CURRICULAR PROGRAM

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

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

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

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

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

[Adoption date: August 14, 2000]

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

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

HUMAN RELATIONS EDUCATION

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

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 annually refreshes its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
 - A. recognize the dignity and worth of the individual;
 - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
 - C. stimulate the development of respect for the laws of this country.

[Adoption date: August 14, 2000]

(Revision date: May 14, 2009)

LEGAL REFS.: ORC Chapter 4112
5903.01(G)
OAC 3301-35-04(B)(1)(6)

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

TEACHING ABOUT RELIGION

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

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

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

[Adoption date: August 14, 2000]

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

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

OCCUPATIONAL EDUCATION (Career and Vocational Technical Education)

Career Education

The schools should provide education which is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. It, therefore, supports the inclusion of career education in the basic curriculum.

Career education is a program which enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career education program in the schools.

Career education is a concept which can be taught in the classroom at all grade levels. At the secondary level, it specifically incorporates career exploration, career guidance and vocational education/training opportunities. The latter are designed to equip students to enter postsecondary occupational training education, and/or enter specific occupations directly from high school.

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

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

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

The vocational education program is administered by the high school principal and Knox County Career Center.

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

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)

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

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by 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); prescription opioid abuse prevention and anatomical gifts.

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

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

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

[Adoption date: August 14, 2000]
(Revision date: August 12, 2010)
(Revision date: April 20, 2017)

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

The schools cooperate with law enforcement officials in the enforcement of state, federal and local laws.

[Adoption date: August 14, 2000]

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

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

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 for discussion.

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: August 14, 2000]

(Revision date: July 18, 2003)

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

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

Although the 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 toward closing the achievement gap as defined by the State Board of Education performance targets.

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

[Adoption date: August 14, 2000]
(Revision date: June 29, 2010)
(Revision date: August 11, 2016)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 24 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.

State Department of Education, Special Education Policies and Procedures
Free Appropriate Public Education-101
ORC 3313.50
 3323.01 et seq.
 3325.01 et seq.
OAC Chapter 3301-51
 3301-55-01

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

PROGRAMS FOR DISABLED STUDENTS

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

1. Child Identification

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

2. Procedural Safeguards

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

3. Multi-factored Evaluation

The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are 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 multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee, when other no-cost resources are not available.

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities shall occur in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private 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 shall be 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 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 shall not be 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 shall 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: August 14, 2000]

(Revision date: August 11, 2016)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

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

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

Identification

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

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

District Plan for Identifying Students Who are Gifted

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

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select ~~children~~ students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment ~~by~~ for all District students, including minority and disadvantaged student, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of children who transfer into the District and
9. at least two opportunities a year for assessment in the case of ~~children~~ students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
9. 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 students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

Written Education Plan

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

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

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

Clear Fork Valley Local School District, Bellville, Ohio

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

Gifted Education Personnel

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

Annual Report and Accountability

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

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

[Adoption date: August 14, 2000]
(Revision date: May 14, 2009)
(Revision date: January 5, 2012)
(Revision date: August 10, 2017)

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

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

REMEDIAL INSTRUCTION (Intervention Services)

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

The Board directs the Superintendent/designee to ensure that classroom teachers of students in the first, second and third grades assess and identify at the end of each school year the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level at the end of third grade are offered “intensive intervention” services during the summer following third grade, and are provided an additional opportunity to take the reading achievement test.

Third grade students who receive a limited proficient score on the third grade reading achievement test are provided one of three options:

1. promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student’s skills in reading demonstrate that the student is academically prepared for the fourth grade;
2. promotion to the fourth grade and provide “intensive intervention” services or
3. retention in the third grade.

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

Intervention services are offered to students who fail to attain a proficient score on a third, fourth, fifth, sixth, seventh or eighth grade achievement test.

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 fourth or sixth grade student who fails to pass three or more of the five proficiency tests is offered summer remediation.

Intervention services are also offered to students who:

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

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

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

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

[Adoption date: August 14, 2000]

(Revision date: June 28, 2007)

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

CROSS REFS.: IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

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

The District annually evaluates the English reading skills of each K-3 student by September 30 and identifies students who are reading below their grade level. The District uses a the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

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

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher and offers the option for such student 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.

[Adoption date: December 14, 2012]

(Revision date: July 9, 2013)

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079;
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01

OAC 3304-35-04; 3301-35-06

CROSS REFS.: 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 reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

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

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

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

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

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan will be developed within 60 days of receiving the student's results on the diagnostic assessment. The plan will include 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 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 plan entering the third grade the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

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

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

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

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

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

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

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.

[Adoption date: December 14, 2012]

(Revision date: July 10, 2014)

(Revision date: January 7, 2016)

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 State Department of Education certificates.
4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications among the regular classroom teachers and home instructors to ensure a proper program of instruction for the student.
5. The duration and time of any home instruction program is determined by the Superintendent, on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: August 14, 2000]

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

ORC 3313.64
3321.04
3323.05; 3323.12
3331.08
OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Disabled Students

JEA, Compulsory Attendance Ages

JECBC, Admission of Students from Nonchartered or Home Schooling

ALTERNATIVE SCHOOL PROGRAMS

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

The major objectives of such programs shall:

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

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

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

[Adoption date: August 14, 2000]

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

ENGLISH LEARNERS

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

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

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

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

English learner students who have been enrolled in U.S. schools for less than one full school year ~~are~~ may be exempt from one administration of the reading/language arts assessment administered to their grade levels. However, such 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. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption Date: December 13, 2004]

(Revision Date: June 29, 2010)

(Revision Date: August 10, 2017)

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

3317.03

3331.04

OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination

IE, Organization of Facilities for Instruction

IGBJ, Title I Programs

IGBL, Parent and Family Involvement in Education

JB, Equal Educational Opportunities

TITLE 1 PROGRAMS

The Title 1 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 1 services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title 1 program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parental and family involvement policy and guidelines. The written and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

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

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

Title 1 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 1 assistance and funds are used to provide comparable services in all schools receiving Title 1 assistance.

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)
(Revision date: May 14, 2009)
(Revision date: August 10, 2017)

LEGAL REF.: The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

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

TITLE 1 COMPLAINT PROCEDURE

Title 1 complaints are handled in accordance with Title 1 program guidelines.

1. Problems are directed to the District's Superintendent/designee.
2. Resolution of a complaint will not exceed 30 days. In accordance with regulations established by the Superintendent of Public Instruction, State Department of Education may extend the 30 day limit due to exceptional circumstances.
3. The Superintendent/designee appoints a hearing panel composed of a representative from the District parent advisory council, the Title 1 director and any other person so designated.
 - A. It is the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
 - B. The hearing panel must keep official records of all proceedings.
 - C. The complainant or the complainant's representative are given an opportunity to present evidence and question the parties involved.
 - D. An issue that is not resolved to the complainant's satisfaction within 10 working days is referred back to the Superintendent/designee.
4. Responsibilities of the District Superintendent/designee
 - A. The Superintendent/designee must review the records and if necessary, request additional information within 10 working days.
 - B. The Superintendent/designee clarifies the issues and attempts to resolve them.
 - C. The Superintendent/designee notifies, in writing, the complainant of his/her resolution of the issue.
 - D. The complainant has the right to appeal the resolution of the issue to the State Educational Agency within 30 days after receipt of the written decision.
 - E. Actual expenses incurred, in accordance with the local District policies, may be a part of the local budget for the Title 1 program, subject to review and approval by the Director of the Division of Federal Assistance.

[Approval date: August 14, 2000]

LATCHKEY PROGRAM

Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board may operate a latchkey program within the District.

The Superintendent shall be responsible for the development of any necessary rules for the program. Public input regarding the program shall be considered at the formation of the program and when reviews of the program's performance are done.

