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*These topics are currently covered by Board policy.

INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

INSTRUCTIONAL OBJECTIVES

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

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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: June 29, 2005]

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

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval in the spring of each year. The number of 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 administrators in districts in the geographical area. He/She provides opportunities for members of the staff and the bargaining units to offer recommendations before presenting a calendar to the Board for final consideration and adoption.

[Adoption date: June 29, 2005]

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

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

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 administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation. Any major changes in schedules are subject to Board approval. The Ohio Administrative Code regulation for length of day must be followed.

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482
OAC 3301-35-06

CROSS REF.: EB CD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can 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 administrative staff and approved by the Board.

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

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

[Adoption date: June 29, 2005]

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

CROSS REFS.: IGBI, English as a Second Language (Limited English Proficiency)
IGBJ, Title I Programs
IHA, Grouping for Instruction
JECBD, Intradistrict Open Enrollment

THIS IS A REQUIRED POLICY

CURRICULUM DEVELOPMENT

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

Curriculum planning is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.

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

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

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

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

[Adoption date: June 29, 2005]

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

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

CURRICULUM ADOPTION

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

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

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3301.07
3313.60; 3313.602; 3313.90
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

BASIC CURRICULAR PROGRAM

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

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State law.

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 curriculum responds to the wide range of developmental needs, learning styles, abilities and English proficiency by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

[Adoption date: June 29, 2005]

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

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

HUMAN RELATIONS EDUCATION

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

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

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

[Adoption date: June 29, 2005]

LEGAL REF.: OAC 3301-35-04(B)(1)(b)

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

THIS IS A REQUIRED POLICY

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.

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.

Teaching about religious holidays or about religion in general should:

1. be objective;
2. avoid any doctrinal impact and
3. avoid any implication that religious doctrines have the support of school authority.

[Adoption date: June 29, 2005]

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

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities
JEFB, Released Time for Religious Instruction

OCCUPATIONAL EDUCATION (Career and Technical Education)

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

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

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

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

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

In an effort to meet the changing needs of the global, high-tech workforce, the following educational programs will be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills: career education in agriculture, business and marketing, health occupations and trade and industrial education including the applied related academic subjects, i.e. math, science and communication skills.

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

[Adoption date: June 29, 2005]

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

CROSS REFS: JN, Student Fees, Fines and Charges
LB, Relations with Other Schools and Educational Institutions

HEALTH EDUCATION

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

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

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

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

[Adoption date: June 29, 2005]

[Revision date: March 24, 2010]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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 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 age-appropriate instruction in family life/sex education have professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: June 29, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

THIS IS A REQUIRED POLICY

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. Additionally, all parentally-placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

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

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required 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 by the year 2014.

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

[Adoption date: June 29, 2005]

[Revision date: March 24, 2010]

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
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

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

THIS IS A REQUIRED POLICY

PROGRAMS FOR STUDENTS WITH DISABILITIES

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[Adoption date: June 29, 2005]

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

THIS IS A REQUIRED POLICY

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with State and Federal law, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards.

2. Procedural Safeguards

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

3. Multifactored Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities shall occur in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private

institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

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

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the state, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or intermediate educational unit involved in the education of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: June 29, 2005)

THIS IS A REQUIRED REGULATION

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the *Ohio 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 backgrounds, 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

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: June 29, 2005]

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

CROSS REF.: JB, Equal Educational Opportunities

THIS IS A REQUIRED POLICY

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

A. Screening/Identification

1. A group cognitive abilities test will be given to all students in grades K-2-4-6-8. A group or individual cognitive abilities test will be given to students in grade 10 upon referral. The district will use the "Inview Test" as appropriate for grades 2-10. Kindergarten students will be given the "Renzulli-Smith Early Childhood Checklist".

Any student scoring at 125 or above will be identified as superior cognitive ability.
Any student scoring at 122-124 will be given the "Terra Nova 2 Achievement Test".

Any student scoring at or above the 95NP in the math, science, reading/writing, or social studies area shall be identified as having a specific academic ability.

2. Any student that scores 115 or above on the cognitive abilities test will be assessed with an approved creativity check list. The district will use the "Scales for Rating the Behavioral Characteristics of Superior Students". Any student meeting the prescribed cutoff score will be identified as having superior creative ability.
3. Any student that demonstrates outstanding performance (through referral or audition) in the visual/performing arts will be assessed with a checklist of behaviors related to a specific arts area – including art, drama, and/or music. Students may be referred by themselves, their parent, their teacher(s), or a community member. Any student who meets the prescribed score will be identified as having talent in the visual/performing arts area.
4. The district will continue to serve only those students who have been identified as having superior cognitive ability and having specific academic ability in grades 3-8.

B. Service Plan

1. The district will serve identified students in grades 3-8 in the regular classroom environment a specially trained teacher will work with identified students and the regular classroom teachers to provide accelerated instruction for identified students.
2. In addition – identified students will be formed into enrichment clusters for accelerated activities outside the traditional classroom setting.

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 backgrounds, 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.

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.

Intervention services will be offered to students who fail to attain proficient score on the following tests:

1. any fourth, sixth or ninth grade proficiency test or
2. on a third, fourth, fifth, sixth, seventh, eighth or tenth grade achievement test.

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

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

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

1. promotion to the 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.

Intervention services are 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/designee 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: June 29, 2005]

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

CROSS REF.: IKE, Promotion and Retention of Students

THIS IS A REQUIRED POLICY

HOME-BOUND INSTRUCTION

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

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

[Adoption date: June 29, 2005]

[Revision date: August 15, 2007]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 12101 et seq.

ORC 3313.64

3321.04

3323.05; 3323.12

OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Students with Disabilities

JEA, Compulsory Attendance Ages

JECBC, Admission of Students from Nonchartered or Home Schooling

HOME BOUND INSTRUCTION

The following administrative regulations will be utilized when considering home instruction for any Manchester Local School District students:

1. Teachers shall not begin home instruction tutoring until the Special Education Coordinator has received and provided a signature of approval on form IGBG-E-1 and IBBG-E-2.
2. Home instruction must be equal to or less than the number of days a student would have attended school (as indicated by student attendance EMIS data),
3. Home instruction cannot begin before, or continue after, the dates on the student's I.E.P.
4. Home instruction cannot occur on days school is not in session (calamity days, holidays, etc.)
5. Hours of home instruction shall not exceed an average of one hour a day for each school day missed without prior approval by administration.
6. Home instruction generally will only be approved for students absent (20) consecutive school days as certified by a physician, psychologist, psychiatrist, etc.
7. Time sheets must be submitted to document the hours and dates of instruction. Time sheets require a parent/guardian signature.

Home instruction tutors will be required to sign IGBG-E-1 explaining the district's guidelines before tutoring begins. Violations of the guidelines will result in a breach of contract which will affect home instruction payment.

**Home Instruction Tutor
Approval Form**

This form must be forwarded to the Treasurer's Office before tutoring begins:

The following guidelines will be used with any home instruction assignment:

1. Teachers shall not begin home instruction tutoring until they are approved in writing with this form by the Special Education Director.
2. Home instruction must be equal to or less than the number of days a student would have attended school (as indicated by the student's attendance printout)
3. Instruction cannot begin before, or continue after, the dates on the student's I.E.P.
4. Home instruction cannot occur on days school is not in session. (Ex. Calamity Days, School Holidays, etc.)
5. Hours of instruction shall not exceed an average of one hour a day for each school day missed without prior approval by administration.
6. Home instruction, generally, will be approved only for students absent twenty (20) consecutive school days as certified by a physician, psychologist, psychiatrist, etc.
7. Time sheets must be submitted to document the hours and dates of instruction Time sheets require parent/guardian signature.

Violations of the guidelines will result in breach of contract which will affect home instruction payment.

Special Education Coordinator

Date

Home Instruction Tutor

Date

PHYSICIAN STATEMENT OF NEED FOR HOME INSTRUCTION

Student name _____ Date of Birth _____

a student at _____, Manchester Local School District
Name of school

is under consideration for home instruction as a result of a medical and/or psychological condition.

Please complete this form in order to assist us in determining this student's needs:

Health Care Provider: _____

Address: _____

Phone: _____

Identify and explain the medical/psychological condition for which the student is being treated:

Will this condition or its treatment prevent attendance at school? Yes No

The condition is _____ temporary _____ permanent

Date you are recommending home instruction to begin and length of time instruction will be necessary:

Date to begin

Number of weeks

Physician's Signature / Date

Parent Consent of release of medical information to Manchester Local School District:

Parent Signature / Date

ALTERNATIVE SCHOOL PROGRAMS

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

Alternative school programs:

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

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

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

[Adoption date: June 29, 2005]

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

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 are 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 by the year 2014.

