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INSTRUCTIONAL GOALS

It is the belief and policy of this Board that the learning process must accomplish these goals in a manner that makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can only be accomplished by dedicated teachers and staff who believe in the worth of youth, are committed to these goals and are given the encouragement, means, freedom and guidance to accomplish them.

These are the District's instructional goals:

1. to help meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;
2. to help students establish aesthetic, moral and ethical values;
3. to help students relate satisfactorily to others in situations involving their family, work, government and recreation;
4. to give students a mastery of the basic skills of learning, thinking, problem solving, reading, writing and computation;
5. to teach students to use the various media of self-expression;
6. to instill in students a knowledge of the social and natural sciences;
7. to acquaint students with the richness of our heritage;
8. to stimulate students to work productively in the various areas of human endeavor and
9. to acknowledge the importance of, and to aid the school's supplementary role to, the home and other social agencies in developing the habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health and the establishment of sound moral, ethical and aesthetic values.

The goals of the instructional program are to be considered guides rather than limits; capable of wide interpretation; flexible enough to meet changing needs of both students and society; and pervasive throughout the entire school district, for all levels and subject areas.

[Adoption date: June 15, 2000]

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

Norwood City School District, Norwood, Ohio

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

INSTRUCTIONAL OBJECTIVES

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

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

Courses of study are evaluated on a rotating basis every five years 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 15, 2000]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the 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 15, 2000]

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year 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 Ohio law.

The calendar sets forth the days schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and dates of report period closings.

In preparing the calendar, the Superintendent consults with other administrators in districts in the geographical area. He/She may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

The Board reserves the right to modify the calendar to whatever extent necessary when, and if, future emergencies arise.

[Adoption date: June 15, 2000]

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

CROSS REF.: EBCD, Emergency Closings

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels. These hours satisfy the time requirements established by Ohio 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 15, 2000]

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

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can assist the efficient operation of the District and help achieve a more effective instructional program.

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

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

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

[Adoption date: June 15, 2000]

[Revision date: August 15, 2002]

[Revision date: June 21, 2004]

LEGAL REFS.: The Elementary and Secondary Education Act: 20 USC 1221 et. seq.
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
IGBJ, Title I Programs
IHA, Grouping for Instruction
JECBD, Intradistrict Open Enrollment

CURRICULUM DEVELOPMENT

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

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

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

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

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

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

[Adoption date: June 15, 2000]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

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

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

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

Proposals to add new courses or programs or to delete existing courses or programs shall be considered by the Education Committee of the Board upon the recommendation of the Superintendent. After completing its consideration, the Education Committee shall make a recommendation regarding such proposals to the full Board, which shall act upon the Education Committee's recommendation.

[Adoption date: June 15, 2000]

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

CURRICULUM GUIDES AND COURSE OUTLINES

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

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

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

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

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

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

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

[Adoption date: June 15, 2000]

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

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

HUMAN RELATIONS EDUCATION

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

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

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

[Adoption date: June 15, 2000]

[Revision date: May 21, 2009]

LEGAL REFS.: ORC Chapter 4112
5903.01 (G)
OAC 3301-35-02(B)(I)(6); 3301-35-03(H)

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

TEACHING ABOUT RELIGION

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

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

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

[Adoption date: June 15, 2000]

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

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

OCCUPATIONAL EDUCATION (Career and Vocational Education)

Career Education

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

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

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

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

Vocational Education

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

In an effort to meet the changing needs of the global, high-tech workforce, the following educational programs will be offered to secondary high school students through the Great Oaks Joint Vocational School District.

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

Students who have accumulated the required number of credits by the end of their sophomore or junior years and who wish to pursue vocational training may apply for admission to the Scarlet Oaks campus of Great Oaks Joint Vocational School District. Students attending the career development campus shall remain on attendance rolls of Norwood High School and shall be eligible to participate in all extracurricular activities. Upon completion of their vocational

File: IGAD

training and meeting the graduation requirements of the Norwood Board of Education, students shall receive the standard diploma issued to all Norwood High School graduates.

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

[Adoption date: June 15, 2000]

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

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by law and includes practical training in procedures to be used in first aid, safety, fire prevention and cardiopulmonary resuscitation.

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

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

The Board, in an effort to promote a relevant approach to the instruction of health education, 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 15, 2000]

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

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
GBEA, HIV/AIDS (Also JHCCA)
JHF, Student Safety

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

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

[Adoption date: June 15, 2000]

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

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

FAMILY LIFE EDUCATION/SEX EDUCATION

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

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

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

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

[Adoption date: June 15, 2000]

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

CROSS REF.: IGAE, Health Education

DRIVER EDUCATION

The District may provide elective driver education training for eligible students. The purpose of this comprehensive program is to provide students an opportunity to participate in a State-approved driver education training course which gives the student an excellent beginning in becoming a responsible driver.

Under Ohio law, a student may enroll in a commercial school for driver education training if a scheduling difficulty exists.

A letter of authorization is granted a student to enroll in a commercial school, provided that:

1. approval is secured from the principal prior to enrollment in a commercial school and
2. the student is at least 15 1/2 years of age.

[Adoption date: June 15, 2000]

LEGAL REFS.: ORC 3301.07; 3301.17; 3301.171
3313.37; 3313.641
3315.091
4501.07
OAC 3301-81

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

The District requires all students with suspected disabilities to either be tested or assessed using a scientifically researched based data review system (RTI). Alternative assessments are required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years.

