



IGCC	Honors Program
IGCD	Educational Options (Also LEB)
IGCE	School Camps
IGCF	Home Instruction
IGCG	Preschool Program
IGCH	Postsecondary Enrollment Options (Also LEC)
IGCI	Post-Secondary Enrollment Credits
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
IGDG	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGDJA	Uniform Training Rules for All Sports
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
IGEE	Awarding of High School Diplomas to Veterans of War
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 Web Site Publishing
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICB	Community Resource Persons
IICC	School Volunteers
IJ	Guidance Program
IK	Academic Achievement
IKA	Grading Systems
IKAA	Final Examinations
IKAB	Student Progress Reports to Parents
IKAC	Student Conferences
IKAD	Parent Conferences
IKB	Homework
IKC	Class Rankings
IKD	Honor Students
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
ILA	Competency-Based Education
ILAA	Alternative Way to Meet OGT Requirement
ILB	Test Administration
ILC	Use and Dissemination of Test Results
IM	Evaluation of Instructional Programs (Also AFE)
IMA	Minimum Course Student Numbers
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
INH	Class Interruptions

## 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.giving students a mastery of the basic skills of learning, thinking, problem solving, reading, writing and computation;
- 2.teaching students to use the various media of self-expression;
- 3.instilling in students a knowledge of the social and natural sciences;
4. acquainting students with the richness of the national heritage;
5. stimulating students to work productively in the various areas of human endeavor and
6. 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: January 20, 2004]

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

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

## INSTRUCTIONAL OBJECTIVES

Skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning is identified within each subject area and at each grade level.

The state of Ohio course of study develops a competency-based curriculum.

The educational program of the District is the result of the state curriculum, articulation, implementation and evaluation.

Instructors employ methodologies to assure accomplishment of that learning necessary to successful movement to the next level of learning.

Student achievement will be evaluated. This evaluation considers student achievement of learning objectives, benchmarks and testing outcomes.

[Adoption date: January 20, 2004]

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

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

## ACADEMIC FREEDOM

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

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

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

[Adoption date: January 20, 2004]

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

CONTRACT REF.: Teachers' Negotiated Agreement

## SCHOOL YEAR/SCHOOL CALENDAR

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

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

In preparing the calendar, the Superintendent consults with other schools and districts in the area and as prescribed by contract language.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3313.48 et seq.; 3313.62; 3313.63  
3317.01

CROSS REF.: EBCD, Emergency Closings

## SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels. These hours satisfy the time requirements established by State law and the State Board of Education regulations.

The Superintendent is authorized to make minor changes in opening (delays) and closing (early release) times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval. In any case, the State Minimum Standards for length of day must be met or exceeded.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3313.48 et seq.  
OAC 3301-35-02(B)(11-13)

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 promote the efficient operation of the District and help achieve a more effective instructional program.

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

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

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

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

The organization of facilities may be re-organized to comply with the provisions of No Child Left Behind.

[Adoption date: June 15, 2004]

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

CROSS REFS.: IGBJ, Title I Programs  
JECBD, Intradistrict Open Enrollment

## CURRICULUM DEVELOPMENT

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

Curriculum planning should be based on the educational philosophy and goals approved by the Board and the objectives developed by the State Department of Education. 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 instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The professional staff is expected to play an active role in curriculum implementation.

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: January 20, 2004]

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 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. After evaluation, courses of study are presented to the Board for adoption or re-adoption.

[Adoption date: January 20, 2004]

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

## CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas have written courses of study. The Superintendent submits each course of study to the Board for its recommendation and adoption. Each course of study includes a foreword, a table of contents, an introduction, a philosophy, educational goals, program and subject objectives, scope and sequence of the course and evaluation procedures. The Board shall provide each educator a copy for official use.

[Adoption date: January 20, 2004]

LEGAL REF.: OAC 3301-35-03

## CURRICULUM DESIGN

It is the policy of the Board to provide a sound and well-developed curriculum in order to meet the basic as well as the varied needs of individual students; furthermore, the Board provides a fully certified and qualified instructional staff commensurate with the dictates of the established curriculum. The program of instruction for the District meets or exceeds the State Minimum Standards and continually and systematically evaluates, researches, and develops guidelines established by the Ohio Department of Education.

[Adoption date: January 20, 2004]

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

## 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.

Competency standards are established in the areas of reading, science, mathematics, social studies and English composition.

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

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

[Adoption date: January 20, 2004]

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, gender, economic status, age or disability through its instructional programs, its student activities and the classroom environment.

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

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasizes the similarities and likenesses of people of various backgrounds and cultures.
3. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
4. 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: January 20, 2004]

LEGAL REFS.: OAC 3301-35-02(B)(I)(6); 3301-35-03(H)

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

## TEACHING ABOUT RELIGION

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

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

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

[Adoption date: January 20, 2004]

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

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

OCCUPATIONAL EDUCATION  
(Career and Technical Education)

The District is a member of the Apollo Joint Vocational School system. As such, all qualified junior and senior students are eligible to participate. The school system affiliation with the vocational school does not preclude the offering of such vocational classes as may be feasible and desirable at the local level.

[Adoption date: January 20, 2004]

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 will meet the requirements established by law, and will include practical training in procedures to be used in first aid, safety, fire prevention and cardiopulmonary resuscitation.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all children at an age when positive, lifelong health habits may be engendered and the availability of qualified personnel to conduct health education programs.

The health education program will emphasize a contemporary approach to the presentation of health information, skills and knowledge necessary for students to understand the functioning and proper care of the human body.

[Adoption date: January 20, 2004]

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

CROSS REFS.: EB, Safety Program  
EBBA, First Aid  
EBBC, Bloodborne Pathogens  
GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)  
JHF, Student Safety

## 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.

While the Board in no way condones the abuse of illegal or harmful substances, it is the interest of student and staff health that an “ombudsman” climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

[Adoption date: January 20, 2004]

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 to discuss concerns, issues and attitudes.

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

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

[Adoption date: January 20, 2004]

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

CROSS REF.: IGAE, Health Education

## PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

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

Each qualified student attending the schools of the District who is eligible to receive regular or special education or related aids or services, receives free appropriate education.

The District acknowledges its obligation under Section 504 to identify, evaluate and, if required, provide appropriate educational services in order to avoid discrimination based upon disability.

[Adoption date: January 20, 2004]

LEGAL REFS.: Education for All Handicapped Children Act; 20 USC 1401 et seq.  
Rehabilitation Act; 29 USC 706(8), 794, 794a  
504 Regulations 34 C.F.R. Part 104  
Americans with Disabilities Act; USC 12112 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 3301-51  
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
IL, Testing Programs  
JB, Equal Educational Opportunities  
KBA, Public's Right to Know



## PROGRAMS FOR STUDENTS WITH DISABILITIES

### Identification and Referral Procedures

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

The S.S.C. will be appointed by the Superintendent and is composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, placement options and services. Persons with training and experience in special education are preferred. The Superintendent will monitor the composition of the S.S.C. to ensure that qualified personnel participate. The Superintendent designates a Section 504 coordinator who shall be the chairperson of the S.S.C.

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

### Evaluation

If evaluation is appropriate, evaluation of the student and formulation of a plan of services are carried out by the S.S.C. according to the following procedures:

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

## Plan for Services

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

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

The parents are invited to participate in S.S.C. meetings where services for the student are determined, and are given an opportunity to examine all relevant records.

The S.S.C. develops a written plan describing the disability and the special education or related services needed. The plan specifies how the regular or special education and related aids and services are provided, and by whom.

The team may also determine that no special education or related services are appropriate. If so, the record of the S.S.C. proceedings will reflect the nonidentification of the student as a disabled person and states the basis for the decision that no special services are presently needed.

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

The special services committee notifies the parents in writing of its final decision concerning the services to be provided.

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

#### Review of the Student's Progress

The S.S.C. monitors the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary and the disabled student's needs are being met.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs is conducted.

#### Procedural Safeguards

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

The parents are notified that they may examine relevant records.

The parents have the right to an impartial hearing (Section 504 due-process hearing), with the opportunity for participation by the parents and their counsel in cases in which they disagree with the final decision of the committee on the issues as hereinafter specified. In the notification of any District decision concerning identification, evaluation or placement, the parents are advised that a request for a Section 504 due-process hearing is made in writing within 30 days of notice of right to file. The request is made to the Superintendent. The issues for the Section 504 determination are clearly defined in the request for hearing.

#### Section 504 Due-Process Hearing Procedures

An impartial due-process hearing is utilized to resolve differences involving the education of a Section 504 qualified disabled student when such differences cannot be resolved by means of a less formal procedure. In this policy, the process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due-process hearing may be called at the request of the District or a parent of an affected student. The proceedings are presided over and decided by an impartial hearing officer. "Impartial hearing officer" means a person selected by the Superintendent to preside at a due-process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties. The Superintendent may request the Special Education Regional Resource Center to provide a list of impartial hearing officers it maintains for IDEA hearings for the purpose of serving as a hearing officer under this policy.