Tuition and other fees shall be instituted as needed. Expenditures of funds and the provision of ancillary services shall be made in compliance with Ohio law.

[Adoption date: August 14, 2000]

LEGAL REFS.: ORC 3313.207; 3313.208; 3313.209

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

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

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

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

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

[Adoption date: August 14, 2000]
(Revision date: May 14, 2009)
(Revision date: August 10, 2017)

LEGAL REF.: 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 REF.: IGBI, English Learners
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: June 29, 2010]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education,
(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
IGCB, Experimental Programs
IGCD, Educational 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 extend 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).

[Adoption date: June 29, 2010]

SUMMER SCHOOLS

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

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

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

1. Summer school instruction is provided directly through the Clear Fork Valley Local Board of Education only where student enrollment warrants.
2. School officials provide assistance to students desiring to attend summer schools in our area.

[Adoption date: August 14, 2000]

LEGAL REFS.: ORC 3301.0711
3313.608; 3313.57; 3313.641

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

EXPERIMENTAL PROGRAMS

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

An experimental program must meet the following requirements.

1. The program or course is developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board makes formal application to the Ohio Department of Education for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and the Ohio Department of Education prior to implementation if necessary.
4. All instructional material used in connection with this program is available for inspection by the parents of participating students.
5. Students must be recommended for participation. The parent(s) must provide approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students who are 18 years of age or older must submit a written request to participate. This request is kept on file.
6. The program shall be evaluated in terms of learning outcomes, student achievement and accomplishment of stated objectives.
7. At the end of an established period of time, the Superintendent either recommends cessation of the experiment or inclusion of the program in the District's educational program.
8. Fees are estimated for experimental programs as needed. Participating students are expected to pay allowable fees at the beginning of the program.

[Adoption date: August 14, 2000]

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

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

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students 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, correspondence courses and college courses, study abroad program are representative of experiences which the Board views as educational options supplementing the regular school program.

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

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

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)

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

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

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan which contains written measurable objectives must be submitted to and approved by, the Superintendent.
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 optional instructional plan is 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. A maximum of six credits may be applied to those required for graduation for grades nine through 12. No more than four of the six credits are applied to the credits required for graduation in English, health, mathematics, science, physical education and social studies.
7. In tutorial and independent study programs, a certificated /licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
8. Such courses and programs do not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
9. 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: August 14, 2000]
(Revision date: September 23, 2002)

HOME INSTRUCTION

The Board recognizes its responsibility for assuring that every resident school-age child is enrolled in an approved school or is offered an equivalent education elsewhere and designates the county superintendent to act in its behalf.

All requests to educate a child in an equivalent education (home-schooling) program are to be submitted to the Knox County Education Service Center Superintendent on the appropriate form provided by the State Department of Education.

The Knox County Education Service Center Superintendent provides administrative guidelines which ensure that, prior to confirmation of a home-schooling notification, all requirements specified in the State Department of Education regulations have been met.

Students who are being educated at a nondistrict school or at home may not participate in any of the District's cocurricular or extracurricular activities.

Students who are educated in a nondistrict school or at home are not permitted to enroll in any course or class being conducted by the District.

Students being educated on home instruction will be provided textbooks by the District if available and requested by the parents. Workbooks must be purchased by the students. Other educational equipment is not made available to students who are home schooled or who are in a nondistrict school.

Students who are being schooled at home may participate in the standardized testing programs provided they pay for the cost of testing.

[Adoption date: August 14, 2000]

(Revision date: July 10, 2014)

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

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

PRESCHOOL PROGRAM

The District may offer and develop preschool opportunities.

The Preschool Program is guided by curriculum, written policies and regulations of the District which are consistent with applicable statutory requirements contained in the Ohio Revised Code and rules adopted by the State Board of Education contained in the Ohio Administrative Code. Resources appropriate for children enrolled in the program include, but are not limited to:

1. staff;
2. cumulative records;
3. health and safety;
4. admission;
5. attendance and discipline;
6. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
7. management of communicable diseases and
8. transportation and field trips.

[Adoption date: August 14, 2000]

(Revision date: May 14, 2009)

LEGAL REFS.: OAC 3301-37-01; 3301-37-02; 3301-37-11
3313.646, 3301.53

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
EEA, Student Transportation Services
IIA, Instructional Materials
IICA, Field Trips
JE, Student Attendance
JEC, Student Admission
JG, Student Discipline
JHC, Student Health Services and Requirements

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.

[Adoption date: August 14, 2000]

(Revision date: September 23, 2002)

(Revision date: July 9, 2015)

(Revision date: August 11, 2016)

(Revision date: April 20, 2017)

LEGAL REFS.: ORC 3313.5314
 Chapter 3365
 OAC 3333-1-65 through 3333-1-65-11
 3301-83-01(C)

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

COLLEGE CREDIT SERVICES

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by 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 submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal 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 between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

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

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade point average, if applicable;
8. consequences of failing or not completing a course under the program including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services 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 students 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. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grad-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

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

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any

course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the 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 and 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 the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District will not deny students the opportunity to participate in extracurricular activities because of participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

[Approval date: August 14, 2000]

(Revision date: July 9, 2015)

(Revision date: August 11, 2016)

(Revision date: April 20, 2017)

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, ancestry, citizenship status, religion, sex, economic status, age, disability, or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the 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 appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

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

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

[Adoption date: August 14, 2000]

(Revision date: March 28, 2005)

(Revision date: May 14, 2009)

(Revision date: June 29, 2010)

(Revision date: July 9, 2013)

(Revision date: April 20, 2017)

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

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH, College Credit Plus (Also LEC)
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from 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

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. threatens to disrupt the educational process of the school, damage other individuals or advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
 - B. threatens any person or group within the school or advocates unlawful discrimination;
 - C. advocates violation of the law or official school regulations;
 - D. is considered false or libelous, based upon available facts and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

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

[Adoption date: August 14, 2000]
(Revision date: August 16, 2012)

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

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

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.

No raffles of any kind are permitted unless approved by the Superintendent.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives in the schools which the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

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

[Adoption date: August 14, 2000]
(Revision date: March 28, 2005)

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

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

10. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.
11. Elementary students (K-5) do not sell items or solicit donations by going door to door unless accompanied by a parent or guardian.
12. Pep rallies or assemblies promoting aggressive student selling, prizes, awards or incentives are discouraged.
13. All prizes, awards and incentives must be approved by the principal.
14. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise which is unsold and is resalable by the supplier can be returned for full credit. The District is not responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
15. Fund-raising activities off District premises shall be voluntary 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.
16. Any fund raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
17. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fund-raiser. The report should indicate:
 - A. cost of items or merchandise;
 - B. amount of money projected and amount of money raised
 - C. any differences between the actual activity and the planned activity;
 - D. any problems that occurred and how resolved;
 - E. when and where funds are deposited and

- F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
- 18. Donations to the District to be used for fund-raising activities must be approved by the Board or its designee.
- 19. 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, business 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, business 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: December 13, 2004]

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.
4. The Superintendent and Treasurer are directed to develop guidelines and procedures and inform each senior class of their choices and responsibilities to the District for money left in their class activity funds.

These guidelines should include provisions for disbursement of monies remaining in the class fund to active student activity accounts of the District once each class has had their five-year reunion.