The Board, 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 15, 2000]

[Revision date: June 21, 2004]

[Revision date: October 15, 2009]

[Revision date: February 18, 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 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 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability

File: IGBA

IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
KBA, Public's Right to Know

PROGRAMS FOR DISABLED STUDENTS

The Board, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with Federal and Ohio laws, rules and regulations, 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) shall be 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. Multifactor Evaluation

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

4. Individualized Education Program

An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in a planning conference. The parent(s) of the child shall be strongly encouraged to participate in the planning conference. The IEP shall be 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 shall be 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, shall be educated with children who do not have disabilities; special classes, separate schooling or other removal of children with disabilities from the regular educational environment shall 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 shall be protected at collection, storage, disclosure and destruction. One official of the District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all Federal regulations and State standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion between parent(s) and the District or between agencies and the District to be aired and resolved. The procedures shall provide for utilization of case conferences, administrative reviews, impartial due process hearing and 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 FAPE to the child. Furthermore, the rights of children with disabilities shall be 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 shall be protected through the assignment of an individual (who shall not be 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 shall participate in local and Statewide testing programs to the maximum extent appropriate. Individual exemptions shall be determined only during an IEP conference.

(Approval date: June 15, 2000)

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

Identification

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

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

District Plan for Identifying Gifted Students

The District shall adopt and submit 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 will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. The criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
- B. The sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted.
- C. An explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities and children for whom English is a second language.
- D. The process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted.
- E. Provision of 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.
- 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.
- H. An explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

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

District Plan for Services

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

Written Education Plan

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

Gifted Education Personnel

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

Annual Report and Accountability

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

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

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

[Adoption date: June 15, 2000]

Revision date: December 19, 2005

[Revision date: August 20, 2009]

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

CROSS REF.: JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION

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

The Board directs the Superintendent/ designee to ensure that classroom teachers of students in the first, second and third grade assess and identify, at the end of the 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 “intensive intervention” 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 are offered to students who:

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

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

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

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: June 15, 2000]

[Revision date: September 15, 2005]

[Revision date: June 21, 2007]

LEGAL REFS.: ORC 3301.07; 3301.0710, 3301.0711 (D); 3301.0712; 3310.0715
3313.608; 3313.609; 3313.6010; 3313.6012
OAC 3301-35-04; 33-1-35-06

CROSS REF: IKE, Promotion and Retention of Students

HOME-BOUND INSTRUCTION

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

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

[Adoption date: June 15, 2000]

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

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

CROSS REFS.: IGBA, Programs for Disabled Students

JEA, Compulsory Attendance Ages

JECBC, Admission of Students from Nonchartered or Home Schooling

ALTERNATIVE SCHOOL PROGRAMS

The Board may approve 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 to overcome 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 at the conclusion of the academic year.

[Adoption date: June 15, 2000]

[Revision date: September 16, 2004]

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

LIMITED ENGLISH PROFICIENCY

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

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

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

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required 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 year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who chose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

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

Adoption date: September 19, 2002
[Revision date: June 21, 2004]
[Revision date: September 16, 2004]
[Revision date: February 15, 2007]
[Revision date: December 17, 2009]

LEGAL REF.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et.seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612

3317.03
3331.04

OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

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

TITLE I PROGRAMS

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

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

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

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

Title I funds are used only to augment, not to replace, State and local funds. The Board uses State and local funds to provide educational services in schools receiving Title I assistance. State and local 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 two years in a row, is required to offer school choice for students to transfer from the low performing building to a building that is making the required progress.

Among students exercising choice, priority is given to the lowest-achieving students from low income families.

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

[Adoption date: June 15, 2000]

[Revision date: August 15, 2002]

[Revision date: June 21, 2004]

[Revision date: August 20, 2009]

LEGAL REF.: The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
OAC 3301-35-04; 3301-35-03; 3301-35-06; 3301-35-07

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

TITLE I PROGRAMS
(Public School Choice)

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

Application Procedure

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

Building Capacity Limits

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

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by “low achieving students from low income families.”

2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

[Adoption date: June 21, 2004]

LATCHKEY PROGRAM

Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board provides ancillary services to qualified providers.

The Superintendent shall establish rules to determine whether a particular program meets the requirements for receipt of ancillary services from the District.

All recipients shall enter into a contract with the provider for provisions of those services.

[Adoption date: June 15, 2000]

LEGAL REFS.: ORC 3313.207; 3313.208; 3313.209

PARENTAL INVOLVEMENT IN EDUCATION

The Board recognizes that a student's education is a shared responsibility by the school, the student and the family. Research indicates that involvement of parents in support of their children's education increases student achievement. Schools and parents must work as partners if the District is to meet its goal of effectively educating students.

The Board directs the administration and teaching staff to promote parental involvement by:

1. supporting meaningful two-way communication between school and home;
2. promoting responsible parenting;
3. encouraging parents to play an integral role in assisting student learning;
4. assisting parents in their efforts to support, reinforce and extend their children's learning;
5. providing opportunities for parental input in school programs and curriculum;
6. respecting parents as partners in decisions affecting children and families;
7. welcoming parents as visitors to the schools;
8. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
9. communicating with parents about Board policies and regulations;
10. encouraging parents to volunteer in the schools and school-related activities;
11. encouraging parental involvement through parent groups and Board and school advisory committees;
12. supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of parental involvement strategies;
13. encouraging school administrators to set expectations and create a climate conducive to parental participation;
14. developing methods to accommodate and support parental involvement for parents with special needs, such as Limited English Proficiency and

15. assessing the effectiveness of parental involvement efforts.

[Adoption date: June 15, 2000]

[Revision date: February 15, 2007]

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

CROSS REF.: IGBI, Limited English Proficiency
IGBJ, Title I Programs

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: January 21, 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

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: January 21, 2010)

SUMMER SCHOOLS

Summer school may be held to enable students to gain credit lost by failure, to carry extra work or to provide enrichment. The Superintendent/designee shall be in charge of establishing the rules and regulations for summer schools.

[Adoption date: June 15, 2000]

LEGAL REFS.: ORC 3313.57; 3313.641

CROSS REF.: JN, Student Fees, Fines and Charges

EXPERIMENTAL PROGRAMS
(Pilot Programs)

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

An experimental program must meet the following requirements.