In this policy the following definitions apply:

1. "Days" mean calendar days.
2. "Placement plan" means the program by which the decision concerning the educational placement of the student.
3. "Parents" means parents, guardian or legal or permanent custodian.

Parents of the District may initiate a due-process hearing on a matter related to:

1. eligibility and related procedures,
2. procedural safeguards or
3. provision of a free and appropriate public education to the student.

Hearing notifications to the parents are given at least 20 days prior to the date set for the hearing. The notice contains a statement of:

1. time, place and nature of the hearing;
2. the legal authority and jurisdiction under which the hearing is being held;

3. a statement of the availability of relevant records for examination;
4. a short and plain statement of the matters asserted and
5. a statement of the right to be represented by counsel.

All written correspondence is provided in English and/or interpreted in the primary language of the parents.

### Hearing Procedures

The hearing officer presides at the hearing and conducts the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

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

Parents involved in the hearing are given the right to:

1. have the student present at the hearing and
2. open the hearing to the public.

In cases where there are language differences, an interpreter is provided. The hearing officer reviews all relevant facts concerning the education placement.

The hearing officer renders a decision, subject to judicial review, that is binding on all parties.

The hearing officer ascertains that:

1. the procedures utilized in determining the student's needs have been appropriate;
2. the student's rights have been fully observed;
3. the provision of aids, services or programs to the student affords a free and appropriate education, and addresses the student's disability in the manner required by Section 504 and
4. if the parents' primary language is other than English, then the hearing officer arranges for an interpreter.

### Decision of the Hearing Officer

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

The notification includes a statement that either party may appeal the decision.

The decision of the hearing officer is binding on all parties concerned, subject to judicial review.

Record of Hearing

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

(Approval date: January 20, 2004)

IGBA-R

## PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

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

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

Each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs.

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 are required and student's must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years.

The Board directs the administration to develop a plan to comply with school choice and supplemental service sanctions.

[Adoption Date: June 15, 2004]

LEGAL REFS.: The Elementary and Secondary Education Act: 20 USC 1221 et seq.  
Individuals with Disabilities Education Act: 20 USC 1400 et seq.  
Rehabilitation Act: 29 USC 706(8), 794, 794a  
504 Regulations 34 C.F.R. Part 104  
Americans with Disabilities Act: 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  
KBA, Public's Right to Know

NOTE: A school district's procedures for implementing programs for the disabled are often too extensive to include in a policy manual. In such instances, a note can be added to the policy (as was done above) to point out the existence and availability of a document containing current procedures, or subcategories can be added to IGBA for filing statements that relate to planning and placement, due process rights for parents, outside placement, evaluation. Code such statements IGBAA.

## PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

### Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the *Ohio Rule for the Identification and Services for Children Who Are Gifted* as specified in the plan.

1. The District identifies children of the District, in grades kindergarten through 12, who may be gifted in one or more of the following areas:
  - A. superior cognitive ability;
  - B. specific academic ability in one or more of the following content areas:
    - 1) mathematics;
    - 2) science;
    - 3) reading, writing or a combination of these skills and/or
    - 4) social studies.
  - C. creative thinking ability and/or
  - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.
3. The District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and trained personnel outside the school District.

4. The District adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:
  - A. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
  - B. the sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
  - C. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities and children for whom English is a second language;
  - D. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
  - E. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
  - F. procedures for the assessment of children who transfer into the District and
  - G. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

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.

#### Services for Children Who Are Gifted

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District services and for reassessment of children.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.

4. Any District gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code.

Annual Report

1. The District submits, as required, an 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 *Model Policies and Plan for the Identification of Children Who Are Gifted*.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3324.01-07  
OAC 3301-51-15

CROSS REF.: JB, Equal Educational Opportunities

## REMEDIAL INSTRUCTION

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for remedial education. In those cases in which students have clearly not performed commensurate with their capabilities, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the classroom teachers of students in the first, second and third grades to 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 the third grade are offered intense remediation services during the summer following 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.

Students in the fourth and sixth grades failing to pass three or more of the five proficiency test requirements may be retained in their current grade levels for the next school year, regardless of whether the student attends Summer Reading Academy.

Students in the fourth, fifth, seventh or eighth grades may not be promoted to the next grade if they score below basic on one achievement test.

### Effective July 1, 2003

The fourth grade reading guarantee will be replaced with the third grade reading guarantee.

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

1. promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the next grade;
2. promotion to the next grade with "intensive intervention" in that grade or
3. retention in the current grade.

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.

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

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

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3301.07  
3313.608  
OAC 3301-35-02

CROSS REF: IKE, Promotion and Retention of Students

File: IGBG

## 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 the Superintendent or his/her designee approves such instruction. Home instruction teachers, who are provided by the school, are paid at the designated hourly rate.
2. Home instruction teachers must be certificated teachers who hold valid State Department of Education certificates.
3. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent. The building guidance counselor arranges cooperative communications between the teachers to ensure a proper program of instruction for the student.
4. The duration and time of any home instruction program is determined by the Superintendent or his/her designee on the basis of information received from medical personnel and the special education officer.

[Adoption date: January 20, 2004]

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 Students with Disabilities  
JEA, Compulsory Attendance Ages  
JECBC, Admission of Students from Nonchartered or Home Schooling

## ALTERNATIVE SCHOOL PROGRAMS

The Board and/or designee may assign a student to the Allen County Alternative School.

[Adoption date: January 20, 2004]

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

ENGLISH AS A SECOND LANGUAGE  
(Limited English Proficiency)

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

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

1. appropriately identify language minority students;
2. determine the appropriate instructional environment for students with an English language deficiency and
3. annually assess the English proficiency of students and monitor the progress of students receiving English or bilingual instruction in order to determine their readiness for the mainstream classroom environment.

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years.

The Board directs the administration to develop a plan to comply with school choice and supplemental service sanctions.

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

[Adoption date: June 15, 2004]

LEGAL REF.: 42USC 2000d  
The Elementary and Secondary Education Act; U.S.C. 1221 et seq.  
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs

IGBL, Parental Involvement in Education  
JB, Equal Educational Opportunities  
AC Nondiscrimination

## TITLE I PROGRAMS

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

The Board believes parent involvement is a vital part of the Title I program. Parent involvement shall include, but not be limited to, contribution to the design and implementation of programs under this Title, participation by parents in school activities and programs, and training and materials which build parents' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

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

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

The District requires all students with disabilities and limited English proficiency to be tested. Alternative assessments are required to be developed for these groups. These two groups must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years. The Board directs the administration to develop a plan to comply with school choice and supplemental service sanctions.

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 choices for students to transfer from the low

performing building to a building that is making the required progress. Among students exercising choice, priority is given to the lowest-achieving students from low income families.

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

[Adoption date: June 15, 2004]

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.: IE, Organization of Facilities for Instruction  
IGBA, Programs for Students with Disabilities  
IGBI, English as a Second Language  
IGBL, Parental Involvement in Education  
JB, Equal Educational Opportunities  
AC, Nondiscrimination

## TITLE I PROGRAMS

A Districtwide salary schedule for both professional and support personnel in the District is in effect.

This District policy is to ensure equivalence among schools in teachers, administrators and auxiliary personnel as follows:

1. One principal has been assigned to each building.
2. Comparable auxiliary personnel have been assigned to each building receiving Title I funding to offer adequate and appropriate services.
3. The District ensures that there is equivalence between the schools with respect to teacher/student ratio, within a limited tolerance.

Data to substantiate this policy is on file with the Title I coordinator. This data will be resubstantiated, based on the October count annually.

The District ensures equivalence between the two Title I buildings in the provision of curriculum materials and instructional supplies.

Data to substantiate this policy is on file with Title I records as of the beginning of the school year.

Parents of Title I students have an opportunity to participate in the design and implementation of the program through employment of activities such as the following:

1. parent notification of student selection and reason for selection;
2. progress reports;
3. conferences;
4. providing suggestions and materials for parents to help at home;
5. providing timely information concerning Title I such as plans and evaluations;
6. parent questionnaires on planning, development and operation of program and
7. volunteer assistance.

(Approval date: January 20, 2004)



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TITLE I PROGRAMS  
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.
2. Parents must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Student Services Department.
3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Student Services Department by \_\_\_\_\_(date).
4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Student Services.
5. Application approval or disapproval will be made by \_\_\_\_\_(date) of the year in which the application is made.
6. Only one transfer per year is granted.
7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).
8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special program, i.e., special education, Title I, preschool programs.
2. Student/teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by “low achieving students from low income families.”
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists.. The disabled student/teacher ratio will remain within state requirements and contractual limits.

[Adoption Date: June 15, 2004]

## PARENTAL INVOLVEMENT IN EDUCATION

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

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed and that parent involvement is encouraged. The regulations:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between the parents and school officials;
3. offer parents ways to assist and encourage their children to do their best;
4. offer ways parents can support classroom learning activities and
5. provide opportunities for parents in the parental involvement program.