[Adoption date: August 14, 2000]

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

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

STUDENT ACTIVITIES FUNDS MANAGEMENT

1. All student activity fund procedures are in accordance with auditor of State Circular 81-09 provision, "Guidelines for Developing Policies for Student Activity Programs."
 - A. In the spring of each year, student activity advisors/sponsors prepare annual budgets and purpose clauses.
 - B. Each year, the Board authorizes and approves by resolution those student activities it wishes to be operational and the purpose clauses and budgets of such activities for the current school year. No activity is authorized that is not on the State Board of Education list of approved student activity programs.
 - C. The Board may appropriate up to five-tenths of one percent of its annual operation budget for student activities.
 - D. The Superintendent is responsible for administering this policy and these procedures except those required of the Treasurer.
 - E. The Treasurer of the Board is the treasurer of the school activity funds. The enforcement of accounting procedures and internal control procedures are the sole responsibility of the Treasurer.
 - F. The principal is responsible for the approval of requisitions for the expenditure of funds and any other duties as assigned by the Superintendent.
 - G. Student activity advisors and sponsors are responsible for preparing annual budgets and purpose clauses, supervising the activities of the activity group including preparation of fund raising potentials, following all internal control and other procedures and any other duties as assigned by the proper administrative authority.
 - H. Projects for the raising of student activity money in general contribute to the educational experience of students and does not conflict, but adds to the instructional program. Advisors see to it that all prizes earned by students in projects for the raising of student activity money is awarded on time.
 - I. Student activity money is, insofar as possible, expended in such a way as to benefit those students currently in school who have contributed to the accumulation of such money.

- J. Money derived from the student body as a whole is so expended as to benefit the student body as a whole and not for the benefit of a special group.
- K. Student activity funds are not used for any purpose which represents an accommodation, loan or credit to any person or persons. Post dated checks may not be accepted and checks may not be cashed for anyone. Employees or other may not make purchases through a student body in order to take personal advantage of student body purchasing privilege.
- L. The amount of the various program fund balances, appropriated and unappropriated, which may be held by any student activity at any time does not exceed one year's total budget for the activity.
- M. No student body organization nor the Board is obligated for purchases made by students, faculty, advisory, sponsors or others unless supported by a written purchase order signed by the Treasurer.
- N. Prior to the performance of any financial transaction by a student activity, a budget must be submitted and approved by the Board for the current school year and recorded in their minute record book.
- O. All sources of revenue must be approved by the Board and are included in the student activity group's current year budget. Receipts must be identified by USAS classification.
- P. All expenditures by a student activity are in accordance with the budget as approved by the Board. The authorization for the expenditure must be accompanied by an approved requisition, processed by a formal purchase order and certified by the Treasurer that funds are available for the expenditure. Installment and lease purchases are prohibited.
- Q. The following control procedures are followed.
 - 1) All Board employees designated to collect moneys have a surety bond in an amount commensurate with the responsibility of the position.
 - 2) All moneys must be deposited with the bank of the District once every 24 hours.
 - 3) All money collected from any source is substantiated by pre-numbered student activity group receipts, cash receipts, cash registers supplying cumulative readings, pre-numbered tickets or other auditable, checkable records. In all cases where tickets are used, ticket reports and unsold tickets must be available for audit.

- 4) All financial forms related to the collection and deposit of cash are pre-numbered. A perpetual inventory is kept on pre-numbered collection forms, receipts, tickets, etc. The sponsor/advisor keeps records of collections by source. No collection is turned over to the cashier without receiving a pre-numbered receipt.
- 5) All disbursements are made by check (warrant) prepared by the Treasurer, supported by a proper, approved requisition and purchase order and verified by a receiving invoice. They also are verified for accuracy of price extension and totals.
- 6) The following purchase order process is followed.
 - a. The requisition is prepared by the sponsor/advisor and submitted to the principal for approval.
 - b. The requisition is reviewed by the principal and if approved, processed by the building secretary.
 - c. The Treasurer approves and completes the purchase order, certifies and encumbers funds, posts to files and sends a copy to the vendor, the activity sponsor/advisor and retains a copy for his/her files.
 - d. The activity advisor/sponsor verifies receipt of material, compares with purchase order and submits the shipping itemized invoice to the Treasurer as correct and proper for payment.
 - e. The Treasurer compares the billing invoice to purchase order for prices, column extension and necessary adjustments.
 - f. The Treasurer issues check (warrant) for payment.

- R. Monthly and annual financial reports for student activity funds are prepared by the Treasurer and submitted to the Board as part of the Treasurer's report.

Funds must be accounted for on a fiscal year basis, but may also be reported on a school year basis. Financial reports are also furnished to each sponsor on a regular basis.

- S. At the conclusion of each school year, the Superintendent and Treasurer conduct an audit to verify compliance with Board policies, receipts, expenditures, cash on hand, petty cash and to balance all ledgers and journals. A copy of this audit is retained in the office of the Treasurer and Superintendent.

T. All records and internal audit working papers are retained in the building office for audit by the State Auditor's Bureau of Inspection.

2. Senior Class Funds Guidelines and Regulations

A. Purpose statements must be submitted and approved by the Board.

B. The senior class may indicate how funds, after financial obligations have been met, are to be managed according to the following guidelines:

- 1) If the class balance is in excess of \$50, an escrow fund can be established for the five year class reunion.

Class funds may be used for any purpose that is legal according to state law and established Board policy.

Class funds will be released to two of the four class officers or a designated class member and a class officer.

Checks for payment will be made by the District Treasurer after completion of proper purchase orders and approval by the Superintendent.

All funds not utilized for the five year reunion will be donated to the high school yearbook, newspaper or student council.

- 2) The class may designate funds for a specific school project or gift if approved by the Board.

If the class fund balance is more than \$50 class officers will need to write a letter to the Treasurer if the class wishes to donate the funds to a specific project or gift for the school.

[Approval date: August 14, 2000]

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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 a coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the Ohio High School Athletic Association (OHSAA) must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

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

All students participating in interscholastic athletics must be covered by insurance. This insurance may be 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 grade 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 on-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 the sport's season. Exceptions to the ineligibility provisions are outlined in the OHSAA Bylaws.

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

Resident students attending STEM schools are ~~also~~ 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 ~~not~~ enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic for athletics in accordance with OHSAA Bylaws.

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

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

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

[Adoption date: August 14, 2000]

(Revision date: February 23, 2004)

(Revision date: March 28, 2005)

(Revision date: May 14, 2009)

(Revision date: July 9, 2013)

(Revision date: April 20, 2017)

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

CROSS REFS.: IGCH, College Credit Plus (Also LEC)
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbook

INTERSCHOLASTIC ATHLETICS

1. Board Approved Interscholastic Sports Program

The Board shall determine whether an activity becomes a sport in regards to the best interest of the school. Factors include but not limited to school size, fiscal considerations and on a yearly basis the Athletic Director will ask O.C.C. members their status of starting new sports.

Clear Fork High School will participate in OHSAA sponsored tournaments in those sports approved by the Board.

An athletic activity may be recommended for approval as a school sponsored Interscholastic Sport Program if the following criteria are met.

- A. The sport is sanctioned by the Ohio High School Athletic Association.
- B. Facility availability can be coordinated with practices and contests of existing programs.
- C. Funding for the sport is available and does not affect existing teams.
- D. A competent, qualified coach can be employed.
- E. Schedule:
 - 1) Scheduling can be completed at least six months prior to the first day of official practice.
 - 2) Contests on a school night shall be within a 50-mile radius unless a league contest. Weekend contests of more than 120-mile radius must be approved by the Athletic Director and principal.
- F. The new sport will be considered based on the potential of that sport becoming an O.C.C. recognized sport.
- G. Requirements for a club sport to be recognized as interscholastic sport:
 - 1) Maintain 150% of required participants for that sport for three consecutive calendar years.
 - 2) During club status each participant is responsible for all expenses.

Requirements for an activity to become a club sport:

- A. Adult supervision and leadership must be provided.
- B. All expenses are responsibility of participants.
- C. Evaluation to be held upon completion of season with the Athletic Director.