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

[Adoption date: June 15, 2000]

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

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

Norwood City School District, Norwood, Ohio

EDUCATIONAL OPTIONS

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

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

Independent study, distance learning, on-line courses, 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 study abroad programs options as needed. Participating students are expected to pay fees upon beginning educational options.

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

[Adoption date: June 15, 2000]

[Revision date: August 15, 2002]

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

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

EDUCATIONAL OPTIONS

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

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan which contains written measurable objectives must be submitted to, and approved by, the Superintendent.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an option as a substitute instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. A maximum of six credits may be applied to those required for graduation for grades nine through 12. No more than four of the six credits are applied to the credits required for graduation in English, health, mathematics, science, physical education and social studies.
7. In tutorial programs and programs of independent study, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
8. Such courses and programs do not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
9. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

[Approval date: June 15, 2000]

[Revision date: August 15, 2002]

HOME SCHOOLING

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

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

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

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

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

The Superintendent shall approve the home 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 Superintendent intends to deny the request for home schooling, he/she shall notify the parent(s) within 14 calendar days and shall inform the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.

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

[Adoption date: June 15, 2000]

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

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

HOME SCHOOLING

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

(Approval date: June 15, 2000)

PRESCHOOL PROGRAM

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

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

[Adoption date: June 15, 2000]

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

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

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 is 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 15, 2000]

Norwood City School District, Norwood, Ohio

LEGAL REFS.: ORC 3365.01-3365.09
OAC 3301-44-01 thru 3301-44-08

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

POSTSECONDARY ENROLLMENT OPTIONS

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

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

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

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

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

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her chosen option 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.

1. High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.
 - A. The Board awards comparable credit for the course/courses completed at the college/university.

- B. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
- C. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed to the State Board of Education by the student.
- D. The student's records must show evidence of successful completion of each course and the high school credits awarded.
- E. 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 three courses/classes per semester in order to be considered a full-time student for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses; the total may not exceed the number of courses for full-time status.
8. The conversion of courses for high school graduation credit earned through successful completion of college courses is as follows: college courses for which five semester hours (7.5 quarter hours) are earned shall be awarded one Carnegie unit.

Financial Responsibilities

File: IGCH-R (Also LEC-R)

1. If a student elects to enroll for college credit only, the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit, the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. Upon parent application and determination of need according to the provision of The National School Lunch Act, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transporting the student between the secondary school which he/she attends and the college/university in which he/she is enrolled.
 - D. No reimbursement for course costs, transportation costs or District liability are applicable 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 four courses during the prior grading period. The four courses may be a combination of high school and college courses.

(Approval date: June 15, 2000)

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 activity programs must:

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation which is given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, gender, economic status, age or disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes; this limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Code of Conduct or the Code of Conduct of the particular activity in which they participate. Students absent for more than 1/2 day 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 be at least twenty-one (21) years of age and must complete the requirements established by the Ohio Department of Education, Ohio 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 disruptions. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

[Adoption date: June 15, 2000]

[Revision date: November 18, 2004]

[Revision date: June 18, 2009]

[Revision date: December 17, 2009]

[Revision date: February 18, 2010]

[Revision date: October 13, 2011]

LEGAL REFS.: ORC 3313.58; 3313.59; 3313.664
3315.062
3319.16
Chapter 4112
5903.01 (G)
OAC 3301-35-06

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

STUDENT PUBLICATIONS

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

School-Sponsored Publications

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

Nonschool-Sponsored Publications

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

[Adoption date: June 15, 2000]

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

STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: June 15, 2000]

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

CROSS REF.: IGD, Cocurricular and Extracurricular Activities

STUDENT FUND-RAISING ACTIVITIES

The Board recognizes a need for students to raise funds to conduct necessary school activities. 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, coaches, advisors/sponsors, 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 teachers' and principals' time or work;
7. evaluated annually by teachers, coaches, advisors/sponsors, 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/designee.

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 15, 2000]
[Revision date: September 21, 2006]

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

CROSS REFS.: DM, Cash in School Buildings
IGD, Cocurricular and Extracurricular Activities

Norwood City School District, Norwood, Ohio

File: IGDF

IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

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. An approved purchase order must be issued 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 15, 2000]

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

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations

CONTESTS FOR STUDENTS

Contests or other activities involving participation by students or the granting of awards or prizes to students and that are sponsored by agencies outside the schools shall not be announced, promoted or permitted within the schools unless approved by the Superintendent/designee.

Contests shall meet the following criteria in order to be approved for students:

1. The contest must be educationally sound, worthwhile and timely.
2. It must contribute directly to the educational, civic, social, physical or ethical development of the students involved.
3. It should be stimulating to the participants and the student body and should not invite dishonest collaboration.
4. The rules shall be such that students and teachers may select school representatives but not contest winners.
5. The supervision of any contest or activity shall not infringe unduly on the teacher's assigned classroom time and responsibilities.
6. Students shall not be excluded from participation because of race, color, national origin, citizenship status, religion, gender, economic status, age or disability.

[Adoption date: June 15, 2000]

[Revision date: September 21, 2006]

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.

Participation and responsible adults involved in board-approved extra-curricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as is expected in the classroom. We further encourage the development and promotion of sportsmanship, ethics and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups and support/booster groups.

The Superintendent and administrative staff shall meet 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 and coaches 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 fees to participate in an extracurricular activity.

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

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

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

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

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as make him/her a worthy representative of his/her school.