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

[Adoption date: January 20, 2004]

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

CROSS REFS.: IGBI, English as a Second Language (Limited English Proficiency)  
IGBI, Title I Programs

## SUMMER SCHOOLS

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

In general, no tuition is charged students who are residents of the District and whose need for a summer program has been identified by teachers and who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board.

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

[Adoption date: January 20, 2004]

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 instructional 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.
4. All instructional materials used in connection with this program are available for inspection by 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 is 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 recommends either inclusion or exclusion of the experimental program in the District's educational offerings.
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: January 20, 2004]

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

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

## JN, Student Fees, Fines and Charges

## EDUCATIONAL OPTIONS

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

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

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

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

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

[Adoption date: January 20, 2004]

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

CROSS REFS.: IGCB, Experimental Programs  
IGCH, Postsecondary Enrollment Options (Also LEC)  
IKE, Promotion and Retention of Students  
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. Instructional objectives must align with the District curriculum requirements.
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 are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial 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.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: January 20, 2004)

## HOME INSTRUCTION

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

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

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

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

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

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

If the Superintendent intends to deny the request for home instruction, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.

Upon substantial evidence of cessation of home instruction in accordance with the Ohio Administrative Code, the Superintendent notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent.

[Adoption date: January 20, 2004]

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

## HOME INSTRUCTION

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

(Approval date: January 20, 2004)

## POSTSECONDARY ENROLLMENT OPTIONS

The law provides for student participation in the postsecondary enrollment option program and permits 9th through 12th grade students to enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.

The Board directs the Superintendent or his/her designee to develop and establish procedures and necessary administrative guidelines to ensure that programs are in accordance with state requirements.

The administrative guidelines contain the following.

1. General information about this option is distributed to all 8th through 11th grade students and parent(s) by March 1.
2. Notification to participate by the student to the District is required by March 31.
3. Counseling services are provided to students and parent(s) prior to participation in the program.
4. The college/university must notify the District of those students who have enrolled in the program.
5. Information about enrollment options for students must be provided.
6. Information concerning college and high school graduation credit for students enrolled in the program must be offered.
7. The calculation of full-time enrollment including the maximum number of Carnegie units and conversion of college courses to high school courses is provided.
8. Financial responsibilities of the student and District including tuition, books, materials, fees and transportation reimbursement are discussed.

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.



[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3365.01-3365.15  
OAC 3301-44-01 thru 3301-44-09

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



## POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options by March 1 of each school year in which the student wishes to enroll.

Student and/or parent(s) are required to inform the Board of intent to participate by March 31 of the year in which the student wishes to enroll. Failure of the student to inform the Board of intent to participate shall result in the Superintendent's determining the student's participation.

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

1. grade status as locally determined;
2. acceptance by college/university;
3. options required by ORC;
4. financial arrangements for fees related to tuition, books and materials;
5. process of granting academic credits;
6. criteria for transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course;
10. the effect of program participation on student's ability to complete District graduation requirements;
11. academic and social responsibilities of students and parents relative to this program;
12. information/encouragement of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

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/university 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/university.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
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.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

#### High School/College Enrollment

1. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
2. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
3. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
4. A 12th grade student may not enroll for more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
6. A student shall be enrolled for a minimum of five credits or equivalent classes per semester in order to be considered a full-time student for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.

8. College courses for which five semester hours (7.5 quarter hours) earned are awarded one Carnegie unit toward high school graduation credit.

Financial Responsibilities

1. If a student elects to enroll for college credit only, 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, the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
  - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
  - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
  - C. Upon parent application and determination of need according to the provision of The National School Lunch Act, a student 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 which he/she attends and the college/university in which he/she is enrolled.
  - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

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. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
3. 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 during the prior grading period. The five courses may be a combination of high school and college courses.

(Approval date: January 20, 2004)

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

Cocurricular or extracurricular activities are defined as programs including athletic teams, clubs, band, choir and other musical groups where participation is primarily outside of the regular school day.

In order for a student to be eligible to try out for or participate in any cocurricular or extracurricular activity, the student must meet all applicable Ohio High School Athletic Association eligibility requirements and must continue to do so during the entire time of his/her participation in the activity.

In addition the student must be:

1. admitted to the District under any mandatory provision of ORC 3313.64 by the parent or guardian;
2. admitted to the District under any of the optional provisions of ORC 3313.64 with approval of the Board;
3. admitted to the District by the Board as a tuition student with tuition payments current;
4. admitted in writing to the District as an open enrollment student or
5. a resident or domiciliary of a foreign nation and be admitted to the District as a foreign exchange student by the high school principal (not to exceed 1% of the high school enrollment).

The guidance department verifies in each case that all required documents including medical forms, other school records, court orders, documents relating to custody and documents needed to prove residency or support are on file as a condition of admission and participation in cocurricular and extracurricular activities.

The failure of a student admitted on a tuition basis to keep tuition payments current results in the exclusion of the student from cocurricular and extracurricular activities as well as the withholding of grades. Parents or guardians of students who request the admission of a student on a tuition basis are responsible for the payment of tuition even though another Ohio school district maybe initially responsible for tuition payment. Out-of-state students are admitted only upon payment of tuition directly by the parents.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3313.58; 3313.59; 3313.664

3315.062  
OAC 3301-35-02; 3301-35-03

CROSS REFS.: DJ, Purchasing  
IGDB, Student Publications  
IGDC, Student Social Events  
IGDF, Student Fund-Raising Activities  
IGDG, Student Activities Funds Management  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
JECBC, Admission of Students from Nonchartered or Home Schooling  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JL, Student Gifts and Solicitations

## STUDENT PUBLICATIONS

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

### School-Sponsored Publications

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

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

### Nonschool-Sponsored Publications

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

[Adoption date: January 20, 2004]

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

## STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: January 20, 2004]

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

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

## STUDENT FUND-RAISING ACTIVITIES

While student participation in activities sponsored by various organizations—both within and outside the school setting—can be of benefit to the students involved, the increasing number of such involvements has made it necessary to develop guidelines for such involvements. To that end, the following guidelines are established.

### Fund Raising Projects by Nonschool-Related Organizations (national or local charitable groups)

#### 1. Elementary School

The elementary school will not participate in fund-raising activities of nonschool -related organizations.

#### 2. Middle School and High School

These schools will not participate in fund-raising activities of nonrelated organizations on a schoolwide basis.

In-school clubs, groups or classroom groups may participate in fund-raising activities of nonschool-related groups subject to the following conditions:

- A. Each such activity must be approved in advance by the principal and the Superintendent.
- B. Only projects or activities which provide for a minimal inschool involvement will be approved.
- C. Such projects or activities must relate to ongoing purpose of the group, club or classroom group.

### Fund-Raising Involving Students by School Support Organizations

#### 1. Elementary Schools

- A. Participation by students is restricted to those activities which provide for a minimal inschool involvement
- B. Door-to-door sales by elementary students is discouraged.
- C. School fund-raising verification letter is required for student participation in sales.

- D. Only projects or activities which provide for a minimal inschool involvement will be approved.

2. Middle School and High School

- A. Participation by students is restricted to those activities which provide for minimal inschool involvement.
- B. Projects involving door-to-door solicitation of sales must be approved in advance by the principal and the Superintendent.
- C. Only projects relating to a specific goal of the organization will be approved. Fund-raising for unspecified purposes are not approved.
- D. The schools are to require an accounting of all funds received as the result of the participation of students or the use of school facilities.

Fund-Raising by Inschool Organizations (class projects, clubs, etc.)

1. Elementary Schools

- A. All fund-raising activities must be approved in advance by the principal.
- B. Fund-raising activities involving door-to-door sales is discouraged.
- C. Only fund-raising activities which relate to a specific goal will be approved. General fund-raising activities will not be approved.
- D. Activities which include Sunday or holiday sales or solicitations will not be approved.
- E. All funds derived from sales of solicitations are deposited promptly in the Activity Fund Account and administered in compliance with current Activity Fund guidelines.

2. Middle School and High School

- A. All fund-raising activities must have the advance approval of the building principal.
- B. Each building principal establishes fund-raising approval procedures. These procedures regulate the type, frequency, timing and other similar factors for all fund-raising activities within the student body of the building.
- C. Only fund-raising activities which relate to a specific goal will be approved. General fund-raising activities will not be approved.
- D. Activities which include Sunday or holiday sales or solicitations will not be approved.

- E. All funds derived from sales of solicitations are deposited promptly in the Activity Fund Account and administered in compliance with current Activity Fund guidelines.

Nonschool-Related Organizations Requiring Student Participation Using School Time (poster contests, essay contests, dismissal of students for non-school-related organization activities)

1. Elementary Schools

- A. The elementary schools will not participate in poster contests, essay contests and other similar activities sponsored by nonschool-related organizations unless approved in advance by the building principal. The following guidelines apply to such approvals:
  - 1) The proposed activity shall have a relationship to the goals and objectives of the class or classes involved.
  - 2) The proposed activity shall have only minimal inschool involvements.
  - 3) Student participation shall be voluntary.
- B. Students are not excused for activities of nonschool-related organizations which can be scheduled at some other nonschool time.
- C. Student participation in nonschool-related activities on school time which are impossible to schedule at any other time would be considered on a case-by-case basis by the building principal.