Limited English proficient students who have been enrolled in U.S. schools for less than one full school year are exempt from the requirement to take the reading and writing proficiency or achievement tests administered to their grade levels. However, such students who choose to take these tests are permitted to do so. (Proficiency or achievement tests in math, science and social studies are not exempt.)

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

[Adoption date: June 29, 2005]

LEGAL REFS.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

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

THIS IS A REQUIRED POLICY

TITLE I PROGRAMS

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

The Board believes parental involvement is a vital part of the Title I program. Parental involvement shall include, but not be limited to, contribution to the design and implementation of programs under this title, participation 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 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 three years in a row is required to offer supplemental (tutorial) services. The administration is directed to develop a plan to comply with the provision to offer and provide supplemental services.

[Adoption date: June 29, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

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

THIS IS A REQUIRED POLICY

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

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: June 29, 2005]

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)
IGBJ, Title I Programs

THIS IS A REQUIRED POLICY

CREDIT FLEXIBILITY

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

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. completing coursework;
2. testing out or showing mastery of course content;
3. pursuing an educational option and/or an individually approved option and/or
4. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: March 24, 2010]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio’s plan for credit flexibility shifts the focus from “seat time” to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;
3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

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

NOTE: In 2007, the Ohio General Assembly enacted Senate Bill (SB) 311, also known as the Ohio Core, which directed the State Board of Education to adopt a plan that enables students to earn units of high school credit based on demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

SB 311 requires all local school boards to comply with the provisions of the State Board's credit flexibility plan by adopting local board policy (ORC 3313.603(J)). Full implementation of the local board policy must be reached by the beginning of the 2010-11 school year.

THIS IS A REQUIRED POLICY

CREDIT FLEXIBILITY

In accordance with the Ohio Revised Code and Board of Education Policy for credit flexibility, the following set of guidelines will be implemented for any student eligible for high school credit.

- I. Communication of Guidelines:** Prior to the beginning of each school years, the Superintendent or designee will communicate to parents/students the policy and guidelines concerning credit flexibility utilizing the following forms of communication:
 - a.) District/high school website
 - b.) Student handbook
 - c.) Newsletter/public announcements

- II. Application for Flexible Credit:** For a student to participate in and receive the flexible credit option, a student must obtain an application packet from the high school counselor's office. To receive a flexible credit option in the first semester, a student must have completed and returned all application materials to the high school counselor's office by the end of the first week of May in the preceding school year. To receive a flexible credit option for the second semester, a student must have completed and returned all application materials to the high school counselor's office by the end of the first week of November in the current school year. Once the complete application materials are received a committee composed of the Principal, Counselor, and appropriate teachers will review the application to determine if the application for credit flexibility will meet the credit requirements for graduation. If the committee approves the application materials the student will be required to complete one of the options presented below before the beginning of the next semester.
 - a.) Complete test-out option as specified by South Central Ohio Educational Service Center.
 - b.) Provide documentation of completed coursework offered by an alternative educational provider; documentation must include course content, completion date and transcript of grade(s).
 - c.) Provide completed portfolio of coursework on approved educational project(s).

- III. Grading Options:** A student applying for flexible credit options under this policy and regulations may request to receive credit in one of two following options: 1) Graded option – this could be in a “letter” grade format or “numerical” grade format. Numerical grades will be converted to letter grades utilizing the _____ School District grading policy – IKA-R. 2) Pass/Fail Option. The amount of credit awarded for any course or project will be determined by utilizing the current district policy – IKD – “Graduation Requirements” – and the adopted list of course offerings and credit values for the district. In the instance that a student cannot complete course requirements or is unsuccessful in their attempt to complete course requirements, no credit will be awarded

to the student. The student will have the option of registering for another course in the upcoming semester.

1 of 2

- IV. Review Process:** Annually the Superintendent or designee will establish a “Credit Flexibility Review Committee” comprised of stakeholders for the purposes of reviewing policy and guidelines as follows:
- a.) Methods and frequency of communication with students and parents
 - b.) Collection of performance data including number of student participants, credits attempted, credits awarded and types of credits awarded across academic disciplines.

[Adoption date: March 24, 2010]

NOTE: THIS IS A REQUIRED REGULATION

2 of 2

CREDIT FLEXIBILITY

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

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

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

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

(Approval date: March 24, 2010)

NOTE: THIS IS A REQUIRED REGULATION

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: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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 certified/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certified/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: June 29, 2005)

THIS IS A REQUIRED REGULATION

HOME SCHOOLING

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

The child being home schooled 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 ESC 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 ESC Superintendent approves the home schooling 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 ESC Superintendent intends to deny the request for home schooling, 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 ESC Superintendent.

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

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

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

HOME SCHOOLING

1. The ESC Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code.
2. If the ESC Superintendent approves the home schooling 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 schooling granted by the ESC Superintendent, papers showing how the qualification of the person instructing the child was determined and all other documents relating to the child's home schooling program.
3. If the ESC Superintendent refuses a parental request for home schooling, he/she notifies the parent(s) of the right to a due process hearing before the ESC Superintendent, and of the right to appeal the ESC 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-schooled children should be performed in accordance with the Ohio Administrative Code.

(Approval date: June 29, 2005)

PRESCHOOL PROGRAM

The preschool program is guided by curriculum, written policies and regulations of the District which are consistent with applicable statutory requirements contained in the revised code and rules adopted by the State Board of Education. Resources of the preschool program include, but are not limited to:

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

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3313.646
3323.02
OAC Chapter 3301-37; 3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
IICA, Field Trips
JHC, Student Health Services and Requirements
JHCCA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also GBEA)
JHF, Student Safety
JO, Student Records

THIS IS A REQUIRED POLICY

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: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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 State law;
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 per year 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) are 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 parental 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: June 29, 2005)

COMMUNITY SERVICE

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

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

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

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

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

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

[Adoption date: June 29, 2005]

[Revision date: March 24, 2010]

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

CROSS REFS.: IKF, Graduation Requirements
JGD, Student Suspension
JGE, Student Expulsion

Manchester Local School District, Manchester, OH

COMMUNITY SERVICE

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[Adoption date: June 29, 2005]

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

CROSS REFS.: IKF, Graduation Requirements
JGD, Student Suspension
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COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.
6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.

7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Student Code of Conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education, State law and the Ohio Administrative Code.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics. The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition for participation.
17. Resident students attending STEM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics.
18. In 2009, the Ohio General Assembly enacted House Bill (HB) 1, which directed school

districts to count – up to four days as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to participate in a board of education approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for four or more consecutive school days for a board-approved enrichment or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

[Adoption date: June 29, 2005]

[Revision date: March 24, 2010]

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

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

THIS IS A REQUIRED POLICY

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

Nonschool-Sponsored Publications

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

[Adoption date: June 29, 2005]

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

CROSS REFS.: EDE, Computer On-Line Services (Acceptable Use and Internet Safety)
IIBH, District Web Site Publishing
KJ, Advertising in the Schools

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: June 29, 2005]

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

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

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

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

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

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

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

THIS IS A REQUIRED POLICY

STUDENT FUND-RAISING ACTIVITIES

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

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

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

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

School and Community Service Project Definitions

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

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

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

2. School Service Projects

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

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

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

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

3. Community Service Projects

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

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

(Approval date: June 29, 2005)

FUND RAISER REQUEST FORM (Prepare in Triplicate)

Activity Program Fund _____	Activity Account No. _____	Date _____
Purpose of fund-raiser _____ (Describe product to be sold, method of sale, reason for fundraiser) _____		
Name of Vendor _____	Salesperson _____	
Address _____	Address _____	
City/State _____	City/State _____	
Phone _____ Zip _____	Phone _____ Zip _____	
Starting Date _____	Ending Date _____	
Product(s) to be sold _____	Unit Selling	Unit
Item Description (unit size, etc.) _____	Price	Unit Profit

May unsold items be returned for credit? _____

Sales are to be made: School only _____ Community only _____ School and Community _____

Sellers: Students _____ Parents _____ Other _____

Who will sellers deliver moneys to : _____

How will sellers be held accountable for theirs sales and goods? _____

Is the Student and Parent Agreements form to be used? _____

If sales are to be conducted on the school grounds during student attendance, please complete the following:

Is the item to sold a food stuff? _____ If yes, please complete information below.