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

[Adoption date: June 15, 2000]

Revision date: February 15, 2001
Revision date: November 18, 2004
Revision date: May 19, 2011

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

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

INTERSCHOLASTIC ATHLETICS

The following specific procedures shall be followed:

1. An athletic handbook establishing guidelines for the administration of the program shall be edited annually by the athletic director.
2. Every student participating in interscholastic athletics shall have a complete physical examination before the respective season starts, and shall be covered by insurance or a disclaimer form. No student shall be permitted to practice or to play until these two requirements are met.
3. The high school principal and the middle school principal shall be responsible for crowd control at each athletic contest.
4. A physician or certified athletic trainer shall be in attendance at each home varsity football game.
5. The athletic director shall serve as the purchasing agent for all athletic equipment and supplies and shall be responsible for maintaining complete financial records in the athletic department.
6. Each head coach shall be responsible for the maintenance and care of materials used in the respective sport. An up-to-date record of equipment and complete inventory shall be required.
7. No coach or instructor shall leave a team or class unsupervised. Before leaving the premises, coaches shall be responsible for seeing that dressing rooms are secure, that all students have left the building and all outside doors are secure.
8. All players and cheerleaders of the respective athletic teams shall be required to ride District-provided transportation to the game unless excused by the person in charge. If other means of transportation are used, a note from the parents shall be required.
9. The Board shall expect athletic coaches representing the Norwood schools to conduct themselves in a professional manner at all times. Any gross violation of ethics or good sportsmanship shall not be tolerated and shall be cause for dismissal from the coaching assignment.

(Approval date: June 15, 2000)

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board permits students in grades 7 through 12 to participate in interscholastic extracurricular activities providing they meet minimum OHSAA Athletic Eligibility requirements as well as all Interscholastic Extracurricular Requirements defined in Board Policy.

Students are eligible to participate in extracurricular activities providing they meet the standards outlined below:

Grades 7 – 8

Passing grades must have been received in 5 subjects in which enrolled in the immediately preceding grading period. All courses in which a student receives a grade count toward passage of 5 courses.

Students must achieve a minimum of a 1.7 grade point average in the immediately preceding grading period.

Grades 9 –12

Passing grades must have been received in a minimum of five courses, or the equivalent in the immediately preceding grading period.

Students must achieve a minimum of a 2.0 grade point average in the immediately preceding grading period.

Students may be permitted to participate in extracurricular activities while being placed on “Probationary Eligibility.”

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.

Probationary Eligibility

Students may be eligible to participate in extracurricular activities while on probationary eligibility for one, nine-week grading period while attending Norwood High School.

Probationary Eligibility is defined as achievement of a minimum or a 1.7 grade point average as well as passing a minimum of five courses in the immediately preceding grading period. While students are considered eligible for participation on Probationary Eligibility, they must attend a

mandatory tutoring session each Monday, Wednesday and Friday from 7:00 a.m. – 7:30 a.m. As part of the Probationary Eligibility, an intake conference involving the student, his/her parent/guardian, Principal and Athletic Director must occur within the first five school days following the establishment of Probationary Eligibility for the student in question. Failure to complete this conference or any unexcused absence from a tutoring session will result in the student being deemed as academically ineligible for the remainder of the nine week grading period.

Post-Secondary Options

Note: If a student is taking all course work at the post-secondary institution, the minimum number of credits required (under either the quarter or semester system) in order to maintain athletic eligibility is 13. Students electing to enroll in post-secondary enrollment options program must be certain that: 1.) The faculty members at the post-secondary institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over and 2.) The student-athlete is taking enough course work at the post-secondary institution exclusively or between the post-secondary institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the post-secondary institution is conducted in the same manner as in the high school based on the Carnegie unit. College courses for which five semester hours (7 ½ quarter hours) of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.

The definition of interscholastic extracurricular activities is defined as a school-sponsored student activity involving more than one school or school district. Interscholastic extracurricular activity does not include any activity included in the Norwood schools' graded course of study.

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

[Adoption date: June 15, 2000]
Revision date: August 17, 2000
Revision date: December 16, 2004
Revision date: July 19, 2007
Revision date: June 18, 2009
Revision date: May 19, 2011

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

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JFC, Student Conduct
OHSAA Guidelines for Student Athletic Eligibility (For School Guidance
Counselors)

GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: June 15, 2000]

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

GROUPING FOR INSTRUCTION

Elementary/Middle School Grouping

It is the intent in the grouping of elementary/middle school students to effect the best educational program for students. The grouping should facilitate a process whereby every student is achieving maximum educational potential. The procedure that effects the actual grouping of students will be reviewed annually to assure its compatibility with student need, community input and current trends in education.

Elementary Grouping Procedure - Grades K- 6

1. Proficiency in the basic skills (writing, reading, math, citizenship and science) is a priority. Scheduling will aim toward an uninterrupted reading/language arts block.
2. Students must be evaluated at least every 10 weeks (minimum four times a year) for the purpose of regrouping. Teachers should aim toward an intraclass grouping procedure which best meets the learning needs of the students, as well as facilitates effective instruction and use of time. The groups within a class and/or grade should be considered flexible throughout the year in order to best meet student need.
3. Academically talented students may be clustered within a class as determined by the teachers of that grade level.
4. Students with special needs will be included within achievement groups as determined by their IEP.
5. Creativity and change are to be encouraged and fostered. Teachers should work in cooperation with their building principal to facilitate such alterations or modifications.
6. Intervention strategies must be established in each building to provide for students retained or behind in grade level skill attainment.

Middle School Grouping Procedure - Grades 7 - 8

In middle school grouping, one or two classes in each cluster will be identified as an advanced class in reading/language arts and math.

(Approval date: June 15, 2000)

[Revision date: August 14, 2003]

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. 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 15, 2000]

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

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

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

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

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

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

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: June 15, 2000]

[Revision date: June 21, 2007]

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

Norwood City School District, Norwood, Ohio

ORC 3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

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

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 15, 2000]

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

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: June 15, 2000]

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

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

Norwood City School District, Norwood, Ohio

INSTRUCTIONAL MATERIALS CENTERS/SCHOOL LIBRARIES

Adequate libraries meeting all State standards and standards of all accrediting agencies shall be provided at each elementary school, the middle school and the high school.

The Norwood City Schools' media center/libraries shall be available to every teacher and student in the District. The media center/library contains those teaching aids required to do an effective job in the classroom.