2. Middle School and High School

- A. Participation in essay contests, poster contests and other similar activities are subject to the prior approval of the building principal
  - 1) The proposed activity shall have a relationship to the goals and objectives of the class or classes involved.
  - 2) The proposed activity has only minimal inschool involvements.
  - 3) Student participation shall be voluntary.
- B. Students are not excused for activities of nonschool-related organizations which can be scheduled at some other nonschool time.
- C. Student participation in nonschool-related activities on school time which are impossible to schedule at any other time would be considered on a case-by-case basis by the building principal.
- D. Requests of groups wishing to make inschool presentations are considered by the principal after consultation with the Superintendent on a case-by-case basis. In general, only those activities having a direct and proximate relationship to the current educational program will be approved.



Nonschool-Related Organizations Requiring Student Participation Outside of School Time (park and recreation programs)

1. Elementary, Middle and High Schools
  - A. Announcements will be made of activities sponsored by nonschool-related organizations on nonschool time after approval by the building principal.
  - B. Materials are distributed as approved by the building principal after consultation with the Superintendent.

General Guidelines

1. Building principals coordinate fund-raising activities so as to avoid several major fund-raising activities at the same time. Efforts should be made to coordinate these activities Districtwide to avoid overlapping fund-raising activities.
2. Any solicitation or fund-raising activity involving students or student organizations which is any form of gambling or a “game of chance” is prohibited.
3. In general, fund-raising activities which involve substantial prizes to individuals will not be approved. Exceptions are considered on a case-by-case basis and require the approval of the Superintendent.
4. Any fund-raising activity which involves dangerous or illegal materials, equipment or substances is prohibited.
5. Sunday or holiday sales or solicitations are prohibited.
6. Participation or nonparticipation in fund-raising activities will not be a factor in assigning academic grades.

[Adoption date: January 20, 2004]

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  
IIA, Field Trips  
JL, Student Gifts and Solicitations

## STUDENT ACTIVITIES FUNDS MANAGEMENT

Each student activity program is classified in one of two categories, depending upon whether or not students are involved in management of the program. The Student Activity Program Fund (Fund 200) includes activities which have students involved in the management of the program. These student-managed programs exist to promote the general welfare, education and morale of all students and to finance the normal legitimate cocurricular activities of student body organizations.

The Athletic Fund and Miscellaneous Fund (Fund 300) contain those student activity programs which do not have student management. These programs exist to promote participation in athletic programs, music programs and other similar types of activities.

In order for a student activity program to be established and operate, the Superintendent and the Board must approve its written purpose. Activity groups whose purpose and goals have thus been approved prepare annually a budget appropriation itemizing sources of revenue and anticipated expenditures. A recommended annual appropriation is submitted by each student activity group to the Board for approval as a part of the District's calendar year appropriation.

All receipts and expenditures for all student activity programs must meet the same standards and comply with the same procedures which apply to General fund (Fund 001) receipts and expenditures.

Pursuant to Section 117.05 (B) of the Ohio Revised Code, all expenses and receipts for student activity programs will be accounted for in accordance with the Ohio Uniform School Accounting System. All student activity expenditures must serve a public purpose consistent with the stated purpose and budget of the activity program involved. In general, a public purpose is served providing expenditures do not benefit individuals or are the responsibility of the General Fund or some other fund of the Board. A public purpose is deemed to have been served if each student activity program expenditure promotes and supports the welfare of students, is consistent with the purpose, goals and budget of the program and the requisition/purchase order for the expenditure has been signed by authorized school officials.

Within the limits established by Section 3315.062 of the Ohio Revised Code, the Board may include provision for student activity programs in its General Fund appropriation. Such funds, when appropriated, are made available to student activity programs via the method established by the accompanying administrative procedure.

In accordance with the direction provided by the State Auditor's office in Circular 81-9 the following duties and responsibilities are assigned:

### CFO/Treasurer

The CFO/Treasurer of the Board will be the Treasurer of student activity monies. The Treasurer has sole responsibility for the enforcement of accounting procedures and internal control procedures

including supervision of the annual internal audit to be conducted to verify compliance with Board policy and requirements.

Superintendent

The Superintendent is responsible for administering all Board policies except those required of the CFO/Treasurer.

Principal

The building principal or other authorized administrator is responsible for the approval of requisitions for expenditure of student activity monies and for the management of student activity programs under his/her jurisdiction.

Activity Sponsor

Activity sponsors, under the direction of the building principal or other authorized administrator, are responsible for:

1. preparing the annual budget and purpose clauses of the activity group to be submitted annually to the Superintendent and Board for their approval;
2. supervising activities of the activity group;
3. preparing all necessary documentation associated with student activity receipts and expenditures and
4. any other duties as assigned by the principal or other authorized administrator.

Cashier

The cashier for each school is responsible for the accurate and secure handling and depositing of monies received by student activity programs. The cashier must follow procedures established by the CFO/Treasurer in carrying out this responsibility.

[Adoption date: January 20, 2004]

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

CROSS REFS.: DH, Bonded Employees and Officers  
DI, Fiscal Accounting and Reporting

DIB, Types of Funds  
DJ, Purchasing  
DJF, Purchasing Procedures  
IGD, Cocurricular and Extracurricular Activities  
IGDF, Student Fund-Raising Activities  
JL, Student Gifts and Solicitations

## INTERSCHOLASTIC ATHLETICS

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

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

Interscholastic sports programs are subject to approval by the Board. The 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.

Coaches are required to complete an approved course in sports-related first aid training and a course in cardiopulmonary resuscitation in order to qualify to serve as a coach.

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 purchase insurance available through the school, or the parent(s) must sign a waiver ensuring that such coverage is not necessary.

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 are ineligible for athletics for one year when they transfer from one district to another without changing residency. Transfers within the school District are not affected.

Foreign exchange students not enrolled in a state-approved educational or exchange program must be legally adopted by a resident of that school district in order to be eligible for athletics.

Full-Time Status Eligibility for Activities/Athletics

The District provides a free comprehensive educational program for all students who are entitled to enroll in this District based upon residency or who are admitted under the open enrollment program. In order to effectively carry out its educational mission, it is the policy of this Board to provide education to students only on a full-time basis. It is, therefore, the policy of this Board not to permit part-time enrollment, except as required by law.

This policy is based upon the belief that students are best served by a comprehensive and coordinated educational program provided from a single educational source and that permitting students to attend on less than a full-time basis is detrimental to such students, to full-time students and to the overall educational program of this District.

All students enrolled in this District are required to pursue the regular full-time educational program offered by this District except as follows:

1. students for whom an approved educational option program is developed;
2. enrolled, disabled students for whom less than full-time attendance is required under their Individualized Education Program (IEP) or
3. resident students of this District who are enrolled at the Career Center.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.66; 3313.661; 3313.664  
3315.062  
OAC 3301-27  
3301-35-03(I)

CROSS REFS.: IGDK, Interscholastic Extracurricular Eligibility  
JGD, Student Suspension  
JGE, Student Expulsion  
Student Handbook

## UNIFORM TRAINING RULES FOR ALL SPORTS

The Uniform Training Rules, expectations and consequences, are in effect and will be enforced for twelve (12) months of the year.

### **I. Uniform Training Rules**

No student-athlete shall use, misuse, possess, conceal, sell, distribute or be under the influence of:

1. any drug of abuse (controlled dangerous substance)
2. any substance that produces toxic vapors
3. any counterfeit (look-a-like) drug
4. alcoholic beverages or
5. any type of tobacco product in any form

### **II. Uniform Training Rules Violations**

Any violation of the Uniform Training Rules shall be observed by a Bath teacher, coach, administrator, school board member, verifiable by law enforcement agency reports, the parents of the student-athlete involved in the violation or the student's statement of admission. Reports regarding potential rules violations from other sources will be investigated by the school administration to determine if there is sufficient evidence of a violation.

#### **First Offense**

If a student-athlete is reported to be in violation of the Uniform Training Rules and has been given due process, the student-athlete will be removed from fifty percent (50%) of the originally scheduled contests for that season.

If the student-athlete enrolls in an educational program designated and approved by the principal and/or athletic director, the penalty shall be reduced to 20% of the originally scheduled contests for the season. It will be the responsibility of the student-athlete to schedule, attend and assume all costs of this program (including drug testing). The individual will contact the agency within three days of the suspension meeting. The local agency will determine the length and closure of the program. While a urine screening will be done as part of this process, urine screening does not constitute compliance. All confidential information will be released to the Principal or Athletic Director.