2. Cancellation of Interscholastic Sport Programs

The Board shall determine whether an approved program should be cancelled in regards to the best interest of the school. Factors concerning cancellation may include but not limited to:

- A. A qualified, competent coach cannot be employed.
- B. There is no available facility.
- C. The O.C.C. drops the sport.
- D. Withdrawal from OHSAA tournament becomes necessary for team sports because of number of athletes.
- E. Number of participants drops below the required number for three consecutive years.

Sport	Participants	Required	Immediate Cancellation
Baseball (Var., J.V., 9th)	14 per team	9	8
Boys' Basketball (Var., J.V., 9th)	8 per team	5	4
Girls' Basketball (Var., J.V., 9th)	8 per team	5	4
Boys' Cross Country	7 athletes	5	3
Girls' Cross Country	7 athletes	5	3
Football (Var., J.V., 9th)	30 athletes	11	10
Boys' Golf	7 athletes	4	4
Girls' Golf	7 athletes	4	4
Boys' Soccer	14 athletes	11	10
Girls' Soccer	14 athletes	11	10
Softball (Var., J.V., 9th)	14 per team	9	8
Boys' Swimming/Diving	8 athletes	5	4
Girls' Swimming/Diving	8 athletes	5	4
Boys' Tennis	10 athletes	7	4
Girls' Tennis	10 athletes	7	4
Boys' Track	10 athletes	7	6
Girls' Track	10 athletes	7	6
Volleyball (Var., J.V., 9th)	9 per team	6	5
Wrestling	10 per team	7	5

Number established for future sports not listed would be number as determined by Athletic Director. Example: Girls cross country meet criteria but boys do not. Boys may still compete due to availability of coach.

3. Requirements for Individual Competition for Nonrecognized Interscholastic Sports

Individuals, who are in either the intramural program or a club sport, may petition to the Athletic Director to be in the OHSAA Tournament. This is for individual activities only and a person may petition when a new sport is under or in the process, of consideration as an interscholastic sport.

- A. The Athletic Director will determine approval of any individual petitions for individual competition. Individual competition includes OHSAA tournament competition and regular season competition to qualify for OHSAA tournament only. Example: qualifying times for seeding purposes.
- B. Individual must provide information supporting successful qualification into the OHSAA tourney at the state level to the Athletic Director.
- C. Petitions must be received one month prior to the first day of practice as determined by the OHSAA.
- D. The individual is responsible for all related expenses of competition.

4. Evaluation

The following objectives for the athletic program in the Clear Fork Local Schools represent ways to evaluate success or failure of the interscholastic teams. The degree of success of an athletic program is determined by the values learned and demonstrated by student athletes and coaches and not by wins and losses, awards received or seats sold at athletic contests. Objectives in the program will be to:

- A. provide all students with the opportunity to gain knowledge and skills through interscholastic athletics;
- B. provide a broad and varied athletic program, along with qualified coaches and supervisors, that places a high priority on the educational, physical and psychological needs of the student athlete;
- C. develop habits, values and attitudes in student athletes that lead to success in school and later life;
- D. develop a positive concept of self and a sense of self-reliance in student athletes;
- E. provide proper health and medical supervision, proper uniforms and equipment and athletic facilities which meet health and safety standards for all aspects of the athletic program;

- F. establish open lines of communication for all parts of the athletic program, school and community and to achieve good school-community relations;
- G. set high standards of sportsmanship and integrity for coaches, athletes, spectators, school and community and
- H. employ personnel who will demonstrate integrity and a level of moral behavior that will provide an excellent role model for students.

[Approval date: August 14, 2000]

(Revision date: February 23, 2004)

INTERSCHOLASTIC ATHLETICS

Code of Conduct

The Clear Fork Valley Local School system recognizes that the period of adolescence is a difficult time of change, growth, both physical and mental, decision making, experimentation and confusion. Great demands are placed on our youngsters while influences and pressures are constantly present.

The coaches and administration of the District believe certain standards of behavior are important in the development of a sound athletic program. Students who voluntarily participate on a athletic team are expected to accept the responsibilities that accompany this privilege. Along with the choice to play is a commitment to obey the rules.

Goals:

1. Help to establish individual and team discipline.
2. Encourage maximum performance on and off the field.
3. Inform the athletes of the dangers of drugs, alcohol and tobacco.
4. Stress the importance of sacrifice to become a winning person.
5. Set up education alternatives to help young athletes make responsible decisions.
6. Exemplify the need for rules in all aspect of life.

Teaching Rules:

Following is a list of Training Rules and the consequences of their violation. Rule 3 & 4 will be in effect year around (12 months). The remainder of the Training Rules will be in effect for each sport season and will be in effect until the end of that sport season including tournaments. A violation occurring anytime during the period from the first fall practice to and including the last spring awards ceremony will result in standard penalties as follows:

Rule 1: No Selling or Distribution of Drugs or Alcohol

First Violation:

- A. Immediate dismissal from athletics from point of infraction for entire school career. School personnel must have documented evidence and/or criminal charges must be filed relative to the incident.

Rule 2: No Possession, Purchase or use of Tobacco, Alcohol or Nonprescribed Drugs

Athletes shall not possess, handle, transmit or conceal alcoholic beverages, tobacco or tobacco products, narcotics or drugs, look-alike drugs or substances which are thought to be drugs or inferred to be drugs.

Violation of Rule 2:

- A. An immediate dismissal from team.
- B. If an athlete wants to return to his/her next athletic season, he/she will be required to participate in the guidance reinstatement program.
- C. An athlete who does not comply with the guidance program cannot participate in sports until he/she completes the reinstatement program.
- D. An athlete forfeits all rights to awards and honors.
- E. The first violation of this offense for both junior and senior high athletes must follow above procedures, A, B, C. The second violation by a senior high athlete who has had two previous junior high violations will prohibit that individual from further participation in the Clear Fork High School Interscholastic athletic program.

Rule 3: Participation in extracurricular activities is a privilege, not a right. In keeping with this philosophy, any athlete involved in any activity that will bring discredit to our school, community or any team will be subject to disciplinary action that will include a mandatory denial of participation of at least one game and may be subject to other disciplinary actions as determined by the Athletic Committee, some of which are:

- A. denial of admission to a team;
- B. removal from a team either for the remainder of the season or for a temporary period and/or
- C. denial of participation in tryouts, open gyms, fitness programs, practices or contests.

Rule 4: Any athlete that confesses to/or convicted of any felony and/or confesses to/or convicted of any first degree misdemeanor will result in denial of participation for a period of one year from the date of infraction. (Rules 3 & 4 are in effect 12 months of the year.)

Rule 5: All athletes involved in disciplinary action in the classroom or school related activities during the current sports season where out of school suspension results will be subject to denial of participation for an equal length of time. If a coach's additional rules are violated, the specified penalty will be followed.

Rule 6: All athletes must be in school at least 1/2 day on the date of a contest. Exceptions may be granted by the principal or his designee.

Rule 7: All athletes must abide by the rules set forth by the Ohio High School Athletic Association.

Enforcement Procedure:

The coach or advisor will complete an "Intent to Deny Participation Form" and give the student an opportunity to be heard.

Right to Appeal

All athletes have a right to appeal the denial of participation from an activity imposed by their coach or advisor. The athlete should contact the principal if he/she wishes to appeal.

DEFINITIONS

1. The Athletic Committee

At the high school, the committee shall consist of the assistant principal, athletic director and one head coach not involved in the particular sport. At the junior high level, the committee will consist of the counselor, athletic director and one junior high coach not involved in that particular sport. In the absence of one of the three members of the committee, the remaining two members shall select a replacement.

The athletic committee shall have decision making powers and the duty to determine whether or not a violation has occurred. This committee may be convened upon the request of a coach, player or any school official. This committee may be requested to determine the validity of the source of information concerning the violation.

2. Assessment

A process performed by certified counselors and/or physicians for evaluating an individual's drug and/or alcohol use.