The media program shall exist to enrich and support the educational program and to generate understanding of American freedom through the development of informed and responsible citizens. To achieve these ends, the media center/library shall maintain a materials collection wide enough in its coverage to meet the demands of both teachers and students in the areas of reading, viewing and listening for pleasure and recreation as well as for needed academic content.

[Adoption date: June 15, 2000]

INSTRUCTIONAL TELEVISION/TECHNOLOGY

The Board of Education recognizes that instructional television (ITV) can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional television as an integral part of the school curriculum, focusing on student achievement. The Board also recognizes the vast and ever changing world of educational technologies which bring the world into our classrooms via cable, satellite, computer Internet and E-mail capabilities as well as the production and delivery of video software from the Board-operated studios and services available from the public broadcasting system.

When using 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 skills and maturity level of the learner.

[Adoption date: June 15, 2000]

COMMUNITY INSTRUCTIONAL RESOURCES

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

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

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

[Adoption date: June 15, 2000]

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

FIELD TRIPS

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

Field trips--properly planned, supervised and integrated into the instructional program--are not to be considered "outings" or days off from school, but rather extensions of the curriculum. For the purposes of this policy, a field trip can be defined as any planned travel activity which supplements or enriches the classroom 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.

To the extent feasible, community resource persons and organizations are involved in the planning and conducting of field trips, so that students may derive the greatest educational benefit from the trip.

The Board shall approve all proposed field trips and approve those field trips which take students more than 20 miles from Norwood and/or are planned to keep children out of Norwood overnight or longer. The Superintendent or designee shall approve all other field trips. Students may be charged reasonable fees for field trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically. Students on field trips remain under the supervision of this Board and are subject to its rules and regulations. The Board does not endorse, support or assume liability in any way for any staff member of the Norwood City School District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of the Norwood City School District for such trips within the facilities or on the school grounds of the Norwood City School District without Board permission.

The principal shall prepare procedures for the operation of a field trip which shall ensure that the safety and well-being of students shall be protected at all times. Parental permission is sought and obtained before any student may be removed from school for a field trip.

The principal approves the purpose, itinerary and duration of each proposed trip. Each field trip is properly planned, integrated with the curriculum and followed up by appropriate activities which enhance its usefulness. The effectiveness of field trip activities is monitored and continually evaluated. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

Teachers shall not change a planned itinerary while the trip is in progress, except where the health, safety or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip. In any instance in which the itinerary of a field trip is altered, the teacher in charge shall notify the administrative superior immediately.

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

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

Travel Vendor Compensation

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

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

[Adoption date: June 15, 2000]

[Revision: August 15, 2002]

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

CROSS REFS.: IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

FIELD TRIPS

Eligible Participants

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

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

Distance and Duration

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

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

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

Parental Permission

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

Expenses

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

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

Regulations Governing Field Trips

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

(Approval date: June 15, 2000)

SCHOOL VOLUNTEERS

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

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

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

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

[Adoption date: June 15, 2000]

Revision date: May 17, 2001

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

CROSS REF.: GBQ, Criminal Record Check

GUIDANCE PROGRAM

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

Guidance is based upon these broad fundamental principles.

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

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

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

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

Counseling services are provided by licensed/certificated school counselors, social workers and/or school psychologists.

[Adoption date: June 15, 2000]

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

CROSS REF.: AFI, Evaluation of Educational Resources

ACADEMIC ACHIEVEMENT

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

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

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

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-02

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

Norwood City School District, Norwood, Ohio

GRADING SYSTEMS

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

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

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

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

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

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-02

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

STUDENT PROGRESS REPORTS TO PARENTS

Student educational evaluation (report card) in grades K-12 shall be issued four times in the school year, once every 10 weeks. The dates of the report periods shall be listed on the school calendar.

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

Interim Reports

Interim reports are to be sent home to students in grades 1-12. The interim reports are to either be signed by the parent and returned to the teacher (to be filed for reference) or be mailed with a copy for the teacher's file.

(Approval date: June 15, 2000)

[Revision date: August 18, 2005]

STUDENT PROGRESS REPORTS TO PARENTS

The evaluation of pupil progress is the continuing responsibility of each member of the professional staff and requires the highest professional skill.

The administration shall issue regulations to ensure that the grading system is uniform throughout the school system. These directives shall conform with the following Board guidelines:

1. Official reporting of grades shall be on a 10-week basis.
2. Grades shall reflect a student's progress in meeting the objectives of a course/curriculum through a variety of evaluative measures such as: text assignments (both oral and written); homework; class participation; special assignments, research activities of various kinds/types, special contributions and tests/quizzes.
3. A new student from outside the District must be in attendance for a minimum of five weeks to receive grades for the grading term.
4. Teachers shall maintain accurate records which reveal how they have determined each student's grades.
5. The reporting system for grades K-2 will be as follows:
 - E - Excellent
 - S - Satisfactory
 - N - Needs Improvement
 - U - Unsatisfactory
6. The reporting system for grades 3 -12 will be as follows:

A= 90 -100
B= 80 - 89
C= 70 - 79
D= 65 - 69
F= 0 - 64

(Approval date: June 15, 2000)

[Revision date: August 14, 2003]

[Revision date: May 19, 2004]

PARENT CONFERENCES

Conferences with parents can be one of the most useful instruments for the personalizing of education and the guidance of children. Conferences influence the child's self-image and the parent's attitude toward the child and the school.

In conjunction with written reports, conferences are useful for guidance, parental participation in the education of their children, improvement of instruction and good school-community relations.

Times will be established and published to the community at the beginning of the school year.

[Adoption date: June 15, 2000]

HOMework

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

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

[Adoption date: February 19, 2004]

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

CLASS RANKINGS

Grade Point Average (GPA) Calculation

All grades earned at Norwood High School will count in the calculation of the student's grade point average. Grade-point averages are computed on a 4.0 scale (with the exception of accelerated and Advanced Placement courses.), and will be rounded to two decimal places (with an elevator of 0.005). Accelerated and Advanced Placement courses (denoted by a course number ending in "5"), in which a grade of "C" or higher is earned, will receive a 0.025 add-on for the Class of 2005 and 0.05 for the class of 2006 and beyond for each completed course.