#### **Second Offense**

The student-athlete shall be removed from all athletics for one calendar year of the violation. The student-athlete must show evidence of seeking enrollment and progress towards completion of the educational program within the calendar year of removal. It will be the responsibility of the student-athlete to schedule, attend and assume all costs of this program (including drug testing). Failure to seek and show evidence of enrollment in such a program will result in the student-athlete being declared ineligible for all interscholastic athletics for the remainder of their years in the Bath Local School system.

**Third Offense**

The student-athlete becomes ineligible for the remainder of their years in the Bath Local School system.

**Additional Guidelines**

As previously stated, the Uniform Training Rules are in effect and will be enforced for twelve (12) months of the year. Consequences will be cumulative during middle school and high school years.

In the case of removal with less than fifty percent (50%) or twenty percent (20%) of the season remaining, the student-athlete will have the removal carried over into the next sport season that he or she participates in.

In the case of a student-athlete violating the Uniform Training Rules while currently not participating in a sport, the removal will begin with the next sports season in which the student-athlete participates in. The student-athlete must complete this season or the penalty will be reinstated to the next season of competition.

If approved by the head coach and athletic director, the student-athlete may practice with the team during the suspension period. The suspended individual will not travel or be associated with the team during game-day functions or competitions.

An end-of-the-season award will be presented to the student-athlete, if he/she has met the criteria of the award and is in good standing with the coaching staff at the conclusion of the season.

**III. Twenty-Four Hour Dismissal**

The coach and/or school administrator may, at any time, deny an athlete the privilege of participation in athletics for twenty-four hours (24) or less for conduct that is dangerous, disruptive or detrimental to welfare of the team. Depending upon the specific nature of the conduct, it may be regarded further as a violation of the Uniform Training Rules, which could result in additional disciplinary action.

**IV. Expectations of Student Athletes**

Student-athletes shall conduct themselves in a manner that reflects good citizenship. Any behavior that results in dishonor to the participant, his or her team or school will not be tolerated. The Head Coach, Athletic Director or the Administration will deal with all violations on an individual basis. Acts of unacceptable conduct include, but are not limited to:

1. theft
2. vandalism
3. insubordination
4. instigating of violence

### **V. Injuries and/or illness**

For insurance purposes, all injuries should be recorded by the head coach or trainer. All injuries athletes capable of being at practices must attend. Before returning to practice or games after a serious injury, the athlete must present a medical release from the physician to the Bath trainer. All illness situations are covered by school policy and the assistant principal's office. Note: The athlete must be at school by the end of second period to be eligible for the day.

### **VI. Transportation**

All athletes must ride to and from an athletic event via school transportation. Exceptions must be approved in advance by the head coach and/or school administration and will be in cooperation with the athlete's parents.

### **VII. Additional Training Rules**

Each coach may have additional training rules. Once posted and on file in the Athletic Director's office, these rules become valid.

[Adoption Date: February 17, 2004]

LEGAL REFS.: ORC 3313.20

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

File: IGDK

## **INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY**

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

The Board permits students in grades 7 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

A student may be excluded from participating in the activity if he/she has less than a 1.0 grade point average on a 4.0 grading scale. Students in grades 7-8 must receive a passing grade in 75% of those

subjects carried the preceding nine-week grading period in which the student was enrolled. Summer school grades may not be used to substitute for failing grades received the final grading period.

A student enrolling in the seventh grade for the first time is eligible for the first grading period regardless of previous academic achievement.

A student who has failed a course the last grading period of the previous year and attends summer school in the failed subject is not eligible for participation in the new school year. Students in grades 9-12 must receive a passing grade in a minimum of five one-credit courses or the equivalent (excluding physical education) in the preceding nine-week grading period, which count toward graduation. Summer school grades may not be used to substitute for failing grades received the final grading period.

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

A student with an IEP may be exempt from the grading provisions set forth in this policy.

[Adoption date: January 20, 2004]

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

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics  
JFC, Student Conduct

## AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

The Board may grant a diploma to a World War II and Korean Conflict veterans if all of the following apply:

1. The veteran left public or nonpublic high school located in any state prior to graduation in order to serve in the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States as verified by the original or a copy of their DD 214 or other proof of service.
3. The veteran has not been granted a diploma, honors diploma or a diploma of adult education or a diploma provided for under this bill from another school.
4. The veteran is a current resident of Ohio.
5. The veteran served during the period of September 16, 1940, through December 31, 1946, in any branch of the armed forces of the United States which includes:
  - A. United States Army Air Corps
  - B. United States Army
  - C. United States Coast Guard
  - D. United States Marines
  - E. United States Navy

The veteran is not required to take the GED or any graduation test in order to qualify for a diploma.

If a veteran who would otherwise qualify for a diploma under this section is deceased, the board of any school district or the governing authority of any chartered nonpublic school may award such diploma to the veteran posthumously and may present that diploma to a living relative of the veteran.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application shall be forwarded to the board of any local, exempted village or city school district or governing authority of any chartered nonpublic school or county education service center.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 111.15  
3313.61; 3313.611; 3313.612; 3313.614  
5902.02

## CLASS SIZE

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

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

1. the financial condition of the District and the willingness of the residents to provide for optimal class sizes;
2. the particular requirements of the subject being taught and
3. 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: January 20, 2004]

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

CONTRACT REF.: Teachers' Negotiated Agreement

## STUDENT SCHEDULES AND COURSE LOADS

In the spring, students select courses which determine their course of study for the following school year. Such selections are to be made carefully and are also considered to be binding upon the student following a verification of his/her choices via a computer-printed verification form. Students have the freedom of choice in the selection of courses and it must be understood that such courses should be chosen carefully and with genuine consideration for the student's future schooling. Once such choices are made, efforts should be exercised by both the student and the parents to adhere to them.

It should be understood by parents and students that when registering for course work, students place an obligation upon the school administration to accommodate the courses requested, to staff them with qualified and certified teachers and to provide adequate textbooks and materials. It is impossible to maintain acceptable class size balances when many requests for schedule changes are honored. A practice of schedule adjustments undermines the effectiveness of the school's computer operations and is a financially irresponsible use of professional and support staff time. Students are encouraged to make realistic course selections based upon teacher recommendations and actual classroom performance.

Elective classes (classes not tested on the proficiency tests or part of the school improvement plan) that do not have at least 12 students enrolled is financially irresponsible and will be eliminated.

The Superintendent, in consultation with the high school principal, determines whether an elective course should be cancelled using sound financial judgment in regards to the best interest of the school. Elective courses will be cancelled if the following occur:

1. Student enrollment less than 12 students per semester (or an average of 12 if multiple sections). Administrative discretion.
2. Student enrollment less than 15 students per year. Administrative discretion.
3. If course is cancelled after the very first sign up it will be eliminated for the year—but may be offered in the next school year.
4. A qualified, competent teacher cannot be employed. \* Exception: Courses which meet the special education and gifted requirements

Definition: Required courses are reading, mathematics, social studies, science and English. Elective courses are any courses that are not core courses.

In the rare circumstance where a student initiates withdrawal from a course and the schedule change committee approves the withdrawal, a mark of "F" will be recorded, if the request falls after the second week in a semester course, the third week in a year-long course or the fourth week in an advanced

course. The “F” is intended to indicate the lack of commitment, not necessarily the lack of achievement. The “F” will be calculated in the GPA for the remainder of the year.

[Adoption date: January 20, 2004]

## INSTRUCTIONAL MATERIALS

### Philosophy and Objectives

The educational philosophy of the District calls for an educational program which meets the curriculum, benchmarks and standards of the state of Ohio.

Instructional materials are selected and adopted to support the curriculum. The purpose of this policy is to set the understanding upon which these materials are to be selected.

The instructional materials selected for use in classrooms will provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

To this end, the Board asserts that the responsibility of curriculum committees and the Superintendent is to:

1. recommend purchase of materials and equipment that will enrich and support the curriculum, taking into consideration the varied interests, learning styles, abilities and maturity levels of the students served and
2. place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the students.

### Responsibilities

The responsibility for the selection of instructional materials is delegated to the professionally trained and professional staff employed by the District. For the purposes of this procedure the term “instructional material” includes all resources used for instruction and learning. These include textbooks, equipment, the library collection and supplemental instructional resources.

While selection of materials and equipment involves many people, the responsibility for the final selection of instructional materials and equipment rests with certificated personnel and building administrators.

### Selection Procedures

1. The instructional materials collection is inventoried and evaluated annually in order that it may be kept balanced.
2. All teachers are surveyed to determine instructional materials needed to support the attainment of the objectives specified in each state of Ohio course of study.

3. Suggestions for instructional materials from principals, teachers, supervisors, media specialists, students and community persons are considered.

4. If possible, instructional materials are reviewed, and reputable, unbiased selection aids are consulted.
5. Recommendations for the purchase of instructional materials are prioritized for administrative review.
6. Instructional materials selected may include multiple copies of outstanding and/or high demand materials.