Time of sale _____

Location of sale _____

Signed _____ Signed _____

Club Officer

Activity Sponsor

_____ Approved _____ Disapproved

Comments: _____

Principal Signature: _____ Date _____
(Signature indicated that fund-raiser is in accordance with purpose and policy statement)

_____ Acknowledge - Activity Sponsor _____ Date _____

_____ Approved - Superintendent or Designee _____ Date _____

_____ Disapproved - Superintendent or Designee _____ Date _____

No commitments may be made until the director of business affairs has given approval

Acknowledged - Treasurer _____ Date _____

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.
4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions,

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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.

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

Coaches are required to complete an approved course in sports-related first-aid training and a course in cardiopulmonary resuscitation (CPR) 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. There are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Association Bylaws.

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.

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.66; 3313.661; 3313.664
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGDK, Interscholastic Extracurricular Eligibility
JECBA, Admission of Exchange Students
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

THIS IS A REQUIRED POLICY

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since, participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

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

As a condition for the privilege of participating in interscholastic extracurricular activities, a student in grades 9 through 12 must have attained a minimum grade point average of 1.5 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association (OHSAA) must also comply with all eligibility requirements established by the Association. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

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

[Adoption date: January 26, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.66; 3313.661
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

NOTE: Consistent with State law, the Board has the option of deciding if a student may or may not participate in interscholastic extracurricular activities if the student has received a failing grade in the previous grading period. This sample policy offers both options in the first sentence. Prior to adoption, the Board must decide which option it wishes to utilize.

School districts may choose to expand the eligibility requirement to all extracurricular activities.

The Board is also permitted to increase the 1.0 minimum grade point average for eligibility.

The Board must make sure that any policy language adopted is not in conflict with the Ohio High School Athletic Association.

THIS IS A REQUIRED POLICY

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

1. The veteran 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.
3. The veteran has not been granted a diploma, honors diploma, or a diploma of adult education or a diploma provided for under this bill from another school.

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

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: June 29, 2005]

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

GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: June 29, 2005]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: IE, Organization of Facilities for Instruction
IHB, Class Size

CLASS SIZE

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

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

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

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

[Adoption date: June 29, 2005]

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

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

INSTRUCTIONAL MATERIALS

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

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

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

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the professional staff to increase the effectiveness of the instructional program. Supplementary instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials and materials available in electronic or digital formats (such as materials accessible through the Internet).

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

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

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

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

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

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

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

[Adoption date: May 18, 2011]

LEGAL REFS.: U.S. Const. Art. I, Section 8
 Copyright Act, 17 USC 101 et seq.
 Family Educational Rights and Privacy Act; 20 USC Section 1232h
 ORC 3313.642
 3329.06; 3329.07; 3329.08
 OAC 3301-35-04; 3301-35-06

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

DISTRICT WEBSITES

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

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

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

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

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

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

Advertising or Sponsorships

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

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

[Adoption date: June 29, 2005]
(Revision date: May 18, 2011)

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
ORC 149.41; 149.43
3313.20
OAC 3301-35-04; 3301-35-06

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

NOTE: School district websites and individual school web pages are wonderful communication tools. These sites provide opportunities to communicate with stakeholders and highlight district achievements.

Communication between staff and students can be maximized by creating web pages and/or social networking sites for staff members with responsibilities to and for students beyond the regular school day, e.g. coaches, advisors and others. These staff members may find it useful to have a district-sanctioned means to communicate with students in a popular form that appeals to students.

These sites could be restricted to educational purposes only and be strictly monitored by the district's technology coordinator. Edit this policy to fit the needs of the district.

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

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

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

[Adoption date: June 29, 2005]

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

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

THIS IS A REQUIRED POLICY

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 planning and conducting field trips so that students derive the greatest educational benefit from the trip.

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

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

Travel Vendor Compensation

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

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

[Adoption date: June 29, 2005]

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

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

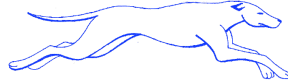
THIS IS A REQUIRED POLICY

MANCHESTER LOCAL SCHOOL DISTRICT

File: IICA-E

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"Home of the Greyhounds"

Robert C. Ralstin
Superintendent

Karen K. Ballengee
Treasurer

Michelle Arnold
Administrative Assistant II

**Manchester Local Schools
Field Trip Permission Slip**

Student's Name: _____

Class Taking Trip: _____

Date of Trip: _____

Trip Destination: _____

Departure Time: _____ Approximate Return Time: _____

Teacher(s): _____

Medical Allergies: _____

Emergency Phone Number(s) to be reached: _____

I hereby give permission for _____ to attend
the above sponsored field trip.

Parent/Guardian Signature

Date

Manchester Local School District

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.

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.

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

Parental Permission

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

Expenses

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

Field trips which are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips which involve overnight stays, usually involve some expense to the participating student. The administration is careful 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: June 29, 2005)

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 must 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 must have completed a criminal record check (BCII & FBI).

The Ohio High School Athletic Association (OHSAA) requires volunteer coaches to hold pupil-activity permits. The Ohio Department of Education (ODE) requires that pupil activity permit applicants submit to criminal records checks (ORC 3319.303, Ohio Administrative Code (OAC) 3301-27-01). Accordingly, volunteer coaches must have pupil activity permits and will need to submit to criminal records checks prior to obtaining or renewing said permits.

[Adoption date: June 29, 2005]

[Revision date: August 15, 2007]

[Revision date: May 13, 2009]

[Revision date: May 18, 2011]

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

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

GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, 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.

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.
4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.
5. Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

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

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

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

Counseling services are provided by certified/licensed school counselors.

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REF.: AFI, Evaluation of Educational Resources

THIS IS A REQUIRED POLICY

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 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 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: June 29, 2005]

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

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

GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement which enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

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

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

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

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

Permissive language

The Superintendent develops procedures for grading which include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.
5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

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

[Adoption date: June 29, 2005]

[Revision date: January 26, 2011]

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

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

NOTE: THIS IS A REQUIRED POLICY

GRADING SYSTEMS

ELEMENTARY

Kindergarten Grading Scale:

C = Consistent
N = Needs Support
AC = Area of Concern
Blank = Area Not Assessed

Progress reports for Kindergarten will be sent home at nine week intervals. The report will provide parent's information of their child's learning and academic growth. Progress reports will be based on state standards of learning.

Grading Scale: Grades 1 – 3:

A = 93 – 100
B = 83 – 92
C = 73 – 82
D = 65 – 72
F = 64 & Below
I = Incomplete, becomes a grade when the classwork is completed.

The grading scale above is used to report progress for Language Arts and Mathematics

O = Outstanding Progress
S = Satisfactory Progress
N = Needs Improvement
I = Incomplete, becomes a grade when the classwork is completed.

The grading scale above is used to report progress for Social Studies, Science, Physical Education, Art, and Music.

Plus (+) or Minus (-) marks may be utilized in computing 9 week grades and final grades.

Grade Reports are sent home at the end of each 9 week grading period. Interim progress reports are sent home in the middle of each 9 week grading period. In addition, parents may access their child's academic progress by utilizing the Progress Book (parent) link on the district website:
www.manchester.k12.oh.us.

Grading Scale: Grades 4 – 6:

A = 93 – 100

B = 83 – 92

C = 73 – 82

D = 65 – 72

F = 64 & Below

I = Incomplete, become a grade when the classwork is completed.

The grading scale above is used to report academic progress for Language Arts, Mathematics, Social Studies & Science.

O = Outstanding Progress

S = Satisfactory Progress

N = Needs Improvement

I = Incomplete, becomes a grade when the classwork is completed.

The above letter grades are used to report academic progress for Physical Education, Art and Music.

Plus (+) or minus (-) marks may be utilized in computing 9 week grades and final grades.

Grade reports are sent home at the end of each 9 week grading period. Interim progress reports are sent home in the middle of each 9 week grading period. In addition, parents may access their child's academic progress by utilizing the Progress Book (parent) link on the district website:
www.manchester.k12.oh.us.

JR. HIGH/HIGH SCHOOL

Grading scale: Grades 7 – 8:

A = 93 – 100

B = 83 – 92

C = 73 – 82

D = 65 – 72

F = 64 & Below

I = Incomplete, becomes a letter grade when the classwork is completed within the first two weeks of the next grading period.

The grading scale above is used to report academic progress for: Language, Mathematics, Science, Social Studies, Health, Physical Education, Music, Band, Art, Foreign Language, and Vo. Ag.

Grade reports are sent home at the end of each 9 week grading period. Interim progress reports are sent home in the middle of each 9 week grading period. In addition, parents may access their child's academic progress by utilizing the Progress Book (parent) link on the district website:
www.manchestser.k12.oh.us.

Grading Scale: Grades 9 – 12:

A = 93 – 100

B = 83 – 92

C = 73 – 82

D = 65 – 73

F = 64 & Below

I = Incomplete, becomes a letter grade when the classwork is completed within two weeks of the next grading period.