Transfer students will receive add-on credit for only those Advanced Placement courses that are offered at Norwood High School. Accelerated or honors courses not offered at Norwood High School that are on a student's transcript will not receive the 0.05 or 0.025 add-on, but will be designated with their original title on the student's transcript.

On-line courses, correspondence courses, post secondary courses or audited courses are not calculated in grade point average for determining class rank.

Class Rank Determination

Class rank will be computed and printed at the school year for 9th, 10th, and 11th grade students. Class rank for seniors will be determined after the student's seventh semester (mid-way through senior year) for the purpose of college applications as required or as requested by the parent/student. On-line courses, correspondence courses, post-secondary courses and audited courses are not calculated in the student's grade-point average for determining class rank.

Selection of Valedictorian and Salutatorian

Beginning with the Class of 2007, all senior grades will be submitted two weeks prior to the graduation date. The total adjusted grade point will determine the valedictorian and salutatorian. The top ranked grade point average student(s) will be the valedictorian(s). The second ranked grade point average student(s) will be the salutatorian(s).

Students who complete high school in three years are not eligible to be valedictorian or salutatorian. Foreign exchange students are also not eligible. Transfer students, to be eligible, must have attended Norwood High School for four semesters, including both semesters of senior year.

[Adoption date: June 15, 2000]

[Revision date: August 15, 2002]

[Revision date: January 15, 2004]

[Revision date: February 17, 2005]

[Revision date: January 19, 2006]

HONOR ROLLS

Recognizing that acknowledging academic excellence is a motivation for continued student success, each school in the District shall have an established honor roll.

[Adoption date: June 15, 2000]

HONOR ROLLS

High School

Honor roll recognition will be awarded at the end of the term and/or the semester to those students whose quality point average for the period is 3.0 or greater. (A=4, B=3, C=2, D=1). Only those subjects which contribute at least one-half unit of credit per semester will be considered in computing quality point average. No student will qualify if he/she has a D or F in any subject.

Middle School

Scholarship is recognized and encouraged through an academic honor roll at Norwood Middle School. We have "A", "A/B" and "B" Honor Roll which is published and posted for all students to see at the end of each grading period.

Grades from all classes will be averaged for honor roll. This includes physical education and all Explo classes. Any student receiving a "D" or "F" in any subject will not be eligible for honor roll.

Elementary Schools

1. Grades K-2
Honors and awards will be given to students in grades K-2 as determined by the grade level teachers in each building.
2. Grades 3-6
Students must have all "A's" and "B's" in the academic and special area subjects of reading, writing, math, citizenship, science, health, art, music and physical education.

(Approval date: June 15, 2000)

[Revision date: August 14, 2003]

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote a student or retain a student shall be based on the premise that each student shall be placed in the best environment for learning. Factors that will be taken into consideration include: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion or retention procedures demand continuous analysis and study of the cumulative student history. Administrative guidelines include the following elements:

1. A committee in each building shall be formed to review the student's history and to make the final recommendation to the principal. The final decision shall be based on the age, maturity, grades, results on state and/or local testing, and ability level of the student. Retention is strongly discouraged for students who would be more than two years older than the majority of students in the class they would be in the following year.
2. Students in jeopardy of retention should be referred to the building's Intervention Assistance Team once the classroom teacher has implemented accommodations and/or modifications within the classroom without achieving the desired results. Intervention and documented evidence should be available to justify retention.
3. Parents shall be invited to a conference with the principal and/or designee for a discussion of possible retention.
4. Placement in the next grade level may be contingent on the successful passage of summer school.
5. Promotion of students with special needs may be based on their Individualized Education Plans (IEP), 504 plans, medical adaptations and accommodations, in addition to regular classroom performance not specified by the IEP.
6. The student may be retained in the current grade level or promoted to the next upon recommendation of the retention committee regardless of his/her summer work.
7. Any student who is truant (a non-authorized absence) for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained, unless the student's principal and teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.
8. In accordance with Senate Bill 1, any 3rd, grade student who receives a below basic score on the reading portion of the 3rd, grade Ohio Reading Achievement Test after the

March administration will be referred to the building's retention committee for possible retention. The committee will review the student's educational history and all other relevant data, including progress towards passing the reading achievement. Decisions regarding retention will be made on an individual basis. Options are as follows:

- promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared for fourth grade
- promotion to fourth grade and provide "intensive intervention" services
- retention in third grade

Students who still need to pass the reading portion of the 3rd grade achievement will be able to participate in an intensive summer reading program prior to taking the summer administration of the 3rd grade reading test.

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

10. Students with disabilities will have their IEP team determine whether they are to participate in the state-testing program or participate in an Alternative Assessment. Students who are determined to be Limited English Proficient will be given a yearly assessment to determine their progress in obtaining reading skills. Administration of the state achievement tests will be in accordance with state regulations.

[Adoption date: June 15, 2000
Revision date: October 19, 2000
Revision date: May 16, 2002
March 20, 2003
July 21, 2005
December 19, 2005

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

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

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 by removing the barriers to accessing appropriately challenging curriculum 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 the 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 students are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education's model acceleration policy.