#### Selection Criteria

1. Instructional materials support and enrich the curriculum, taking into consideration the varied interests, learning styles abilities, emotional levels, social levels and maturity levels of the students served.
2. Instructional materials are provided which are appropriate to the physical and educational needs of students with disabling conditions whether those disabilities are developmental, physical, learning or emotional.
3. The context communicated by the instructional materials will be authentic, useful to students and teachers and current.
4. Instructional materials should stimulate growth in factual knowledge, aesthetic values and ethical standards and provide a background of information to enable students to make intelligent judgments in their daily lives.
5. Instructional materials should help students to think critically, lead the users to a greater awareness of themselves and other people in their environment and help prepare them for the future.
6. Instructional materials of merit presenting an honest aspect of some problems of life will have a format and vocabulary suitable for the students served.
7. Instructional materials presenting all points of view concerning the problems and issues of our times—international, national and local—are provided.

#### Maintenance of Collection

1. Gifts and free or sponsored materials will meet the same evaluation standards as items considered for purchase.
2. If instructional material is purchased and then found to not meet the above criteria, it will be withdrawn from the collection. If it is suitable for another building within the system, it will be

transferred, with the receiving certificated personnel as the final judge of acceptance of the material.

3. Some materials are purchased to support a particular curriculum and use is restricted to that class.

4. Discarding obsolete and worn instructional materials is a continuous process to be performed by certificated personnel.
5. Worn or missing standard items are replaced periodically.
6. Instructional materials are rebound as deemed necessary.
7. No instructional material will be mutilated. If sections are deemed undesirable for the student population as a whole, the entire magazine, book, film, etc. will be withheld from general circulation, to be circulated at the discretion of the certificated personnel.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3329.06; 3329.07; 3329.08  
3313.642  
OAC 3301-35-03

CROSS REFS.: IIAA, Textbook Selection and Adoption  
INB, Teaching About Controversial Issues  
KLB, Public Complaints About the Curriculum or Instructional Materials

## INSTRUCTIONAL MATERIALS

### Equipment

Instructional equipment is defined as any apparatus, instrument, appliance or machine used for instruction and skill development. Examples include audiovisual equipment to support the objectives of a course of study.

1. The selection of equipment is made with the involvement of professional staff. The Superintendent designates a certified librarian, media specialist or other person to coordinate the selection and purchase of instructional equipment, generally in cooperation with an advisory committee representing teachers, librarians, administrators and others as deemed appropriate.
2. The responsibilities of the designated coordinator and/or advisory committee include:
  - A. reviewing the materials selection policy, procedures and general criteria adopted by the Board for selecting equipment;
  - B. inventory the number and condition of equipment items currently available in the District;
  - C. surveying all teachers to determine the equipment needed to support attainment of objectives specified in each course of study;
  - D. prioritizing new and/or additional equipment;
  - E. arranging for demonstrations of various equipment models as appropriate;
  - F. evaluating various models and items in a systematic manner using the predetermined criteria and review forms and
  - G. submitting recommendations to the Superintendent or designee for review and approval to purchase.

### Selection Criteria

1. A variety of instructional equipment should be selected which can be used with other instructional materials to attain the objectives specified in each course of study.
2. The equipment should meet desirable performance standards in terms of specific functions.
3. Consideration should be given to the following properties and factors:

- A. operational use;
- B. durability;

- C. dependability;
- D. portability;
- E. availability of service;
- F. maintenance costs and
- G. reputation of the manufacturer.

### Selection Procedures

Supplemental Materials: Supplemental materials are defined as additional aids which enhance teaching and learning and support the objectives of courses of study. Supplemental materials for classroom instruction and professional growth include print and nonprint materials, equipment, activities and services which assist in the attainment of educational goals and objectives. Supplemental resources may be purchased by the Board or may be received as gifts and free materials.

Generally, the procedures for selecting supplemental or professional growth are less structured than those specified above for textbooks, equipment and the library collection. The materials should be evaluated using procedures and criteria which ensure the selection of purposeful, high quality materials and services.

### Selection Criteria

Supplemental materials, equipment, activities and services should contribute to the educational philosophy of the District and meet the objectives specified in the course of study. They should be evaluated selected according to the consideration and criteria noted above.

(Approval date: January 20, 2004)

## 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 state of Ohio 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: January 20, 2004]

LEGAL REFS.: ORC 3315.17; 3315.18  
3329.01; 3329.05; 3329.06; 3329.07; 3329.08  
3313.642  
OAC 3301-35-03

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

## TEXTBOOK SELECTION AND ADOPTION

1. Textbooks
  - A. Selection shall be made by a committee of professional staff.
  - B. Appointment of the committee shall be made by the District principals.
  - C. Provisions shall be made for all grade levels.
  - D. Principals shall serve ex officio.
  - E. The duties of the committee shall be those outlined by the Board of Education.
  - F. Community review of textbooks being considered for adoption are available according to the following procedure:
    - 1) Copies of the textbooks appropriate for each building shall be placed in such a location as to encourage and allow community review.
    - 2) Board policies and procedures regarding selection shall be available.
    - 3) Registration of names and addresses shall be requested.
    - 4) Completion of evaluation/comment form.
    - 5) The Board shall make public on at least two occasions the materials being considered and their location.

### Selection Criteria

1. Textbooks
  - A. Materials shall support and be consistent with the general education goals of the state of Ohio objectives of the course of study.
  - B. Materials shall be appropriate for the age, ability level and social development of the students for whom it was selected.
  - C. Materials shall be provided which will be appropriate to the physical and educational needs of students with disabling conditions whether those disabilities are developmental, physical, learning or emotional.
  - D. Materials shall be chosen to foster respects for minority groups, women and ethnic groups and shall realistically represent our pluralistic society, along with the roles and lifestyles open to both men and women.

- E. Materials shall be of durable construction and possess aesthetic, literary and social value.

(Approval date: January 20, 2004)

## TEACHER AIDES

### Volunteer Teacher Aides

Volunteer teacher aides may be used as deemed appropriate by building administrators in the District. Aides will be properly orientated and scheduled by the building administration or by an aide coordinator delegated by the administration to perform such duties.

[Adoption date: January 20, 2004]

## INSTRUCTIONAL MATERIALS CENTERS

### Objectives of Selection

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school as stated in the philosophy of the school in the school handbook. It is the duty of the center to provide a wide range of material on all levels of difficulty, with a wide diversity of appeal and the presentation of different points of view.

To this end, the Board asserts that the responsibility of the library media center is:

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

[Adoption date: January 20, 2004]

## DISTRICT WEB SITE PUBLISHING

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

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

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

### Purpose and Use of District Web Sites

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

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

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

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

### Advertising or Sponsorships

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

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

[Adoption date: January 20, 2004]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC Section 1232g  
ORC 149.41; 149.43  
3313.20  
OAC 3301-35-02(B)(4)(b); 3301-35-03(E)

CROSS REFS.: EDE, Computer/On Line Services (Acceptable Use and Internet Safety)  
IGDB, Student Publications  
JO, Student Records  
KBA, Public's Right to Know

## 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.

Toward these ends, the Board encourages administrative and instructional personnel to rely on the community as one of the educational resources at their command. The administration directs a community instructional resources program designed to involve the citizens, the institutions and the environment of our community in the education of its children.

The building principals have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and community are encouraged to offer their ideas and services through the channels which the administration develops.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3315.07  
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.

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

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

### Educational Nonschool-Sponsored Trips

The Board does not and cannot prohibit students from participating in nonschool-sponsored trips sponsored by individuals or organizations so long as the trips do not interfere with student participation in the regular school curriculum. The Board does not sponsor such trips or assume any responsibility for them. The Board does not and cannot warrant, guarantee or take any position as to the reliability of

any individual or organization that sponsors and solicits students to participate in nonschool-sponsored trips or the quality of such trips. Such nonschool-sponsored trips are not school-sponsored activities, and students who participate in them and parents who authorize student participation, take full responsibility for any consequences that arise from such participation.

Teachers employed by the Board who solicit students to participate and/or any other activities related thereto, in nonschool-sponsored trips sponsored by themselves or other individuals or organizations are acting outside the scope of their employment or official responsibilities as teachers of the District.

Teachers who intend to engage in such activities on behalf of themselves or other individuals or organizations must first advise the administration in writing of their intention to do so and sign an acknowledgment that:

1. participation in such trips and/or all other activities related thereto is outside the scope of their employment or official responsibilities as teachers of the District and
2. the Board will not indemnify them or furnish their defense for any liability incurred as a direct or indirect result of their participation in such trips and/or any other activities related thereto.

Such teachers must also advise those students that the trip is not a school-sponsored activity, that they are acting outside the scope of their employment or official responsibilities as teachers of the District, that the Board accepts no responsibility, and that the Board does not warrant, guarantee or take any position as to the reliability of the individuals or organizations sponsoring the trip or the quality of such trips. The teachers must also have students who participate in the trips, or their parents or guardians if the students are minors, sign an acknowledgement supplied by the administration, that they have been advised of this policy and that they have read and understand this policy, or alternatively, supply the administration with a list of those students who will be participating in any nonschool-sponsored trips so that this policy can be disseminated to them.