The grading scale above is used to report academic progress for: Language Arts, Mathematics, Science, Social Studies, Physical Education, Health and all elective courses. Teacher discretion may be used in adjusting the scale in appropriate circumstances.

Weighted Grades:

Students electing to take advanced placement (AP) courses will receive weighted grades, provided they earn a grade of "C" or better and score a "3" or higher on the advanced placement exam. Each advanced placement course shall be given a .05 weight in computing the cumulative grade point average.

GRADE REPORTS:

Grade reports are sent home at the end of each 9 week grading period for year long courses. Interim progress reports are sent home in the middle of each 9 week grading period. In SEMESTER BLOCK CLASSES, progress reports are sent home at the end of each 9 week grading period, with the final grade report sent home at the end of the semester block class. Daily grade will constitute 80% of the grade and the final exam will constitute 20% of the grade. If no final exam is given, daily grades will constitute 100% of the semester grade. The final grade for each course will be recorded on the high school permanent record.

ADDING/DROPPING CLASSES:

Classes may be added or dropped before the 6th day of a course without penalty. In the event a class is dropped after the 6th day, the student will receive a failing grade for that course.

A course syllabus will be provided to each student at the beginning of each course consisting of number of tests, projects, quizzes, term papers and other assignments.

[Adoption date: May 13, 2009]

LEGAL REFS.:

CROSS REFS.:

THIS IS A REQUIRED POLICY

CLASS RANKINGS

The Board of Education believes in recognizing academic excellence within the school district.

Valedictorian and Salutatorian:

- A.) The Valedictorian honor is presented to the senior class student(s) with the highest grade point average (GPA) for their four years of high school coursework. The Salutatorian honor is presented to the senior class student(s) with the second highest grade point average (GPA) for their four years of high school coursework.
- B.) For a student(s) to be eligible for the honor of Valedictorian or Salutatorian, they must have earned a minimum of four (4) credits at Manchester High School. When a student(s) transfers into Manchester High School after having completed one or more years of coursework at another accredited high school, and are eligible for this honor, both (or all) transcripts will be considered in computing the highest grade point average (GPA). Post-Secondary enrollment students will be considered for this honor provided they meet all requirements.
- C.) Grade point average (GPA) will be computed utilizing all weighted and un-weighted grades as per Manchester Local School District grading policy, IKA-R. An "A" grade equals 4 points, B = 3 points, C = 2 points, D = 1 point and F = 0 points. Grade point averages used for the selection of Valedictorian/Salutatorian will end as of:
 - 1. The end of the 3rd grading period of the senior year
 - 2. The second quarter for students choosing the Postsecondary Option
 - 3. Both Valedictorian/Salutatorian must have obtained a Diploma with Honors.
- D.) The building principal and guidance counselor will retain the grade point average (GPA) list and will be responsible for calculating the highest grade point average.

[Adoption date: May 13, 2009]

LEGAL REFS.:

CROSS REFS.:

THIS IS A REQUIRED POLICY

HONOR ROLL

The Board of Education believes in recognizing students for their efforts by providing such recognition through the establishment of Honor Roll Guidelines

ELEMENTARY HONOR ROLL:

Manchester Local School District will have an "all A" and "A/B" honor roll to recognize academic achievement of students in grades 4 – 6. The guidelines for the honor roll are as follows:

"A" Honor Roll – All A's for the grading period.

"A/B" Honor Roll – A's and B's for the grading period.

The following subjects will be utilized to attain honor roll status: Language Arts, Mathematics, Science, and Social Studies.

SECONDARY HONOR ROLL

Manchester Local School District will have an "all A" and "A/B" honor roll to recognize academic achievement for students in grades 7 – 12. The guidelines for the honor roll are as follows:

"A" Honor Roll – All A's for the grading period.

"A/B" Honor Roll – A's and B's for the grading period.

All subjects will be utilized to attain honor roll status.

[Adoption date: May 13, 2009]

LEGAL REFS.:

CROSS REFS.:

THIS IS A REQUIRED POLICY

ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical given a student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to develop rules for referring and evaluating students who may qualify for services.

[Adoption date: January 10, 2007]

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

Student Acceleration For Advanced Learners

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

1. **Definitions:**

- a. **Whole-Grade Acceleration:** The practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriate challenging learning opportunities.
 - 1) **Example:** After completing the first grade year, a student is placed in a third grade classroom (rather than a second grade classroom) on a full-time basis at the beginning of the next school year.
 - 2) **Example:** After completing the fall semester of the fifth grade year, a student is placed in the sixth grade at the start of the second semester of the same school year.
- b. **Individual Subject Acceleration:** The practice of assigning a student to a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
 - 1) **Example:** A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subject areas.
 - 2) **Example:** A musically gifted sixth grade student is enrolled in a high school instrumental music course and returns to the sixth grade classroom for instruction in other subject areas.
- c. **Early Admission to Kindergarten:** The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten for the purpose of providing access to appropriately challenging learning opportunities.
 - 1) **Example:** A child who can read independently and is socially similar to typical five year-olds is admitted to kindergarten, although he will not reach his fifth birthday until the end of the school year.
- d. **Early High School Graduation:** The practice of facilitating completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to post-secondary educational opportunities.

- 1) **Example:** An advanced student is granted a diploma after spending only five semesters in high school by accumulating credits on an accredited basis through "dual-credit" coursework taken while in middle school and by satisfying some high school graduation requirements by completing "education options" rather than traditional courses. The student then enrolls in college as a full-time student at age 16.

2. Referrals and Evaluation

- a. Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of her or her school for evaluation for possible accelerated placement.
- b. Copies of this policy, regulations and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building shall receive referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff is aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The principal of the referred student's school shall obtain written permission for the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement.
- d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the principals' discretion and placed in the accelerated placement(s) at the time recommended by the acceleration committee. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or school psychologist.
- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

- f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated one additional time annually if he or she is again referred for evaluation by an individual eligible to make referrals as described in these regulations.

3. Accelerated Evaluation Committee:

a. Composition:

- 1) The referred student's principal shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. Committee shall be composed of school psychologist, counselor and appropriate teachers.

b. Responsibilities:

- 1) The acceleration evaluation committee shall conduct a thorough evaluation of the student.
 - i. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.
 - ii. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.
 - iii. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of district and state mandated graduation requirements.

- c. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

- d. The acceleration evaluation committee shall develop a written acceleration plan (WAP) for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

- 1) placement of the student in an accelerated setting;
- 2) strategies to support a successful transition to the accelerated setting;

- 3) requirements and procedures for earning high school credit prior to entering high school (if applicable);
 - 4) and an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- e. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

4. Accelerated Placement:

- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten; grade-level accelerated students, and students accelerated in individual subject areas.
 - 1) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - 2) At any time the acceleration evaluation committee may recommend a student be withdrawn from the accelerated placement. The principal shall convene a meeting of the parties. The principal shall notify a parent or legal guardian of the decision of the acceleration evaluation committee. A parent or legal guardian of the student may appeal in writing the decision of the acceleration evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final.

[Approval date: January 10, 2007]

STUDENT ACCELERATION APPLICATION FORM

Student Name: _____ Date: _____

Address: _____ Building: _____

Date of Birth: _____ Grade Level: _____

Person(s) Making Acceleration Request: _____

Type of Acceleration Requested: _____ Whole-Grade Acceleration
 _____ Individual Subject Acceleration
 _____ Early Admission to Kindergarten
 _____ Early High School Graduation

Reason for Request:

Supporting Documentation:

Signature of Person Making Referral

Relationship to Child

Manchester Local School District, Manchester, Ohio

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Manchester High School. Students participating in the ceremony must meet all graduation 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 Manchester Local Board of Education.
2. Students graduating early must have filed the required application papers.
3. All financial obligations to the District 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 participating in the ceremony must wear the prescribed cap and gown.
7. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.
8. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They shall receive their diploma at the close of the last day of the regular school year.

[Adoption date: June 29, 2005]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

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

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. 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 testing programs.

Records of the results of group tests are 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: June 29, 2005]
(Revision date: May 18, 2011)

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717
3319.32; 3319.321
OAC 3301-13-05; 3301-35-02; 3301-35-03; 3301-35-04

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

NOTE: To assist administrators in developing the required written testing security plan, a regulation follows this policy, which details the requirements for the secure storing and administration of proficiency test.

THIS IS A REQUIRED POLICY

***TEST SECURITY POLICIES AND RULES
BOOKLET***

(J. Distel)

Adopted November 9th, 2005

Manchester Board of Education

MANCHESTER LOCAL SCHOOL DISTRICT TEST SECURITY POLICIES AND RULES BOOKLET

GUIDELINES AND NOTES

The rules and procedures included from the following sources are considered as part of the district's test security policy.