3. Right to Appeal

As per Ohio Revised Code 3313.44 and 3313.661 and the policy of the Clear Fork Board of Education, each head coach and/or activity sponsor must follow recognized due process procedures before a student is denied the opportunity to participate in activities.

Each head coach (or activity sponsor) must develop and post a set of rules or regulations for the participants listing conduct which may cause denial or participation in such activities. Each participant must be made aware of these rules. (Give the athletic director at least two copies of these rules.)

When it becomes necessary to deny a student participation, the student should be given written notice that the activity will not be open to his/her concurrent with notification of the reason(s) therefore.

The student has the right to appeal the decisions of the coach or advisor to the athletic committee. This board shall make a recommendation to the principal. The principal shall make a final decision regarding the appeal.

REINSTATEMENT PROGRAM

The reinstatement program was created by the guidance and athletic departments to have the student athlete explore in more depth the effects of tobacco, alcohol and drugs upon themselves, team members, parents, etc.

1st Offense in a Career: Denial of participation for one calendar year.

If a student/athlete enrolls and actively participates in an intervention program, through a professional rehabilitation program, for a minimum of 5 sessions (any costs for the counseling will be the responsibility of the student/athlete and/or parents/guardians of the student athlete), the denial of participation will be reduced to 50% of the scheduled contests in that current sport's season. Parents/guardians are required to attend a minimum of two counseling sessions with the student/athlete. All counseling sessions must be completed prior to further athletic participation. If less than 50% of the contests remain in a season, a carryover will occur in the next sport's season in which the student participates: (Example: A football player is caught using tobacco during the 9th week of the football season. He seeks help through a qualified substance abuse program. He will be denied participation for the remaining two football games (20%) and the 1st six basketball games (30%) of the season, should he decide to go out for basketball). If a student is caught violating this policy outside a sport's season, he/she will be denied participation in 50% of the contests in the next sport in which they participate. The student/athlete must complete the full sport season in which the denial of participation is served. Failure to complete the full season will result in the denial of participation being applied to the next sport season in which the student/athlete participates. During the period of denial, the student/athlete will be permitted to practice with the team, but will not be in uniform at any contests. In addition, any violation of the drug/alcohol/tobacco policy results in forfeiture of all post-season awards. This includes participation in all-star games and on all-star teams. If there were a carryover from one sport's season to another, the student athlete would forfeit awards for both seasons.

2nd Offense in a Career: If a student/athlete violates the drug/alcohol, tobacco policy a second time in his/her high school career, he/she will be denied participation in all athletics for a calendar year. A referral will be made to a professional substance abuse rehabilitation program.

3rd Offense in a Career: If a student/athlete violates the drug, alcohol, and tobacco policy 3 times in his/her high school and/or middle school career, he/she will be denied participation for the remainder of his/her tenure at Clear Fork High School/Clear Fork Middle School. A referral will be made to a professional substance abuse rehabilitation program.

* If a student/athlete is found to be selling or distributing drugs/drug paraphernalia, he/she will be denied participation for a calendar year. A second violation during his/her high school and/or middle school career will result in denial of participation for the remainder of his/her tenure at Clear Fork High School/Clear Fork Middle School.

A contact with the Richland County Sheriff's Department will be made at both levels of violations as listed above.

[Approval date: August 14, 2000]
(Revision date: February 23, 2004)

CLEAR FORK HIGH SCHOOL
ATHLETIC DEPARTMENT

Date _____

STUDENT'S NAME _____ BIRTHDATE _____

PARENT'S NAME _____

ADDRESS _____

PHONE _____

SPORT _____

COACH _____

Please complete the front of this envelope and all the forms in this packet and return to the Athletic Director who will issue the okay to practice/play form.

We have read and understand all the enclosed forms and information and we understand that completing these forms is a prerequisite for participation in any practice or contest at Clear Fork High School.

We understand that a violation of one or more of the rules can result in denial of participation.

ATHLETE'S SIGNATURE _____

PARENT'S SIGNATURE _____



_____ OHSAA FORM _____ FOR OFFICE USE
_____ PHYSICAL CARD
_____ INSURANCE FORMS
_____ EMERGENCY MEDICAL FORM
_____ DATA SHEET _____ OK TO PRACTICE/PLAY
_____ INFORMATION SHEET

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board, in compliance with ORC 3313.535 establishes the minimum grade point requirement for students participating in interscholastic activities. The Board recognizes the values associated with and gained as a result of participation in various activities and also believes this participation adds to the success of students in the classroom.

Students Enrolled in Grades 9-12

1. In the immediately preceding grading period, a student must receive a passing grade in a minimum of five one credit classes or the equivalent, which count toward graduation.
2. Those grades must, when combined, be a total grade point average of at least 1.25 on a four point scale.
3. A student enrolling in the ninth grade for the first time is eligible to participate in athletics for the first grading period regardless of previous academic achievement.

Students Enrolled in Grades 7-8

1. A student enrolled in seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, a student in grades 7-8 must have received passing grades in 75% of those subjects carried the preceding grading period in which the student was enrolled and when those subjects are combined, must be a total grade point average of at least 1.25 on a 4.0 scale.

Pass/Fail Policy

Any student in grades 7-12 who received a failing grade for any class for the previous grading period may be eligible to participate in interscholastic extracurricular activities provided he/she meets all of the requirements of the above grade point averages.

All requirements of the Ohio High School Athletic Association must be met in addition to those outlined in this policy.

Preceding grading period means the first grading period for the 1998-99 school year and thereafter, the grading period immediately preceding the period of participation.

Summer school grades earned may not be used to substitute for failing grades from the preceding grading period of the regular school year as they relate to interscholastic athletic eligibility.

Interscholastic extracurricular activities mean a student activity program that a school district sponsors or participates in that includes participants from more than one school or school district. Interscholastic extracurricular activity does not include any activity included in the District's graded course of study. For athletic eligibility purposes, grade point averages are calculated using the following scale.

<u>A</u>	<u>4.00 - 3.64</u>
<u>A-</u>	<u>3.63 - 3.5</u>
<u>B+</u>	<u>3.49 - 3.37</u>
<u>B</u>	<u>3.36 - 2.64</u>
<u>B-</u>	<u>2.63 - 2.5</u>
<u>C+</u>	<u>2.49 - 2.37</u>
<u>C</u>	<u>2.36 - 1.64</u>
<u>C-</u>	<u>1.63 - 1.5</u>
<u>D+</u>	<u>1.49 - 1.37</u>
<u>D</u>	<u>1.36 - .64</u>
<u>D-</u>	<u>.63 - .5</u>

The student handbook outlines all interscholastic extracurricular activities that are subject to the above policy guidelines.

[Adoption date: August 14, 2000]
(Revision date: February 23, 2004)

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

ADULT EDUCATION PROGRAMS

The Board recognizes that it has an educational responsibility to the entire community and to life-long education. Accordingly, adult education courses are provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education and development of special interests in various arts, crafts and recreation.

The Superintendent or his/her designee administers the adult education program supported by a combination of District funds, State and Federal aid and fees. State aid is requested for all courses for which the State offers such aid. Adults who attend such programs are expected to comply with established rules and regulations.

[Adoption date: August 14, 2000]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.54; 3313.58; 3313.641; 3313.644
OAC 3301-35-05

CROSS REF.: IGAD, Occupational Education

ADULTS IN HIGH SCHOOL PROGRAMS

By statute, the educational programs and services provided by the Clear Fork Valley Board of Education are primarily intended for students between the ages of 5 and 22. However, the Board recognizes the importance of a high school diploma and desires to be of maximum service to the residents of the Clear Fork Valley School District insofar as such service does not compromise the primary intent of Board-sponsored programs and services. Accordingly, adult residents of the Clear Fork Valley Local School District may attend regular high school classes to complete requirements to receive a Clear Fork diploma in accordance with the following procedures.