[Adoption date: January 20, 2004]

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 for only 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. Field trips are to be avoided during the first four weeks of school, December and the last four weeks of school

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

### Distance and Duration

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

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

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

### Parental Permission

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

### Expenses

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

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

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

Regulations Governing Field Trips

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

(Approval date: January 20, 2004)

## SCHOOL VOLUNTEERS

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

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

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

Current and prospective volunteers who have or will have unsupervised access to children on a regular basis may, at any time, be subject to a criminal record check (BCII).

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 2305.23; 2305.231  
2744.01  
3319.311; 3319.39  
OAC 3301-9-01; 3301-32-22(E)(4)

CROSS REF.: GBQ, Criminal Record Check

## GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and vocational matters, and also in becoming capable of mature self-guidance.

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 his/her performance 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.

The District's 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 provides for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral.

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

Counseling services (9-12) review each student's progress towards graduation on an annual basis.

[Adoption date: January 20, 2004]

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

CROSS REF.: AFI, Evaluation of Educational Resources

## 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: January 20, 2004]

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, in its instructional program, therefore, to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The administration and professional staffs devise grading systems for evaluating and recording student progress towards the state of Ohio's academic achievement standards and benchmarks. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers.

The Board recognizes that any grading system, however effective, is subjective in nature. Therefore, there are fundamental principles that must guide all instructors in the assignment of grades and achievement.

1. Achievement in any subject should represent the most scientific estimate by the teacher of the performance of the individual in state of Ohio standards and benchmarks. Multiple choice, short answer and extended response test measures should be used. Accurate records are kept to substantiate the grade given.
2. Each individual must be given every consideration. An individual should not receive a failing grade unless he/she cannot meet stated minimum state requirements.
3. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to better performance.

[Adoption date: January 20, 2004]

LEGAL REF.: OAC 3301-35-02

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

## STUDENT PROGRESS REPORTS TO PARENTS

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

Written reports are provided to parents of children in grades K-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: January 20, 2004]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

## HOMEWORK

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

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

Homework is not used for disciplinary purposes. The amount and type of homework given should be within the framework of overall state of Ohio curriculum and benchmarks. Care should be taken that students are not unduly burdened by excessive homework assignments for any one school day.

[Adoption date: January 20, 2004]

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

## HONOR STUDENTS

The Board wishes to recognize students who have achieved academic excellence during their high school careers; therefore, high school students who have earned at least a 3.5 or better by the end of the first semester of their senior year will be recognized as Honor Students.

[Adoption date: January 20, 2004]

## PROMOTION AND RETENTION OF STUDENTS

The philosophy of student placement in the District is based upon both the letter and spirit of state of Ohio legislation. Even though variations in learning rate, learning style and experiential background are accepted as important factors in assessing individual differences, the law is quite clear about ending the practice of promotions. By complying with state of Ohio legislation, students are not promoted to the next grade without evidence of academic progress in the previous grade and successful performance on the state of Ohio tests.

### Elementary School

1. A student must successfully complete kindergarten. The student's teacher and building principal determine the criteria to be met for successful completion.
2. The student's kindergarten teacher and the building principal may recommend a student for either a second year program or retention. Parents may choose not to participate in this program.
3. A student will be retained with more than 10% truancy (unexcused absences) and/or who fail two or more required subject areas in kindergarten, first, second, third and fourth grades. The student's teacher and the building principal make the retention decision with a written recommendation to the Superintendent (effective 2003-2004 school year).
4. A student may be retained a maximum of two years. The student's teacher and the building principal make the retention decision with a written recommendation to the Superintendent. A student may be retained in third grade (effective 2003-2004 school year) for failing to attend summer school.

### Middle School

1. A student will be retained with more than 10% truancy (unexcused absences) and/or fails two or more required subject areas in grades 5-8. The student's teacher and the building principal make the retention decision with a written recommendation to the Superintendent (effective 2003-2004 school year).
2. A student may be retained in sixth grade for failing three or more state tests (effective 2003-2004 school year). The District offers summer school for students failing three or more state tests (effective 2003-2004 school year). The student may be promoted if the student's teacher and building principal indicate in writing to the Superintendent that the student is academically prepared at the sixth grade level.

3. A student may be retained a maximum of two years in the middle school (5-8). The student's teacher and the building principal make the retention decision with a written recommendation to the Superintendent.

High School

A student will be retained in grades 9-12 for failing to successfully complete the requisite number of high school credits. The high school principal determines the requisite number of successfully completed units.

Trial Promotions

The Superintendent will not approve trial promotions.

[Adoption date: January 20, 2004]

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

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

## GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare favorably with high schools in the State recognized for excellence.

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

	<u>Currently</u>	<u>9/15/03</u>
English	4 units	4 units
Social studies	3 units	3 units
Science	2 units	3 units
Mathematics	3 units	3 units
Health and P.E.	1 unit	1 unit
Electives	<u>7 units</u>	<u>6 units</u>
Total	20 units	20 units

The requirements for graduation include:

1. student electives of at least one unit, or two half units, from the areas of business/technology, fine arts and/or foreign language and
2. units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction.

Each student is required to complete three units in another subject in addition to the English requirement.

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

The District offers community service classes which acquaint students with the history and importance of volunteer service and with a wide range of existing community needs. This class is considered an elective towards graduation and includes a component requirement of 60 hours of community service.

The Board assumes that at the time of graduation each student has fulfilled all academic and financial obligations. A good school record, scholastic and otherwise, is the best recommendation an applicant can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.



Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code 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 shall be awarded. If no comparable course is offered, the District shall grant to the student an appropriate number of credits in a similar subject area.

The course can be free of charge or paid by the student's parent or guardian.

High school courses offered through correspondence 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.

Student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by a licensed teacher and is designated by the Board as meeting the curriculum requirements.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.61  
OAC 3301-35-02

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

## EARLY GRADUATION

As a matter of philosophy the Board believes that most students are better prepared for adult obligations, academically, socially and physically, if they avail themselves of the opportunities provided by four years of high school starting with grade nine; however, we recognize that some students may find it desirable or necessary to complete graduation requirements in fewer than four years or in a manner other than the regular program; therefore, the following options are open.

### Early Graduation

Bath High School requires 20 units of credit for graduation. These credits may be completed in six (three years), seven (three and one-half years) or eight (four years) semesters. These 20 credits must meet the minimum state and local requirements for graduation.

The Board believes that a high school education involves much more than the accumulation of course credits. Recommendations for approval of early graduation will be based on such factors as vocational readiness, participation in cocurricular activities, social factors, student goals and unusual family situations, as well as academic excellence.

The following procedures will serve as guidelines for the early graduation program:

1. Application for three-year graduation should be made by April of the sophomore year. Application for three and one-half year graduation should be made by April of the junior year.
2. For a student to be eligible for graduation after three years in attendance, he/she must have completed 15 units of credit by the end of the sophomore year. For a student to be eligible for graduation after three and one-half years in attendance, he/she must have completed 17.5 units of credit by the end of the junior year.
3. There must be a student-parent-guidance counselor conference. Prior to or during this conference, an application form must be completed requesting early graduation and stating the reasons why the student and his/her parents or guardian are making the request. This form must be signed by the student, parents or guardian and the counselor and presented to the principal. (The counselor's signature merely verifies that a student-parent-counselor conference was held and does not necessarily signify approval).
4. The guidance counselor then presents a written evaluation of the student upon which a decision can be made by the principal.
5. If approval is not granted by the principal, the parents or guardian may sign a waiver indicating that they want their child to participate in early graduation even though it is not the school's recommendation. Such a waiver will be honored.

6. Upon final acceptance for early graduation, the student is considered a senior with all rights and responsibilities.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3313.60; 3313.61  
OAC 3301-35-02

## GRADUATION EXERCISES

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

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Board.
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.
6. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.
7. Only students who successfully complete the necessary requirements for graduation from Bath High School are entitled to participate in the graduation ceremony.
8. Any student who does not meet the minimum requirements (including state-mandated testing) necessary for graduation will be denied the right to participate in the ceremony.
9. To participate in the ceremony, proper attire in the form of the required cap and gown is necessary and expected.
10. Anyone completing the high school curriculum but who did not pass the state tests may come back at anytime, to any district, and retake the tests free.
11. Occasionally, a student transfers to Bath Local Schools from another high school where charges (fees) have not been paid. Regardless of placement, the previous credits (transcript) must be released by the other high school for the student to be accepted for graduation. Credits are only accepted from an appropriately accredited high school.

[Adoption date: January 20, 2004]

## 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. Therefore, the Board authorizes a program of group testing in order to:

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

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

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

Each student with a disability is considered individually as to his/her participation in the proficiency testing program and achievement/ability testing program.