1. All provisions and rules from the Ohio Administrative Code/Ohio Revised Code
2. All provisions and rules from the Ohio Department of Education-**INCLUDING THOSE PUBLISHED ON THE ODE WEBSITE:**
http://www.ode.state.oh.us/proficiency/Rules/Rules_Book_2_4_2005
3. All provisions and rules provided by designated testing and scoring companies
4. All provisions and rules from the Manchester Local Board of Education
5. All rules contained in the **Test Security Policies and Rules Booklet** provided by the district
6. All rules contained in building handbooks and policy memos
7. All rules from the Ohio board of Education
8. The district considers all of the following as **SECURED DOCUMENTS**:
 - All state mandated tests
 - All standardized academic achievement tests
 - All standardized cognitive abilities tests
 - Any current or future state or district testing document
 - Any other instrument that would be classified as a "secured document"
9. Any provided revision from the sources above
10. The policies booklet and any subsequent revisions may be provided either electronically or via hard copy

OTHER RELATED INFORMATION

-Please post these rules on your bulletin board.

-Please review the rules related to **CHEATING** and **DISCUSSING TEST ITEMS** with your students before test administration.

-Please review the rules related to **TEST SECURITY** and **ETHICAL USE OF TESTS** before receiving your test materials.

(J. Distel)

Adopted November 9th, 2005

Manchester Board of Education

ESTABLISHING TEST SECURITY PROVISIONS

- A. All test questions and all other materials which are considered part of the approved achievement and ability tests, including, but not necessarily limited to, reading passages, charts, graphs, and tables shall be **considered secure** and subject to the provisions of Section 3319.151 and 3319.99 of the Ohio Revised code and the provisions of this rule.
- B. The Manchester Local School District shall identify at least one certified employee of the district to be responsible for ensuring that all test security provisions are met while test materials are in the district and/or buildings, respectively. The District Test Coordinator shall assume this responsibility. All building principals assume ultimate responsibility for test security within his/her building.
- C. No person shall teach students the answers to specific test questions, copy, or otherwise reproduce secure test materials for use by the students, change students' responses on the answer sheets, or in any way cheat or assist a student to cheat.
- D. No unauthorized person shall have access to any secure test materials at any time such materials are in the district or school building.
- E. The Board of Education shall adopt procedures upon preparation by and recommendation of the administration.

PROCEDURES FOR PROTECTING SECURITY OF TESTS

- A. The following procedures shall be used to protect the security of the test materials:
 - The District Coordinator of Testing or designee(s) is authorized to have access to the test materials.
 - The District Coordinator of Testing shall order test materials with instructions for shipping test materials to the appropriate school.
 - Test materials shall be counted upon receipt and stored in a secure place.
 - At the time of administration, test materials will be counted and signed out to authorized test administrators and will be counted and signed in upon return of test materials using building adopted forms.
 - Upon completion of testing, materials will be returned as per instructions provided by the Department of Education or Manchester Local School District within the appropriate time frame.
- B. Alleged Violations:
 - Questions about testing protocol and procedures will be referred to the District Test Coordinator. (Mr. John Distel)
 - The Superintendent shall investigate alleged violations of test security provisions by students or school employees. Any student or employee suspected of violating test security shall be accorded due process and a

hearing shall be held by the Superintendent within twenty-four (24) hours of the alleged violation.

- C. Any test security violation resulting from the actions of a student or another individual may result in the student(s) test scores being invalidated.
- D. Within ten (10) days of determining that a test security violation has occurred following an investigation conducted in accordance with paragraph (B) of this policy, the school district shall notify the State Board of Education in writing of the finding and of the action taken.
- E. After determination that a test security violation has occurred, the district and/or the State Board of Education may seek the maximum penalty or penalties pursuant to Section 3313.151 of the Ohio Revised Code. This may include a one year suspension of a certificate or termination of a certified or noncertified personnel.
- F. The following personnel shall be authorized to have access to test materials with the approval of the superintendent or the district test coordinator.
 - Superintendent
 - Curriculum Coordinator
 - Building Principals
 - Psychologist
 - Guidance Counselors
 - Teachers
 - Other personnel if authorized by the superintendent or district test coordinator
- G. Individual test scores on any test administered under this policy are considered confidential and shall be released by the district in accordance with Section 3319.321 of the Ohio Revised Code **and** in compliance with district records release policies.

SECURITY PROVISIONS FOR STATE MANDATED TESTS

The Manchester Local School District shall comply with the State Department of Education guidelines for test security.

The District Test Coordinator and building administration shall be responsible for assuring that all tests and testing procedures are secure and not made available to unauthorized parties. The building principal is responsible for test security within the school and may not delegate that responsibility to anyone else.

These procedures are to be followed in each building.

- A. The test coordinator along with the guidance counselors shall ensure that:
 - the district complies with all guidelines issued by the State for proper administration, processing, and handling of the proficiency tests and associated materials.

-all test policies, procedures, and schedules are followed and all examiners (licensed/certified employees of the school district) and proctors are thoroughly trained.

-written procedures and penalties based on the Ohio Administrative Codes are communicated with all district employees and students no later than October 1st of each school year. The policies will be distributed as follows:

1. Teachers will receive a copy each year. The copy may be emailed.
2. Each teacher shall post a copy of the policy in his/her room before October 1st each year. Subsequent revisions must be posted before the next test administration. Additionally, each teacher shall discuss appropriate provisions for the policy before each test administration.
3. Students must be provided a written copy upon request.

These responsibilities may not be delegated to anyone else:

B. Only the principals and district test coordinator are:

-permitted to open all test materials and communications concerning testing that are received from the State.

-permitted access to secure test materials, which are to be stored in a locked cabinet or room. (Practice test materials are **not** secure items.)

C. All tests (serially numbered and tracked) shall remain sealed until the day of testing. Each professional staff member assisting with testing shall:

1. sign for the number of tests (and their serial numbers) received from the Principal/School Test Coordinator.
2. sign the district statement of assurance to abide by the State-designated procedures.

It is illegal to reveal test questions known to be on the tests. Secured materials shall not be distributed, reproduced, or caused to be reproduced in any format. Tests remain secure until the previous year's tests are released as public record.

D. The principal/test coordinator shall maintain a list of professional staff members administering the proficiency/achievement tests, the number of tests issued to each staff member, and the test serial numbers.

E. Only the test coordinator, examiners, and properly trained adult proctors may be present in the testing room while the tests are being administered. For any group of more than thirty (30) students, proctors will assist examiners so that the ratio of examiners/proctors to students is no greater than 30 students to 1 examiner in any room. School-approved, trained proctors do not have to be licensed/certified school personnel. If fewer than thirty (30) students will be tested in a room, a certified school employee must serve as the examiner. **Only those authorized personnel identified by the district shall see the tests during the administration.**

F. If a staff member has reason to believe that there has been a testing security violation committed by a student or other person, he/she shall contact the principal and district test coordinator immediately to provide the names of the violators and the nature of the violation.

1. The principal and district test coordinator shall investigate the alleged violation immediately to determine if there is evidence to support the claim. The principal and district test coordinator shall make the decision to refer the claim to the superintendent for investigation.
2. The principal and district test coordinator shall make the decision whether or not to invalidate the student's test score on each test that was violated or all of the tests. Within ten (10) days of the violation, the district test coordinator and/or the superintendent will notify the State Department of Education concerning the nature of the violation and the action that was taken against the violator.

If the violation is verified, the district's due-process procedures are to be used in dealing with the violator. If it is determined that a violation occurred, any of the several consequences may follow.

1. One (1) or more students' answer documents may not be scored.
2. Students' scores may be invalidated.
3. The District Board of Education, after appropriate procedures are followed, may suspend or dismiss an employee found guilty of cheating or helping a student to cheat.
4. The State Board of Education, following appropriate procedures, may seek the suspension of a certificate/license.
5. A law enforcement agency, following an appropriate investigation, may prosecute under the State of Ohio criminal code.

G. Completion of the test

1. When the testing has been completed, each test administrator shall return all copies of the test and procedures to the test coordinator. The test coordinator and the professional staff member together shall verify, in writing, that the number of booklets returned and their serial numbers are the same as those issued.
2. The test coordinator shall store all completed tests and testing procedures in the locked cabinet or room.
3. The district test coordinator shall be responsible for following Ohio Department of Education guidelines regarding the accounting for and returning of all secure used and unused testing materials as stated in the District/School Test Coordinator manuals.