1. Adults who wish to attend classes at Clear Fork High School must schedule a conference with the principal prior to registration. Contingent on this conference and a review of the adult's records, the principal may approve or reject the adult's requests to register and attend classes.
2. Adult students must be registered for classes prior to the date seniors are required to pick up their schedules.
3. Adult students must be ready to begin attending classes on the first day of the school year for students.
4. Adult students may not participate in classes where such participation would mean the creating of an additional class or the hiring of another staff member.
5. A tuition of \$50.00 per class per semester is charged adult students. In addition, adult students are responsible for the usual course fees.
6. Adult students are at the high school only during the times necessary to attend the classes for which they are registered.
7. Adult students are subject to the same attendance and tardy policies as regular Clear Fork High School students.
8. Adult students are subject to the same rules, regulations, policies, procedures, Code of Student Conduct and expectations as regular Clear Fork High School students with one exception. Adult students will not be provided the same number of steps in penalties for violating the Code of Student Conduct. Any violation of the Code of Student Conduct by an adult student may result in immediate expulsion with no return of fees.
9. Adult students are not eligible to participate in extracurricular activities.
10. Adult students are subject to the same graduation requirements as the Clear Fork students of the year the adult student completes work for the high school diploma.

11. Adult students are subject to the same regulations for recognizing credits that may be applied towards a Clear Fork diploma as regular Clear Fork students.
12. Adult students may participate in graduation exercises and senior breakfast, but only if they meet all the requirements, timelines, etc., placed on regular Clear Fork students.
13. Adult students are not ranked with the students of the graduating class and do not qualify for any academic or other awards or honors.

[Adoption date: August 14, 2000]

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 21 units for earning a high school diploma. These 21 units can consist of no more than six equivalent high school credits for adult students' life experiences. The life experiences may include work and volunteer experience; completion of academic, vocational or self-improvement courses and other experiences judged by the Board as providing knowledge, learning experiences and competencies comparable to those gained in the classroom. School staff evaluate the applicant's application for the Diploma of Adult Education. Each application must be approved by the Superintendent.

To be eligible to receive equivalent high school credits for the Diploma of Adult Education an applicant must be at least 22 years old, be a resident of the district and not have been issued a high school certificate of attendance or diploma.

The District must make provisions to administer the Ohio Graduation Test to any eligible adult with exceptions for disabled persons. The adult must pass all subtests of the Ohio Graduation Test.

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.611; 3313.645
3317.024
OAC 3301-13-02; 3301-13-05; 3301-13-06
3301-35-01; 3301-35-02

CROSS REFS.: IKF, Graduation Requirements
IL, Testing Programs

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 21 units for earning a high school diploma. These 21 units can consist of at least one-half and no more than six equivalent high school units for adult students' life experiences.

Criteria for Issuing Adult Diplomas

Any eligible adult is awarded the Diploma of Adult Education if the individual:

1. is at least 22 years old and currently resides in the District;
2. has earned a minimum of one-half and maximum of six equivalent adult high school units;
3. has earned sufficient high school units as required by the District for high school graduation, including equivalent life experience units, adult high school continuation units and chartered high school units and
4. has passed the Ohio Graduation Test in reading, writing, mathematics, science and citizenship or has been excused from the test because of a disabling condition described in the Ohio Revised Code.

All four requirements must be satisfied.

Program Elements Basis for Awarding Equivalent Adult High School Credits

According to the procedures established by the Board for granting equivalent adult high school units, the Board may award those units for successful completion of the following.

1. Educational option approved by the Board must be in compliance with the provisions of Paragraph D of Rule 3301-35-01 and Paragraph C of Rule 3301-35-02 of the Ohio Administrative Code;
2. The certificated staff will evaluate the documentation of life experiences. The life experiences must demonstrate the competencies that the Board has approved as equivalent to those attained in a classroom setting. Those may include one or more of the following:
 - A. work experience;
 - B. experience as a volunteer;

- C. completion of an academic, vocational or self-improvement course and
 - D. other life experiences judged by the District Board to provide knowledge, learning experiences and competencies comparable to those attained in a classroom setting.
3. Staff holding certificates appropriate for the subject in which equivalent credit is granted shall provide instruction and/or evaluate the applicant's performance in tutorial and independent study programs;
 4. Staff holding certificates for the subject which credit is granted shall evaluate the applicant's performance in correspondence courses, educational travel, mentor programs and portfolio development;
 5. Each applicant's learning experiences and competencies are evaluated in terms of their equivalence to experiences and competencies attained through the regular classroom instruction. The evaluation is based on a review of the following components of the regular classroom program:
 - A. subject objectives;
 - B. instructional activities, materials and environment and
 - C. criteria and methods of assessing student performance.
 6. Coordination of this program is under the direction of the High School Principal or his/her designee. The Superintendent certifies all applications for a Diploma of Adult Education and the Board grants the diploma.

For Item 1 above – A high school counselor evaluates the transcript of an applicant to determine units to be completed to fulfill the District's curriculum requirements.

For Item 2 above – The same counselor meets with the applicant. The counselor prepares an instructional plan and advises regarding courses needed and equivalency credit documentation in the form of a portfolio which is needed to complete District requirements for graduation. At least one-half and no more than six life experience units may be counted toward those needed to earn a Diploma of Adult Education.

The President and Treasurer of the Board and the Superintendent shall sign the Diploma of Adult Education. Each diploma shall bear the date of its issuance, be in such form as the Board prescribes and be paid for from the District's general fund.

Administering Ohio Graduation Test to Eligible Adults

The Board must make provisions to administer the Ohio Graduation Test to any eligible adult who is scheduled to earn a diploma.

Exceptions can be made for disabled adults. The tests are to be administered twice each year according to Rule 3301-13-02 of the Administrative Code.

The Ohio Graduation Test is limited to persons enrolled in an adult high school continuation program and/or to eligible persons who have earned at least one-half equivalent adult high school credit.

Although the Ohio Graduation Test is to be administered to eligible adults on the same days in the same manner as prescribed for high school students, the District may administer the tests to adults in the evening.

The test is to be provided and administered at no cost to the adult student. The District administers the test and the State Board of Education provides the test and scoring.

All test security provisions included in Rule 3301-13-05 of the Administrative Code apply. Answer documents are scored and results reported according to Rule 3301-13-06 of the Administrative Code.

By September 1 of each year, the District must notify the Director of the Division of Education Services, Ohio Department of Education, of the number of eligible adult students expected to take the Ohio Graduation Test in November of that year.

[Approval date: August 14, 2000]
(Revision date: September 23, 2002)

GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: August 14, 2000]

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

CROSS REF.: IHB, Class Size

CLASS SIZE

While the Board strives to provide the appropriate class size for each learning experience, there are times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms affects 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. 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: August 14, 2000]

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

CROSS REF.: IHA, Grouping for Instruction

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 administrative and teaching staff of the District authority to recommend instructional and library supplemental materials.

Materials for school classrooms and school libraries are recommended by the appropriate professional personnel staff 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. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

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

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 materials does not include academic tests or academic assessments.

[Adoption date: August 14, 2000]

(Revision date: June 28, 2007)

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

ORC 3313.642
3329.06; 3329.07; 3329.08

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use & Internet
Safety)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional
Materials

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: August 14, 2000]

(Revision date: January 5, 2012)

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

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The right to a free choice among alternatives is basic to a democratic society. It is through the exercise of the freedoms set forth in the Bill of Rights that an informed choice can take place. Our educational system must, therefore, allow free access to a full range of instructional materials to insure the realization of this freedom.

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the professional staff to increase the effectiveness of the instructional program. Supplementary 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).