[Adoption date: August 17, 2006]

[Revision date: July 17, 2008]

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

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
IKFA, Early Graduation
JB, Equal Educational Opportunities
JEB, Entrance Age (Mandatory Kindergarten)
JEBA, Early Entrance to Kindergarten
Ohio Department of Education Model Acceleration Policy for Advanced Learners
Student Handbooks

ODE MODEL ACCELERATION POLICY

ACCELERATION

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

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

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

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

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

Referrals and Evaluation

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

3. The principal or his/her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a preschool educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

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

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

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

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

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

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
 - A. At any time during the transition period, a parent or legal guardian of the student may request, in writing, that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.
 - B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

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

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

GRADUATION REQUIREMENTS

Graduation Requirements for the Class of 2008 and Beyond

A minimum of twenty- one (21) credits is required for graduation. A student must receive full credit for the following courses:

English	4.00 Credits
Mathematics	4.00 Credits
including Algebra II	
Science	4.00 Credits
Including 1 biological science (lab-based), 1 physical science (lab-based) and 1 (lab-based) of chemistry, physics, advanced biology, engineering science, or biomedical science.	
Social Studies	4.00 Credits
Including American history, American Government and Economics	
Physical Education	½ Credit
Health	½ Credit
Electives	4 Credits
from business, career-tech, fine arts, foreign language and technology	

Grade Classification

The number of earned credits will determine the grade level of each student. Grade classifications are ONLY changed at the end of each semester (or as appropriate).

For the Class of 2008 and Beyond

Sophomore	5.50 Credits
Junior	11.00 Credits
Senior	16.50 Credits

Summer school credits not earned at Norwood High School, on-line courses, post secondary courses, and correspondence courses are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

Diploma Successfully completes all graduation requirements.
Passes all parts of state-mandated assessment for graduation

Diploma
with Honors Successfully completes all graduation requirements.
Passes all parts of state-mandated assessment for graduation
Meets the criteria for honors provided below.

The student who completes the college preparatory curriculum in high school shall meet any eight of the following nine criteria:

1. earn four units in English
2. earn three units of mathematics that shall include Algebra I, Algebra II and Geometry or complete a three-year sequence of courses that contains equivalent content
3. earn three units of science that develop concepts for physical, life and earth and space sciences.
4. earn three units of social studies
5. earn either three units of one foreign language or two units each of two foreign language
6. earn one unit of fine arts
7. earn one unit of business/technology and two additional units in (1) through (6) above or earn three additional units, in (1) through (6) above.
8. maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year
9. obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Achievement Test (SAT) with no regard for its new writing portion. (This maintains the two scores' comparability as qualifying criteria.)

The student who completes an intensive vocational or technical education curriculum in the high school shall meet any nine of the following ten criteria:

1. earn four units of English which may include one unit of applied communication
2. earn three units of mathematics which will include algebra, geometry or a sequence of courses that contain equivalent content
3. earn three units of science, that develop concepts for physical, life and earth and space sciences
4. earn three units of social studies
5. earn either two units of a foreign language or two units of business / technology or one unit of each
6. earn three units in the student's vocational or technical education curriculum
7. two additional units in (1) through (6) above, or in fine arts.
8. maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year
9. complete a career passport, that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent.
10. obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Achievement Test (SAT) with no regard for its new writing portion. (This maintains the two scores comparability as qualifying criteria.)

[Adoption date: June 15, 2000]

Norwood City School District, Norwood, Ohio

[Revision date: August 15, 2002]
[Revision date: April 17, 2003]
[Revision date: June 19, 2003]
[Revision date: January 15, 2004]
[Revision date: March 15, 2007]

LEGAL REFS.: ORC 3313.60; 3313.603;; 3313.61

OAC 3301-35-02

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

EARLY GRADUATION

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

Early graduation is available to high school students provided they follow all of the requirements established for this purpose.

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

[Adoption date: January 15, 2004]
[Revision date: August 17, 2006]

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

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

TESTING PROGRAMS

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

1. to evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. to compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. to provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. to provide general information about a student's probable aptitude for school-related tasks and
5. to 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 disabled student is considered individually as to his/her participation in the proficiency testing program and achievement/ability testing program.

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

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

[Adoption date: June 15, 2000]

Revision date: October 19, 2000

[Revision date: April 17, 2003]

LEGAL REFS.: ORC 3319.32; 3319.321
OAC 3301-35-02

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

TESTING PROGRAMS

Ohio Testing Security Provisions

With the exception of test materials specifically designated as "practice test" by the Department of Education, all test questions and all other materials which are considered part of the state tests including, but not necessarily limited to, reading passages, writing prompts, charts, graphs and tables shall be considered secure and stored in a safe and secure manner.

Persons designated as the District and building coordinators shall be responsible for ensuring that all test security provisions are met while test materials are in the District and/or in the buildings, respectively.

No person shall release, cause to be released, reproduce or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written or oral.

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

The Superintendent/designee, with assistance from the building test coordinator, shall receive, store, administer, collect and ship the test materials in a safe and secure manner in accordance with procedures as established by the Ohio Department of Education and the test scoring contractor. Only the test coordinators and authorized proctors shall have access to the secure test materials. Any incident involving breach of test security, cheating by a student or assisting a student to cheat will be investigated by the building test coordinator and reported to the Superintendent/designee who will make a recommendation that can include but is not limited to reprimand, suspension, termination/invalidation to the Superintendent or his/her designee.

After determination that a test security violation has occurred, the Board and/or State Board of Education may seek the maximum penalty or penalties pursuant to ORC. 3319.151.

The District shall cooperate with the State Board of Education in any investigation of test security violations by a certificated school employee, pursuant to ORC 3319.151.

(Approval date: June 15, 2000)

[Revision date: October 19, 2006]

TESTING PROGRAMS

Standardized Testing Security Procedures

All test questions and all other materials, but not necessarily limited to reading passages, writing prompts, charts, graphs and tables, shall be considered secure and stored in a safe and secure manner.

Persons designated as the District and building coordinators shall be responsible for ensuring that all test security provisions are met while test materials are in the District and/or in the buildings, respectively.

No person shall release, cause to be released, reproduce or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written or oral.

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

The District test coordinator with assistance from the building test coordinator shall receive, store, administer, collect and ship the test materials in a safe and secure manner in accordance with procedures as established by the Ohio Department of Education and the test scoring contractor. Only the test coordinators and authorized proctors shall have access to the secure test materials. Any incident involving breach of test security, cheating by a student or assisting a student to cheat will be investigated by the building test coordinator and reported to the District test coordinator who will make a recommendation that can include but is not limited to reprimand, suspension, termination/ invalidation to the Superintendent or his/her designee.