MANCHESTER LOCAL TEST SECURITY GUIDELINES

Everyone involved in administering or handling materials for the following tests should understand and abide by these guidelines. The procedures in this document must be followed exactly.

Storing, Distributing, and Returning Testing Material

1. Test booklets and answer documents must be kept in locked, central storage, except while the tests are being administered. If testing is spread out over a period of days, test materials must be returned to a secure central location each day as soon as testing is over. Testing materials must be returned to secure storage by an authorized member of the school staff. Students and parents may not distribute or collect testing materials.
2. Test booklets or answer sheets may not be removed from the school building except for students in out-of-school placements.
3. The school must return **all** test booklets and answer sheets in accordance with the instructions provided by the Ohio Department of education and/or the Manchester administration. Schools must comply with established deadlines for testing and returning materials.

Security and Access to Testing Materials

1. Teachers are not to have access to the test prior to the time the test is administered.
2. Students are not to have access to the test prior to the time the test is administered.
3. Answer sheets and test booklets must be returned to secure central storage by authorized school staff (not students or parents) immediately after testing is over for the day.
4. Tests and answer documents for the tests may not be photocopied or duplicated in any way.
5. **Altering students' answers or otherwise tampering with answer documents is strictly prohibited. Staff at the school may not erase stray marks or incomplete erasures, nor may they darken light bubbles.**

Administering the Test

1. Tests may be given only by certificated school staff who have received appropriate training in how to administer the tests. Special needs students may receive appropriate support from an approved aide specifically written into the student's IEP.
2. Teachers are strictly prohibited from explaining or rephrasing test items, giving students hints or answers, defining words, making marks on answer sheets or test booklets, or prompting students to change answers. Schools are encouraged to use additional proctors, if possible.
3. Tests must be administered according to the publisher's guidelines. Instructions must be read exactly as specified and time limits must be strictly observed,

except for students whose IEPs or Section 504 Education Plans specify otherwise.

4. The person giving the test must count the number of answer sheets and booklets distributed and make sure that all of them are collected before students leave the testing room. If the test permits the use of scratch paper, it must be collected and the used scratch paper must be destroyed. **(Please consult your test administration manual relative to scratch paper use. It usually is not permitted.)**
5. When testing begins, the starting and ending times may be written on the chalkboard. Announcements regarding amount of testing time remaining are prohibited, except as specified in the publisher's directions. Students may not bubble in answers after time is called and teachers may not ask them to do so.
6. Testers may not read test questions aloud, rephrase questions, define words, or pronounce words for students unless specified in the test directions.
7. Coaching students, providing hints or answers, and suggesting that students review particular answers during or following testing are all strictly prohibited.
8. Persons giving the test or proctoring should watch for cheating and the use of notes or reference materials. Students may not use calculators, texts, or reference materials, unless the testing instructions specify otherwise. Students must turn in all testing materials, including scratch paper, before they leave the testing room. Answer sheets and booklets must be counted before students leave the room (see #13).
9. Students may not be left unattended during testing.
10. Students may not work on test sections previously taken or those tests that will be taken at a later time, unless the publisher's directions specify otherwise.

General

1. All eligible students must be administered state-mandated tests.
2. If there is reason to believe a student's scores may be invalid, contact the principal and test coordinator promptly, prior to the deadline for reporting such occurrences.
3. Test booklets and answer sheets should be handled according to the test manual.
4. Any departure from these guidelines or unusual circumstances that arise during testing should be reported to the principal and test coordinator immediately. The principal will report all violations to the district test coordinator.

Confidentiality

1. Test scores are confidential and will only be distributed according to the district confidentiality policy.

Discrepancies Between the Board Adopted Test Policy and the Publisher's Guidelines

1. If a discrepancy is discovered between the adopted policy and the guidelines provided by the publisher, please consult your building principal and test coordinator immediately. Teachers will not be asked to violate any test security provisions provided by the publisher.

EXCERPTS FROM ODE TEST SECURITY BOOKLET

APPENDIX F

Ohio Administrative Code: Rule 3301-7-01

Standards for the Ethical Use of Tests

(A) Standards included in this rule are intended to provide guidance for determining whether or not a practice related to assessment is consistent with the principle of performing one's responsibilities with honesty, integrity of the assessment process and the reliability and validity of inferences made from the assessment results. Except as otherwise specified, the following definitions are used in this rule:

(1) "Assessment" shall include but not be limited to standardized achievement testing, state proficiency testing, district-wide competency-based education assessments, and any other grade level or age-level assessments conducted school-wide or district-wide;

(2) "School district" shall mean all city, exempted village, local, cooperative education, and joint vocational school districts in the state;

(3) "appropriate staff" shall include any certificated or non-certificated employee or volunteer who has direct access to the assessment instrument(s) or participates in activities related to preparing students for assessment, administering or scoring the assessment, and interpreting or using the assessment results.

(B) Each school district is responsible for ensuring that all appropriate staff have knowledge of the standard of ethical practice related to assessment and testing and for monitoring the educational practices of said individuals in terms of these standards. Each district's responsibility shall include, but not be limited to, the following:

(1) Communicate to all appropriate staff at least once annually the standards for determining what is unethical or inappropriate practice contained in paragraphs (C) through (E) of this rule, as well as any additional standards adopted by the district;

(2) Clearly define and communicate at least once annually to all appropriate staff how standards and/or procedures will be monitored, what sanctions will be imposed, and in what circumstances such sanction will apply;

(3) Clearly define and communicate to all appropriate staff the purpose(s) for each school-wide and districtwide assessment;

(4) Clearly define and communicate to all appropriate staff at least once annually all security procedures established by the district for each type of assessment identified in paragraph (A) (1) of this rule, including procedures required by the state pursuant to the provisions of Rule 3301-13-05 of the Administrative Code;

(5) Provide any other information and staff development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring the assessment, and interpreting or using the results from assessment;

(6) Establish procedures for viewing materials and practices used in the school or district to prepare students for assessments and communicate these procedures at least once annually to all appropriate staff;

(7) Periodically review materials and practices related to preparing students for assessments, administering and scoring assessments, and interpreting and using assessment results;

(8) Provide channels of communication that allow teachers and other educators, students, parents, and other members of the community to voice their concerns about practices they consider inappropriate; and

(9) Establish procedures for investigating any complaint, allegation, and/or concern about inappropriate practices, insuring protection of both the rights of individuals and the integrity of the assessment process.

(C) In monitoring practices related to preparing students for an assessment, each school district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:

(1) Any preparation activity that undermines the reliability and/or validity of inferences drawn from the assessment results:

(2) Any practice that results solely in raising scores or performance levels on a specific assessment instrument, without simultaneously increasing the student's achievement level as measured by other tasks and/or instruments designed to assess the same domain;

(3) Any practice involving the reproduction of actual assessment materials, through any medium, for use in preparing students for an assessment;

(4) Any preparation activity that includes questions, tasks, graphs, charts, passages or other materials included in the assessment instrument or in a parallel form of the instrument, and/or materials that are paraphrases or highly similar in content to those in actual use;

(5) Preparation for the assessment focuses primarily on the assessment instrument or a parallel form of instrument, including its format, rather than on the objectives being assessed;

(6) Any practice that does not comply with, or has the appearance of not complying with, statutory and/or regulatory provisions related to security of assessment instruments used in school-wide or district-wide programs; and

(7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

(D) Except as specifically permitted by written instructions provided by the developer or as provided through an Individualized Education Program (IEP), each school district shall use, but not be limited to, the following standards for determining what practices related to administering and scoring assessments are unethical and/or inappropriate:

(1) Any assessment instrument used for purposes other than that for which the instrument has been validated;

(2) Any practice resulting in a potential conflict of interest or one that exerts undue influence on those administering or scoring the assessment, making the assessment process unfair to some examinees;

(3) Any modification in procedures for administering and/or scoring the assessment, that results in nonstandard and/or delimiting conditions for one or more students;

(4) Any practice that allows persons without sufficient and appropriate knowledge and skills to administer and/or score the assessment;

(5) Any administration or scoring practice that produces results contaminated by factors not relevant to the purpose(s) of the assessment;

(6) Any practice excluding one or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of the group may be affected;

(7) Any practice such as a gesture, facial expression, use of body language, comment, or any other action that guides students' responses during an assessment;

(8) Any practice such as providing to students, either **immediately preceding or during administration** of an assessment, any definitions of words or terms contained in the actual assessment instrument;

(9) Any practice such as erasing, darkening, or rewriting, or in any other way correcting or altering student responses to an assessment task either during or following the administration of an assessment

(10) Any practice that supports or assists others in unethical or inappropriate practices during administration and/or scoring of an assessment.