Materials are considered on the basis of overall purpose; timeliness or permanence; importance of the subject matter, quality of the writing or production; readability and popular appeal; authoritativeness; reputation of the publisher or producer, reputation and significance of the author, artist, composer, producer, etc.; format and price.

Supplementary materials support and are consistent with the general educational goals of the District and the written objectives of specific courses.

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. Materials should be appropriate for the subject area, age level, ability level, emotional development and social development of the students for whom they are selected.

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their over-all reputation, and should not be rejected because of an occasional article that may be offensive.

Films and other rented instructional materials are used in the classroom for education purposes only. No rented film that includes a notice that the film is intended for "home use only" will be shown to a class for entertainment purposes.

When using film, instructional television or any other technology (coupled with graded courses of study and general curriculum materials), teachers should keep in mind that the software delivered to the student must be suitable to both the skill and maturity level of the learner. Federal copyright rules must be followed at all times.

In addition, parents have the right to inspect any materials used as part of the educational curriculum to which their child will be exposed.

The recommendation of supplementary materials rests with the Superintendent/designee and final approval rests with the Board.

[Adoption date: April 21, 2011]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Copyright Act, 17 USC 101 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.642
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

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 interest, 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.

The Board is legally responsible for all matters relating to the selection of educational resource materials and delegates that responsibility to trained personnel.

Criteria for Selection

Needs of the individual school based on knowledge of the curriculum and of the existing collection are first given first consideration. Materials for purchase are considered on the basis of:

Overall purpose

Timelines or permanence

Readability and popular appeal

Clarity of presentation and style

Reputation of publisher/producer
author/composer, etc.

Literary quality

Format and price

Authenticity and accuracy of materials

Significance of subject matter

Balance of materials that present
different points of view

In selecting materials for the library media center, the library media specialist evaluates the existing collection, considers requests from faculty, student and curriculum committees and consults professional selection tools.

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 materials are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

[Adoption date: August 14, 2000]

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

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

DISTRICT WEBSITES

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

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

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

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

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

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

Accessibility of Website

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

Advertising or Sponsorships

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

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

[Adoption date: April 21, 2011]
(Revision date: January 12, 2017)

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

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

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The 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 resource program.

[Adoption date: August 14, 2000]

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

FIELD TRIPS

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

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

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

Non school-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 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 work day.

Travel Vendor Compensation

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

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

[Adoption date: August 14, 2000]
(Revision date: September 23, 2002)

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

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

FIELD TRIPS

Eligible Participants

In most cases, an entire class takes part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to experience a field trip if such a trip would provide instructional benefits.

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

Field trips must meet the following standards.

1. The school principal is responsible for the enforcement of all rules pertaining to trips in his/her school. All trips must be approved by the principal and the Superintendent.
2. All students must have a written permission slip from parent or guardian before any trips.
3. All trips must include the teacher and adult supervisors as deemed necessary by the principal.
4. Requisition or application for a school bus must be made by the principal two weeks before the date of the trip.
5. Limitations on the number of field trips to be taken each year may be established by the Superintendent. Each school principal will be informed by the Superintendent of the number of field trips available to his/her school at the beginning of each year.
6. Trips must have a definite educational value. Pre-planning and discussion following the trip is required.
7. Groups making a trip by other means than bus must get prior permission from the building principal and Superintendent. For reasons of safety, trips other than by bus are discouraged.
8. Field trips during the school day are limited during the first two weeks and last two weeks of the school year.

9. All trips must be authorized by the building principal. Final approval of such trips must be made by the Superintendent based on the availability of buses and drivers for such trips.
10. Field trips may not interfere with transporting students to and from school.
11. Saturday and Sunday bus trips are held to a minimum.
12. If a request has been made for a bus and a bus driver is prepared to make an extracurricular trip and the trip is canceled at the last minute, the organization or group making the request reimburses the driver in accordance with the classified staff negotiated agreement.
13. Field trips that are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips that involve overnight stays, will be paid for by the participating students or related booster club. Care will be taken by the administration that such trips do not proliferate to the point where the expense becomes a burden for the parents.
14. Transporting football teams, bands, etc., to observe college or professional games and entertainments is not permitted.
15. No persons other than students, chaperones and school employees actively involved will be permitted.
16. Buses will not load or discharge passengers on route to and from destination while making extracurricular trips.
17. Coaches and relative personnel (band director) submit a complete schedule of trips to the building principal and band boosters for approval prior to the beginning of their season. This schedule includes all trips--contests, scrimmages, etc.
18. Field trips out of state while school is in session will not normally be approved. However, the Board will consider special requests for such trips when 90 day advance notice is given and when they are necessary, well-planned, adequately chaperoned and satisfactorily financed.

[Approval date: August 14, 2000]

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide for individuals who have expertise in various areas to be used as resource persons. Volunteers will work under the direct supervision of Clear Fork staff members. Work with students will be performed when Clear Fork staff are physically present.

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

Volunteers who work directly with students may be required to have a criminal record check.

[Adoption date: August 14, 2000]

(Revision date: May 14, 2009)

(Revision date: April 21, 2011)

LEGAL REFS.: ORC 2305.23; 2305.231
Chapter 2744
3319.39
OAC 3301-9-01

CROSS REF.: GBQ, Criminal Record 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, interest, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and vocational matters.

Guidance is based upon these broad fundamental principles.

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

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

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

The guidance department is responsible for assisting with implementation of the testing dimension of the competency-based 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 counselors.

[Adoption date: August 14, 2000]

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

CROSS REF.: AFI, Evaluation of Educational Resources

CAREER ADVISING

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

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

The district's plan for career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - c. Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.

4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the district.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the District's policy on credit flexibility and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

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.

[Adoption date: November 12, 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: August 14, 2000]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

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

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers.

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

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

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

[Adoption date: August 14, 2000]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

In an attempt to encourage students to take the academically more challenging high school courses, a weighted grading system is used at the high school to determine student grade point averages, honor roll students, honor students, academic awards, academic recognition, transcripts and class ranking.

1. The weighted grading procedure defined below will be effective with the 2000-2001 school year.
2. Beginning with the graduation class of 2002, valedictorian and salutatorian will be dropped and the following graduation honors will be designated.

Summa Cum Laude:	GPA of 4.0 or higher
Magna Cum Laude:	GPA of 3.80 to 3.99
Cum Laude:	GPA of 3.60 to 3.79

- A. All three honor levels will be recognized at the Senior Awards Night.
 - B. All three groups will be designated in the graduation program.
 - C. Summa Cum Laude will be recognized at the graduation ceremony and presented with academic achievement medal.
3. The top 10% of the graduating class will be recognized with special attire for graduation.
 4. To be eligible to be an honors graduate, a student must attend high school for four years.

Grading Scale and Grade Point Average Determination

1. A committee of department heads will determine high school classes that will carry the weighted grade designation.
2. Postsecondary classes will carry the weighted grade designation.
3. Effective with the class of 2000-2001, certain classes will be given weighted grade points. The following chart will be used when calculating grades and GPA:

	Grade		GPA Un-Weighted	GPA Weighted
A	92 - 100	A	4.00	5.00
A-	90 - 91.99	A-	3.63	4.63
B+	88 - 89.99	B+	3.37	4.37
B	82 - 87.99	B	3.00	4.00
B-	80 - 81.99	B-	2.63	3.63
C+	78 - 79.99	C+	2.37	3.37
C	72 - 77.99	C	2.00	3.00
C-	70 - 71.99	C-	1.63	2.63
D+	68 - 69.99	D+	1.37	1.37
D	62 - 67.99	D	1.00	1.00
D-	60 - 61.99	D-	0.63	0.63
F	Below 60	F	0.00	0.00

[Approval date: August 14, 2000]
(Revision date: January 12, 2004)

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

[Adoption date: August 14, 2000]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

HOMEWORK

Homework, as long as it is properly designed, carefully planned and geared to the development of the individual student, meets a real need and has a definite place in the educational program. Homework is not used for disciplinary purposes. The extent and type of homework given is decided by the classroom teacher within the framework of specific instructional plans.