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

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

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3319.32; 3319.321

OAC 3301-35-02

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

## TESTING PROGRAMS

### State Testing Intervention Policy

The District uses diagnostic assessments in reading, language and math in K-6 grades as required. In grades 7-10, the District uses diagnostic assessments in reading, language, math, science and social studies as required.

The District uses diagnostics that have the closest correlation to the state curriculum standards.

The District will increase classroom minutes focused on reading, language, science, social studies and math ( grades K-6 when needed). Intervention survey classes are added in the 11<sup>th</sup> grade when needed. In addition, the District uses test results to align the curriculum (finding gaps) by grade level to performance outcomes (grades K-10).

The District diagnoses student needs every year at every grade, evaluating test performance data annually and making modifications to the curriculum (grades K-11).

Summer Reading Academy is offered to those students needing reading intervention.

### Proficiency Testing for Home and Nonaccredited Schooled Students Residing in the District

In order to be eligible for Bath Local Schools to administer proficiency tests, a student must be registered and in attendance in one of Bath Local School's programs.

This policy is to ensure proper, accurate and representative testing data of actual enrolled and attending Bath Local School students to the state of Ohio.

(Approval date: January 20, 2004)

File: ILAA

## ALTERNATIVE WAY TO MEET OHIO GRADUATION TEST REQUIREMENT

The State Legislature has provided an alternative way to meet the testing requirement of passing all five sections of the Ohio Graduation Test, effective with students who will graduate after September 15, 2006.

Students may pass the testing requirement for graduation by meeting all of the following criteria:

Passing four of the five test sections (writing, reading, math, citizenship and science) and missing passage of the fifth test by no more than 10 points.

Having a 97 percent (97%) attendance rate, excluding excused absences, through all four years of high school and not having been expelled while in high school.

Having at least a 2.5 grade point average (on a 4.0 scale) in the courses of the subject are not passed.

Having completed the high school curriculum requirement.

Having letters recommending graduation from the high school principal and from each teacher in the subject area not yet passed.

Having participated in any intervention programs offered by the school and

having

a 97 percent (97%) attendance rate in any (such) programs offered outside the normal school day.

[Adoption Date: November 16, 2004]

SECURITY AND TESTING PROCEDURES  
FOR TESTING PERSONS AUTHORIZED TO HAVE ACCESS  
TO TEST MATERIALS

Persons in the Bath Local School District, authorized to have access to the proficiency test materials prior to, during and after test administration and make-up days are:

1. building test coordinator
2. building administrator(s)
3. psychologist(s)
4. guidance counselor(s)
5. designated examiners
6. proctor(s)
7. appointed secretarial staff

Handling and Tracking of Material from Point of Receipt to Point of Return

1. Materials are received and certified by the designated test coordinator and are sent for processing. An Acknowledgement of Delivery Items will be completed and returned, and an Items Resolution Form is used to report any discrepancy between materials listed to be shipped and materials actually received.
2. A list of the number of students to be tested, by whom and where, will be arranged by the designated testing coordinator and given to the building principal(s)
3. Envelopes of testing materials, i.e., answer documents, test booklets, directions for tests, letter of specific instructions for this testing, a sign-off document of materials sent and returned and a "Testing—Do Not Disturb" sign will be prepared by the designated testing coordinator and/or his/her designee(s) for each room in which testing is to occur.
4. All materials are picked up by the designated coordinator and transported to the school(s) where they are stored in the main office and/or secured area.
5. At the conclusion of testing, test booklets of students who completed all subtests are cataloged and returned to the building testing coordinator. All remaining testing materials, i.e., incomplete or unused answer documents and test booklets remain secured in the guidance office and/or secured area until after make-up testing is completed.



6. All returned test booklets are verified by the testing coordinator against the record of serial numbers of completed tests.
7. On the Friday following testing, the totally completed answer documents, after having been checked and verified by the testing coordinator, are packaged and shipped to the Scoring Agency.
8. After all make-up testing is completed and answer sheets are ready for shipping, the Scoring Agency is called by the testing coordinator to arrange for pickup.
9. On the Monday following make-up testing, all remaining used and unused test booklets, unused answer documents and any other test related materials are returned to the test coordinator in the same manner as was used following the initial testing week.
10. The test coordinator verifies that all test booklets sent to each school are accounted for and follows shipping instructions to forward all used and unused test booklets and unused answer documents to the Scoring Agency.
11. After school and District score reports have been received, all left over test materials used to administer the test are stored in a secure area.

Handling and Tracking of Materials at the School Site Before, During and After Test Administration

1. Upon transporting of all tests and related materials to the schools by the test coordinator, all materials are secured in the main office and/or secure area.
2. The principals and the test coordinator make an accounting to verify receipt of all testing materials.
3. Before and after each test day, all test materials remain secured inside the main office. Testing materials are distributed and collected during each testing day at the beginning and end of the time by proctors and administrators. A sign-off sheet is used to verify receipt of the allotted amount of testing booklets and corresponding student answer sheets assigned to each room.



## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent regularly evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her findings to the Board for its consideration and action. The specific purpose 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. 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. how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who graduate;
6. extent of, and trends in, admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data which the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the educational testing program are used as a part of the evaluation.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3301.13  
3313.60  
3323.02  
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

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

## MINIMUM COURSE STUDENT NUMBERS

In the spring, students select courses, which will determine their course of study for the following school year. Such selections are to be made carefully and are also considered to be “Binding” upon the student following a verification of his/her choices via a computer-printed verification form. Students have the freedom of choice in the selection of Courses and it must be understood that such courses should be chosen carefully and with genuine consideration for the student’s future schooling. Once such choices are made every effort should be exercised by both the student and the parents to adhere to them.

It should be understood by parents and students that when registering for course work, students place an obligation upon the school administration to accommodate the courses requested, to staff them with qualified and certified teachers, and to provide adequate textbooks and materials. It is impossible to maintain acceptable class size balances when many requests for schedule changes are honored. A practice of schedule adjustments undermines the effectiveness of the school’s computer operations and is a financially irresponsible use of certified and non-certified staff time. Students are encouraged to make realistic course selections based upon teacher recommendations and actual classroom performance.

Elective classes (classes not tested on the proficiency tests or part of the school improvement plan) that do not have at least 12 students enrolled is financially irresponsible and will be eliminated; and

The Superintendent in consultation with the High School Principal shall determine whether an elective course should be cancelled using sound financial judgment in regards to the best interest of the school. Elective courses will be cancelled if the following occur:

1. A student enrollment less than 12 students per semester (or an average of 12 if multiple sections). Administrative discretion.
2. A student enrollment less than 15 students per year. Administrative discretion.
3. If course is cancelled after the very “first sign up”, it will be eliminated for the year – but may be offered in the next school year.
4. A qualified competent teacher cannot be employed.

\*Exception: courses, which meet the Special Education and Gifted requirements.

Definition: Required courses are Reading, Mathematics, Social Studies, Science, and English. Elective courses are any courses that are not core courses.

In the RARE circumstances where a student initiates withdrawal from a course and the Schedule Change Committee approves the withdrawal, a mark of “F” will be recorded, if the request falls after the second week in a semester course, the third week in a year-long course, or the fourth week in an Advanced course. The “F” is intended to indicate the lack of commitment, not necessarily the lack of achievement. The “F” will be calculated in the GPA for the remainder of the year.

[Adoption Date: December 19, 2002]

## TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

The study of controversial issues should be objective and scholarly with minimum emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and 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. The issue should receive only as much time as is needed to consider it adequately.
4. The issue should be current, significant and relevant to the students and the teacher.

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

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



[Adoption date: January 20, 2004]

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

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



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

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

Moment of Silence

The Board provides for a moment of silence each school day with participation of all students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

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

[Adoption date: January 20, 2004]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.  
ORC 5.23  
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, the administration should contact organizations such as the State Veterinary Association or the State Wildlife Society, regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world. The administration is responsible for developing regulations for the care and control of the animals.

[Adoption date: January 20, 2004]

CROSS REF.: JFG, Interrogations and Searches

## ANIMALS IN THE SCHOOLS

Prior to bringing any animals into the schools, the building administrators must approve the use of the animals for teaching or training of students in accordance with the following regulations.

1. Students are to be instructed not to bring personal pets to school at any time for any purpose.
2. It is permissible for the class to have one or more animals as classroom pets under the following conditions:
  - A. the animal is not venomous or vicious;
  - B. no one is allergic to the animal;
  - C. proper examinations and immunizations have been given by a veterinarian;
  - D. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
  - E. arrangements have been made for the proper care of the animal when school is not in session and
  - F. rules have been established for the handling and treatment of the animal.
3. Whenever live animals are to be used as part of a study, prior approval of the principal is required and the following rules apply.
  - A. A science teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of the study.
  - B. Studies involving animals should 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 should be of paramount importance.
  - E. When animals are kept on school premises over vacation periods, adequate housing must be provided and a qualified individual must be assigned care and feeding responsibilities.

4. If animals are to be used as part of an experiment, such as dissection in a science course, the administration should notify parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.

(Approval date: January 20, 2004)