(E) In monitoring practices related to interpreting and/or using assessment results, each district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:

(1) Providing interpretations of, and/or using, assessment results in a manner and/or for a purpose that has not been validated;

(2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that lead to false or misleading conclusions about assessment results;

(3) Any practice that permits certificated employees or volunteers without the necessary knowledge and skills to interpret the results of an assessment;

(4) Any practice that violates, or places at risk, the confidentiality of individually identifiable information;

(5) Any practice that provides an interpretation, or suggests uses, of assessment results without due consideration of the purpose(s) for the assessment, the limitations of the assessment, the examinee characteristics, any irregularities in administering and/or scoring the assessment, or other factors affecting the results; and

(6) Any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.

(F) Chartered nonpublic schools that administer state proficiency tests shall apply the standards contained in this rule to determine whether or not unethical and/or inappropriate practices are used by staff or volunteers to prepare students for, administer or score, and/or interpret or use the results from these tests.

(G) Each school district and participating chartered nonpublic school shall cooperate with the state board of education conducting an investigation of alleged unethical assessment practices by school district employees or volunteers.

[Please post in your room and discuss with students before testing]

STUDENT CHEATING and discussion of test items.

Students suspected of cheating or helping another student cheat will be given a hearing to determine guilt or innocence. Students found guilty may be subjected to the following penalties: the test will be invalidated and not re-administered until the next regularly scheduled test date and the student will be subject to other district disciplinary actions as outlined in the student code of conduct.

Students should not copy, record, or discuss secure test items until the Ohio Department of Education releases the test information.

What are the consequences of test security violations?

Any alleged test security violation is investigated by the local district and reported to the Department of Education within 10 days of the allegation. If it is determined that a violation occurred, any of several consequences may follow: one or more students' answer documents may not be scored; student scores may be invalidated; the district board of education, after appropriate procedures are followed, may suspend or dismiss an employee found guilty of cheating or helping a student to cheat; the State Board of Education, following appropriate procedures, may seek the suspension of a certificate/license; and a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

9. Who is required to participate in Ohio's state-wide testing program?

School districts are required by law to administer all the state-wide tests to **all students** enrolled in each designated grade. Students having an Individualized Education Plan (IEP) or a 504 plan must take the regular state-wide tests with or without allowable accommodations. Those students with the most severe disabilities may participate in an alternate assessment if specified by their IEP.

19. Who can administer the state-wide tests?

School districts are responsible for administering state-wide tests. The state-wide tests at each grade level are administered by examiners who are licensed/certificated employees of the school district. For any group of more than thirty students, monitors will assist examiners so that the ratio of examiners/monitors to students is no greater than thirty students to one examiner/monitor in any room. Monitors, however, do not necessarily have to be licensed/certificated school personnel; responsible adult volunteers or temporary employees may be utilized if necessary. If fewer than thirty students will be tested in a room, a licensed/certificated school employee must serve as the examiner.

22. What should a test examiner do if a testing session is interrupted after students have begun working on the test?

Procedures to follow in the event of an interruption depend on the nature of the interruption. For example, in the case of a fire alarm or bomb threat, **the safety of students and test examiners is of paramount importance. Under no circumstances should students be permitted to leave the room with test booklets or answer documents.** If possible, the test examiner should collect all test materials and keep them secure for the duration of the interruption. The test examiner should also note how much of the 2.5 hours has elapsed. The testing session should be resumed as soon as possible.

23. What should a test examiner do if a student becomes ill or is otherwise unable to complete a test?

The examiner should collect the student's test materials and note how much of the 2.5 hours has elapsed. The student should then complete the test during the make-up test administration period, if possible, using the remaining time not to exceed a total testing time of 2.5 hours.

24. How much time should be allowed to complete each test?

Students have up to 2.5 hours to complete each test area. The Department recommends that each school schedule a significant portion of the total time (perhaps an hour or an hour and fifteen minutes). Any student who does not finish in the allotted time must be given additional time, up to a total of 2.5 hours on that same day per test area.

25. May any group of students have additional test administration time?

Three types of students may have more time per test area up to a maximum of one day:

- Students having an Individualized Education Plan (IEP) may have additional test administration time if

it is specified as an accommodation in the IEP itself.

- Students having a 504 Plan may have additional test administration time if it is specified as an accommodation in the 504 Plan itself.
- Students who are identified as limited English proficient (LEP) may have additional test administration time and the use of English language and translation dictionaries.

Except for additional time and the use of a dictionary as accommodations for limited English proficient (LEP) students, **all accommodations must be specified in an IEP or 504 Plan.**

26. What options are available for students who finish the tests early?

REFER TO INDIVIDUAL BUILDING POLICIES

It is likely that some students will complete the tests sooner than others. The options regarding how to deal with students who finish early fall into two broad categories: keeping students in the examination room until an established time or permitting students to leave the examination room on a periodic or continuing basis. Some options within each category are listed in this section. In deciding which option is preferable, consideration should be given to a number of factors, including maintaining test security, the size of the group tested, school policy or procedures regarding student movement in the building, the capability of monitoring student movement, and concern for the needs of individual students. **While elementary and secondary schools may deal with this issue in different ways, all schools must maintain security procedures regardless of how timing issues are resolved.**

If students are kept in the examination room until a scheduled release time, the examiner may wish to have available a variety of reading materials which students may access quietly upon completing the test (after these students' test materials have been collected). Students are not permitted to bring any additional materials with them to the testing session.

If students are permitted to leave the testing room, there are at least two alternatives: periodic dismissal (e.g., after forty-five minutes, after one hour, etc.) and continuous dismissal (i.e., each student leaves after completing the test). Among the important considerations is the ability of the examiner to ensure that test security is maintained (including the collection of all completed test materials) and to minimize the distractions for students who have not completed the test. For either alternative, procedures (including test security measures) should be made clear prior to test administration, including where one is allowed to go (e.g., to the library, to the cafeteria) when dismissed from the testing room.

	Elementary	Middle	High School
1. Restroom Breaks before Testing Is Completed:	1. Restroom Breaks before Testing Is Completed: Who: Individual students as needed . How: On a continual basis. Student raises hand, teacher secures student materials on the student desk.	1. Restroom Breaks before Testing Is Completed: Who: Individual students as needed . How: On a continual basis. Student raises hand, teacher secures student materials on the student desk.	1. Restroom Breaks before Testing Is Completed: Who: Individual students as needed . How: On a continual basis. Student raises hand, teacher secures student materials on the student desk.
2. Early Completers:	2. Early Completers: Who: Individual students as they complete. How: Student raises hand; indicates completion. Teacher collects materials from student desk. Student stays in room until all students complete. Student allowed to read pre-selected materials that have been stored under desk—CANNOT be related to test materials.	No early completion permitted. Materials retained for full 2 ½ hours.	2. Early Completers: Who: Individual students as they complete. How: Student raises hand; indicates completion. Teacher collects materials from student desk. Student stays in room until all students complete. Student allowed to read pre-selected materials that have been stored under desk—CANNOT be related to test materials.
3. IF REGULARLY SCHEDULED LUNCH IS BEFORE THE 2 ½ TIME LIMIT.	THE REMAINING STUDENTS(NO MORE THAN 2) WHO REQUIRE THE FULL TIME SHOULD BE BROUGHT TO THE LIBRARY BY THE TEACHER. TEST SECURITY MUST BE MAINTAINED.	N/A	N/A
4. AT EXPIRATION OF TIME LIMITS:	Teacher collects remaining test booklets directly from each student. Student Booklets Should Not passed forward, etc. Follow Test Administration manual.	Teacher collects remaining test booklets directly from each student. Student Booklets Should Not passed forward, etc. Follow Test Administration manual.	Teacher collects remaining test booklets directly from each student. Student Booklets Should Not passed forward, etc. Follow Test Administration manual.
5. EMERGENCY EXIT:	SEE RULE #22 OF O.D.E. BOOKLET BEFORE THE EMERGENCY FOLLOW DISTRICT POLICIES STUDENT SAFETY FIRST LEAVE MATERIALS SECURE ON DESK, IF POSSIBLE. CLOSE DOOR, except tornado drill.	SEE RULE #22 OF O.D.E. BOOKLET BEFORE THE EMERGENCY FOLLOW DISTRICT POLICIES STUDENT SAFETY FIRST LEAVE MATERIALS SECURE ON DESK, IF POSSIBLE. CLOSE DOOR, except tornado drill.	SEE RULE #22 OF O.D.E. BOOKLET BEFORE THE EMERGENCY FOLLOW DISTRICT POLICIES STUDENT SAFETY FIRST LEAVE MATERIALS SECURE ON DESK, IF POSSIBLE. CLOSE DOOR, except tomado drill.