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

[Adoption date: August 14, 2000]

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

PROMOTION AND RETENTION OF STUDENTS

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

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

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is ~~not~~ failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

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

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

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

1. The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in 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 entitle to special education and related services under Chapter 3323 of the Revised Code.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under Section 3301.0710 or the Revised Code.
 - 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 has 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: August 14, 2000]

(Revision date: July 9, 2013)

(Revision date: July 10, 2014)

(Revision date: January 7, 2016)

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

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

Clear Fork Valley Local School District, Bellville, Ohio

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)

ODE MODEL ACCELERATION POLICY

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 Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a pre-school educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. 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 thirty days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

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. 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 thought 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 students 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

- C. 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: June 28, 2007]

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

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
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 (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the State that are recognized for excellence.

The requirements for graduation from high school are as follows.

District Minimum

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Personal Finance and Office Applications/Google Tools	1 unit
Health	½ unit
Physical Education	½ unit
Electives*	7 units
Total	23 units

Statutory Graduation Requirements

English Language Arts	4 units
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History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent**	4 units
Health	½ unit
Physical Education	½ unit
Electives*	5 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. **students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
3. Units earned in social studies shall be integrated with economics and financial literacy and
4. Passing all state-required examinations.

Summer School

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

Educational Options

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

College Credit Plus and Postsecondary Enrollment Options

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

Correspondence Courses

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

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

Coursework 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

Clear Fork Valley Local School District, Bellville, Ohio

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 does not offer students the ability to participate in the Opt Out program.

[Adoption date: August 14, 2000]
(Revision date: March 26, 2001)
(Revision date: April 28, 2003)
(Revision date: February 23, 2004)
(Revision date: June 28, 2007)
(Revision date: May 14, 2009)
(Revision date: May 2, 2013)
(Revision date: April 20, 2017)

LEGAL REFS.: ORC 3301-07(D)(3)
 3313.60; 3313.014; 3313.603; 3313.605; 3313.61
 3345.06
 OAC 3301-35-04
 3301-16-05

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

EARLY GRADUATION

The Board believes that high school is a valuable four-year experience for students. Consequently, the Board discourages early graduation. However, in extreme circumstances a student may apply for permission to graduate early.

1. A student must make a request in writing to the high school principal or his/her designee (guidance counselor). This request must state the reasons for desiring early graduation and be signed by the student and both his/her parents.
2. After submitting the written request, the student and both parents must schedule and attend a conference with the guidance counselor before any decision will be made on the request.
3. Requests for early graduation are approved only in the most extreme cases.
4. On requests for early graduation made after August 1, there may be problems concerning pictures, names in programs, caps and gowns and the like. While an attempt will be made to accommodate a student in such a case, no guarantees can be made.
5. If permitted to graduate early, a student must complete all requirements and standards of the local Board and all requirements and standards of the State Board of Education before said student will be permitted to participate in any graduation exercises or graduation-related activities.
6. If one is permitted to graduate early, he/she may be included in award appropriate for graduating students.
7. Some students complete graduation requirements early and desire to participate in graduation and senior activities the following year with their class. Such students may do so only if they complete the following steps.
 - A. They notify the principal of their intention to participate in commencement exercises and senior activities in writing before October 1. If a request is not received by October 1, the student will forfeit the opportunity to participate in these events.
 - B. They are given the opportunity to have their pictures taken.
 - C. They must order cap and gown, fulfill all obligations such as fines, class dues, etc.
 - D. They may participate in senior breakfast and the awards assembly.

- E. They must participate in commencement rehearsals.
- F. If there is any disruptive behavior at any time, they will be banned from commencement exercises and senior activities.
- G. They must meet all deadlines in order to participate. This includes pictures for annual, ordering cap and gown, announcements, etc.

[Adoption date: August 14, 2000]

GRADUATION EXERCISES

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

1. Successful completion of all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Clear Fork Valley Local Board of Education.
2. Students graduating early must have filed the required application papers.
3. All financial obligations to the high school or Board of Education must be paid.
4. All disciplinary obligations must be satisfactorily completed.
5. Participation in graduation rehearsal is required for participation in the graduation ceremonies and any award programs.
6. Students participating in the ceremony must wear the prescribed cap and gown.
7. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.
8. Foreign exchange students will be permitted to participate in all graduation ceremonies and awards programs.

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: August 14, 2000]

LEGAL REFS.: ORC.: 3313.120; 3313.66; 3313.661

CROSS REFS.: JECBA, Admission of Exchange Students

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 in order to:

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

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

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

Each student with a disability is considered individually as to his/her participation in standardized testing program.

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: August 14, 2000]
(Revision date: April 21, 2011)
(Revision date: April 20, 2017)

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729
3319.32; 3319.321

OAC 3301-13-05
3301-35-02; 3301-35-03; 3301-35-04

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

TESTING PROGRAMS

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

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

[Approval date: April 21, 2011]

COMPETENCY-BASED EDUCATION

Competency-based education measures student outcomes relative to the instruction provided. The District must state what is taught, substantiate the results and pursue appropriate corrective/supportive action. The Board expects the Superintendent, employing the talents of appropriate administrators and instructional staff as well as outside consultants when necessary, to implement within the District a program of competency-based education which meets and exceeds the requirements of the Ohio Administrative Code. Programs are developed for the areas of reading, mathematics and English composition.

Such programs include subject objectives (what is taught), student performance objectives (what the student is able to do to demonstrate learning), evaluation procedures to determine program effectiveness and intervention techniques to provide for program improvement and to assist student improvement.

Provisions are made for periodic assessment, including testing, to be done in the areas of mathematics, reading and English composition at least once in grades one through four, grades five through eight, and grades nine through 11. Competency-based tests selected as a part of assessment are constructed so as to test those subject objectives established within the District.

The Superintendent establishes a committee of administrators and instructors to develop guidelines for the use of assessment results for improving instruction, program evaluation, intervention programs to assist students as needed, guidance programming and promotional decisions.

Program evaluations are reviewed and updated. A schedule for such is developed and implemented by the Superintendent.

[Adoption date: August 14, 2000]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: AFE, Evaluation of Instructional Programs (Also IM)

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who graduate;
6. extent of and trends in, admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data which the Superintendent deems necessary.

The Superintendent is instructed to keep himself/herself informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency-based educational testing program is used as a part of the evaluation.

[Adoption date: August 14, 2000]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs
ILA, Competency-Based Education

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

Teachers 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. Consideration of the issue should receive only as much time as is needed to cover the issue 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: August 14, 2000]
(Revision date: December 13, 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 does not require the daily recitation of the Pledge of Allegiance; however, the Board encourages reciting of the Pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

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

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

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.

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: August 14, 2000]

(Revision date: July 18, 2003)

(Revision date: June 29, 2010)

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl..

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

ORC 5.23

3313.601; 3313.602; 3313.63; 3313.80

ANIMALS IN THE SCHOOLS

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

There are a variety of ways animals can be used in schools including:

1. scientific instruction
2. classroom pets
3. school mascots
4. search dogs

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

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

Service Animals

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

[Adoption date: June 29, 2010]

(Revision date: September 15, 2011)

LEGAL REF.: OAC 3701-54-07

CROSS REFS.: JFG, Interrogations and Searches
EBAA, Reporting of Hazards
EBC, Emergency/Safety Plan
ECG, Integrated Pest Management

ANIMALS IN THE SCHOOLS

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

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

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

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

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

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

[Approval date: June 29, 2010]
(Revision date: September 15, 2011)