After determination that a test security violation has occurred, the Board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to Section 3319.151 of the Revised Code.

The District shall cooperate with the State Board of Education in an investigation of test security violations by a certificated school employee, pursuant to Section 3319.151 of the Revised Code.

(Approval date: June 15, 2000)

TESTING PROGRAMS

All test questions and all other materials provided by the testing company shall be considered secure and stored in a safe and secure manner.

Persons designated as the District and building coordinators shall be responsible for ensuring that all test security provisions are met while test materials are in the District and/or in the buildings, respectively.

No person shall release, cause to be released, reproduce or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written or oral.

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

The Superintendent/designee with assistance from the building test coordinators (building principal or designee) shall receive, store, administer, collect and ship the test materials in a safe and secure manner in accordance with procedures as established by the Ohio Department of Education and the test scoring contractor. Only the test coordinators and authorized personnel shall have access to the secure test materials. Any incident involving breach of test security, cheating by a student or assisting a student to cheat will be investigated by the building test coordinator and reported to the Director of Curriculum, Instruction and Assessment who will make a recommendation that can include but is not limited to reprimand, suspension, termination/invalidation to the Superintendent or his/her designee.

After determination that a test security violation has occurred, the Board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to Section 3319.151 of the Revised Code.

The District shall cooperate with the State Board of Education in an investigation of test security violations by a certificated school employee, pursuant to Section 3319.151 of the Revised Code.

All test questions and other materials which are considered part of the approved achievement and ability tests are secure. It is unethical and illegal to use any such secure materials to prepare students for the tests. It is unethical and illegal to reproduce any of these materials or to cause them to be reproduced. No secure materials from any of the tests can be released to students, to the media, to parents or other community members or to any other individual or group. It is unethical and illegal to alter a student's responses or to assist a student to cheat in any other way.

Any alleged test security violation will be investigated. If it is determined that a violation occurred, any of several consequences may follow. The Board, after appropriate procedures are followed, may fire an employee found guilty of a violation. The State Board of Education, following appropriate procedures, may seek the suspension of a certificate. A law enforcement agency, following an appropriate investigation, may prosecute under the State criminal code.

Desks should be arranged to disallow copying by students. Materials on chalkboards and bulletin boards that may be helpful in answering test questions, including charts, graphs and tables, should be covered or removed.

It is a breach of test security to "teach the test" by discussing actual test items with students in advance of the test.

Distribution of materials to buildings should take place the week before the first test session. "Directions for Administering" should be in the hands of test examiners one week prior to the first test session in order to become familiar with test procedures.

(Approval date: June 15, 2000)

TESTING PROGRAMS

The Ethical Use of Tests

Staff who deal with assessment instruments (including but not limited to standardized achievement tests, state proficiency tests and Districtwide competency-based education assessment) shall perform their responsibilities with honesty, integrity, due care and fairness to ensure the integrity of the assessment process and the reliability and validity of the inferences made from the assessment results.

This includes any certificated or non-certificated employee or volunteer who participates in activities related to preparing students for the assessment, administering or scoring the assessment and interpreting or using the assessment results.

The following practices are considered unethical and/or inappropriate, and therefore are not permitted in preparing students for an assessment:

1. any preparation activity that undermines the reliability and/or the validity of inferences drawn from the testing process;
2. any practice that results solely in raising scores of 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 content area;
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 that focuses primarily on the assessment instrument or a parallel form of the 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 schoolwide or Districtwide programs and
7. any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

The following practices are unethical and/or inappropriate when administering and scoring assessments:

1. using an assessment instrument for purposes other than that for which it 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 of 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, rewriting or in any other way correcting and/or altering student responses to an assessment task either during or following the administration of an assessment and
10. any practice that supports or assists others in unethical or inappropriate practices during administration and/or scoring of assessments.

In interpreting and/or using assessment results, the following 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.

After determination that these ethical standards have been violated, the Board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to ORC 3319.151.

The District shall cooperate with the State Board of Education in any investigation of alleged unethical assessment practices by school employees or volunteers, pursuant to ORC 3319.151.

(Approval date: June 15, 2000)

COMPETENCY-BASED EDUCATION

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

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

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

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

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

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-02

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

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

[Adoption date: June 15, 2000]

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

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

Norwood City School District, Norwood, Ohio

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

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

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

File: INB

[Adoption date: June 15, 2000]

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

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class period 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.
2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
 3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. 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 U.S. Flag or other opening exercises; therefore, such persons are excused from participation.

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

Moment of Silence

The Board 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 17th 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 15, 2000]

[Revision date: September 15, 2005]

[Revision date: March 18, 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

FLAG AND MOTTO DISPLAYS

State law mandates that the United States flag be displayed over, near or within all school buildings every day school is in session. The Board directs the Superintendent/designee to carry out this mandate. Penalties are assessed by the State for noncompliance.

State law requires the District to:

1. accept donated copies of the national and state mottoes, or money donated to purchase copies of mottoes, if the copies meet design requirements adopted by Board resolution or State law and
2. display the mottoes in an appropriate manner in a classroom, auditorium or cafeteria.

[Adoption date: June 15, 2000]

[Revision date: February 17, 2007]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
 3314.03 (A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances
 INDA, Patriotic Exercises

ANIMALS IN THE SCHOOL

The Board shall maintain all teaching facilities in a safe and healthful condition. Students and staff shall not be required to learn/teach in facilities when their health or safety is endangered in a significant and substantial manner. Thus, live animals of any kind will not be permitted on a long-term basis at any of the Norwood City School facilities. Permission from the building principal is required for use of animals in the classroom.

[Adoption date: June 15, 2000]

Revision date: September 19, 2002