27. What reference materials, resources or devices are students allowed to use during the test

administration? CONSULT SPECIFIC MANUAL FOR YOUR TEST ADMINISTRATION.

During the administration of a test, students are not permitted to use reference materials, resources, or devices of any kind, except pencils. There are five exceptions to this rule for 2004-2005 school year:

- use of an acceptable calculator and protractor on the 6th grade mathematics proficiency test;
- use of an ODE-provided scientific calculator and reference sheet for the Ohio Graduation Tests in mathematics;
- use of an acceptable scientific calculator on the 7th grade mathematics achievement test
- use of an acceptable scientific calculator and reference sheet on the 8th grade mathematics achievement test
- use by students whose IEPs list accommodations which might include reference materials, resources, or devices; and
- use of a dictionary (translation and/or English language) by Limited English Proficient (LEP) students.

Acceptable calculators for the 6th grade mathematics proficiency test are calculators with four function capacity; unacceptable calculators are those with word processing capability where a student could input secure material into the calculator (bring notes into the testing session). Examples of acceptable calculators for 6th grade proficiency test are provided in the *Information Guide* and *Directions for Administration*. Examples of acceptable calculators for grade 7 and 8 achievement tests are provided in the *Directions for Administration*.

More Information about the ODE provided scientific calculator for the OGT mathematics test is posted on the ODE Assessment web page.

Since students do all of their work in the test booklet and/or write or mark responses on a separate answer document, they do not need extra paper. Additional pages of student responses added to the answer document are NOT scored. Each examiner should have a supply of extra pencils available.

39. How can students with disabilities participate in state-wide testing?

Participation and accommodation decisions must be made by the IEP team on an annual basis and documented in the student's IEP. The IEP team has several options regarding the participation of students with disabilities. Students will

- take the state-wide test without accommodation,
- take the state-wide test with allowable accommodation
- participate in an alternate assessment.

40. Are students having a 504 Plan affected?

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual...shall solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." Students having a Section 504 Plan may have accommodations in administration procedures of the state-wide tests. The accommodations must be documented in the student's 504 Plan and must meet all four of the criteria listed in Rule 3301-13-03 of the Ohio Administrative Code. (See question #40.) Such students may not be excluded from the consequences of passing tests required for graduation unless they are completing a curriculum that is *significantly different* from the curriculum completed by other students required to take the tests. *Such exclusions are rarely appropriate under a 504 Plan.*

ACCOMMODATIONS

43. What are the criteria for accommodations made for students with disabilities who participate in statewide

A student with disabilities may be provided with accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom, and they are specified in the student's IEP or 504 Plan. If the person providing the accommodation is also

administering the state-wide test, then that person must be a licensed/certificated employee of the district.

Accommodations should be made to facilitate participation by students with disabilities. However, any accommodations that give students with disabilities an unreasonable advantage are not considered allowable

accommodations because they do not allow for valid assumptions to be made from the results.

NOTE: In the past, Ohio allowed accommodations that went beyond the current criteria for allowable accommodations; such accommodations were called "extended" accommodations. They are no longer appropriate with the NCLB requirement that accommodations must be reasonable so that valid inferences can be made. Students with disabilities who have an IEP or have been evaluated under Section 504 may be provided accommodations during the administration of state-wide tests. The specific accommodations must be documented in the IEP or 504 Plan. The Ohio Administrative Code defines four criteria for *allowable*

- **The accommodation must be typically afforded the student in the classroom for classroom and district-wide tests.** In addition, the accommodation must be documented in the IEP or 504 Plan.
- **The accommodation cannot change the content or structure of the test.** For example, the test examiner may not convert open-ended questions to multiple choice questions.
- **The accommodation cannot change what the test is intended to measure.** For example, the test examiner is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., calculator on a mathematics test, word processor on a writing test) does not change what a test is intended to measure. Such accommodations may be appropriate to help students participate in a statewide
- **The accommodation cannot change or enhance the student's response.** For example, a scribe may only record the actual response provided by a student. Some students who have more pronounced coordination and fine motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, then the IEP team may determine that the accommodations should be provided to the student at the time of testing. School staff should use caution when providing these types of accommodations because the potential exists to exceed the criteria for allowable accommodations, i.e., the scribe could enhance a student's response and thereby create an inaccuracy in test results. The two most common methods for scribing to accommodate the participation of a student with a disability in the area of writing are word processing and dictation. Specific guidelines for these two methods of scribing can be found in Appendix J.

70. What security provisions are associated with state-wide testing?

Except for practice test materials or released tests, all state-wide tests while in the district (including any and all material developed for use in any operational test) are secure. It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. It is illegal to reveal test questions known to be on the state-wide tests to students who will be taking the tests. It is unethical and illegal to alter student responses or to assist a student to cheat in any other way. No secure material from any operational test may be released to students, to the media or to the general public. Unauthorized persons may not be present during the state-wide test administration.

73. May school districts keep copies or make photocopies of tests during the administration of state-wide tests in the school district?

No. All test booklets administered during the school year are subject to the same strict test security procedures.

74. Is it still ILLEGAL to release test questions to students who will be taking tests? If so, what is the penalty?

Yes. It is ILLEGAL to release to students any test questions known to appear on a test students will take. Persons who violate this prohibition will be prosecuted to the fullest extent of the law (e.g., teaching license may be suspended).

75. What are the consequences of test security violations?

Any alleged test security violation is investigated by the local district and reported to the Department of Education within 10 days of determining that a test security violation has occurred. If it is determined that a violation occurred, any of several consequences may follow: one or more students' answer documents may not be scored; student scores may be invalidated; the district board of education, after appropriate procedures are followed, may suspend or terminate an employee found guilty of cheating or helping a student to cheat; the State Board of Education, following appropriate procedures, may suspend a certificate/license; and a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

80. How can the released tests on the Internet be used?

Anyone can download and print the released tests, but they should be used only in educationally sound ways. Sharing released tests with students, teachers or parents is permissible. One caution: at all grades, tests contain copyrighted materials. These materials are protected by copyright laws; they may be used for non-profit educational use only.

EXCERPTS FROM A FIFTH GRADE O.D.E. DIRECTIONS FOR TEST ADMINISTRATION MANUAL.

[NOT A SUBSTITUTE FOR SPECIFIC TEST ADMINISTRATION MANUALS]

*Maintaining test security is one of your most important responsibilities as a Test Administrator (TA). At all times, your district's and the state's written procedures for protecting secure test materials should be followed. At **grade 5**, these secure test materials consist of the test booklet, which contains the test questions and student information, and the answer document, on which students record their responses; Braille, large-print, bilingual and oral translation versions of the test; and the foreign-language CDs and English audio CD.

It is illegal and unethical to reproduce or **disclose** any of this material or cause it to be reproduced or disclosed in any format. Test security is vital to the successful administration of the test. You are responsible for ensuring the security of not only the physical test booklets and answer documents but also the specific content of individual test questions and materials. **Your responsibility for maintaining the security of the test questions and materials continues after the test booklets and answer documents have been returned to your School Test Coordinator (STC).** Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may be punishable by invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in your district's written procedures may be punishable by penalties specified by the district. If you have questions or concerns about your responsibility for test security, consult your STC.

*During each test administration, a TA **must be in the room at all times**. If students are allowed to leave the room while testing is in progress, they must first turn in their test materials. You must account for all test materials before dismissing students.

*When test administration is complete and you have **accounted for all materials, return them immediately** to your STC.

*At any point, if you believe that a violation of test security has occurred, follow the procedures established by your school district for handling alleged test security violations. Contact your STC regarding alleged test security violations.

*Colored pencils or highlighters may be used in the test booklets only, as needed, but make sure students use a No. 2 pencil to mark the answer document.

***Scratch paper may not be used.** Students should use the test booklet to work out the problems

*Do not allow any student to leave the room until his or her test booklet and answer document **has been collected**. Collect a test booklet and answer document from each student individually. **Do not allow students to "pass around" test materials.**

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 is 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;
6. extent of, and trends in, admissions to colleges and universities and
7. 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: June 29, 2005]

LEGAL REFS.: ORC 3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

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

THIS IS A REQUIRED POLICY

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

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

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

[Adoption date: June 29, 2005]

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

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

Manchester Local School District, Manchester, Ohio

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

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

Patriotic Exercises

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

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

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

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

School Prayer

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

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

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

Constitution Day

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

[Adoption date: June 29, 2005]

[Revision date: March 24, 2010]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 5.23
3313.601; 3313.602; 3313.63; 3313.80

THIS IS A REQUIRED POLICY

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

[Adoption date: June 29, 2005]

CROSS REF.: JFG, Interrogations and Searches