

SECTION I: INSTRUCTION

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

SECTION I: INSTRUCTION

(Continued)

IGBF	Bilingual Instruction
IGBG	Home-Bound Instruction
IGBH	Alternative School Programs
IGBI	English as a Second Language
IGBJ	Chapter 1 Programs
IGBK	Before and After (Latchkey) Programs
IGBL	Parental Involvement In Education
IGBM	Credit Flexibility
IGC	Extended Instructional Programs
IGCA	Summer Schools
IGCB	Experimental Programs
IGCC	Honors Program
IGCD	Educational Options (Also LEB)
IGCE	School Camps
IGCF	Home Education
IGCG	Preschool Program
IGCH	Postsecondary Enrollment Options (Also LEC)
IGD	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB	Student Publications
IGDC	Student Social Events
IGDD	Student Performances
IGDE	Student Activities Fees
IGDF	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGDJA	Drug Testing of Students in Extracurricular Activities
IGDK	Interscholastic Extracurricular Eligibility
IGE	Adult Education Programs
IGEA	Adult Basic Education
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IGED	Adult Education Diploma
IGEE	Awarding of High School Diplomas to Veterans of War
IH	Instructional Arrangements
IHA	Grouping for Instruction
IHB	Class Size
IHC	Scheduling for Instruction
IHD	Student Schedules and Course Loads

SECTION I: INSTRUCTION
(Continued)

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

SECTION I: INSTRUCTION
(Continued)

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

INSTRUCTIONAL GOALS

It is the belief and policy of the Board that the learning process must accomplish instructional goals in a manner which makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can be accomplished only 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 necessary to accomplish them.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students;
2. helping students establish traditional principles that contribute to the wholesome character development of the student;
3. helping students relate satisfactorily to others;
4. giving students the opportunity to acquire the basic skills of learning, thinking, problem solving, reading, writing and computation;
5. teaching students to use appropriate means of self-expression;
6. instilling in students a knowledge of the social and natural sciences;
7. instilling in students with the richness of our American heritage;
8. stimulating students to work productively in the various areas of human endeavor;
9. encouraging and supporting students and staff in understanding the uses of technology and
11. instilling in students an understanding that they are responsible for their decisions and actions.

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

[Adoption date: May 9, 1994]

[Re-adoption date: August 12, 1996]

LEGAL REFS.: Ohio CONST. art. VI, § 2

Northwestern Local School District, West Salem, Ohio

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

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

INSTRUCTIONAL OBJECTIVES

Instructors will employ those methodologies as needed to ensure accomplishment of learning necessary to successful movement to the next level of learning.

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

A competency-based curriculum will be developed and implemented in reading, mathematics and English composition, according to the requirements established by the State Minimum Standards.

The educational program of the District will be the result of systematic planning, articulation, implementation and evaluation.

Courses of study will be evaluated on a rotating basis every five years under the supervision of the Superintendent or the Superintendent's designee. This evaluation will consider the achievement of learning objectives and learning outcomes. This evaluation will promote and guide appropriate revision and updating. The evaluated course of study will be presented to the Board for adoption or re-adoption.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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.

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

[Adoption date: May 9, 1994]

CROSS REF.: INB, Teaching About Controversial Issues

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing school year will be prepared by the Superintendent and presented to the Board for approval before March 31 of each year. The number of days scheduled for students shall meet or exceed the requirements of State law.

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

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

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels. These hours will 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; however, any major changes in schedules are subject to Board approval. In any case, the length of day specified by the OAC must be met or exceeded.

[Adoption date: May 9, 1994]

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

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 throughout the District and the administration of the instructional program will be according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Modifications in the organizational plan of the schools 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 such modifications in the plan which are in the best interests of the students; provide for the equivalency of instructional materials, equipment and personnel within the District school and make the wisest use of District resources and District personnel to serve the educational goals of the Board.

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

LEGAL REFS.: ORC 121.22
3301.13
3311.29
3313.53-3313.531; 3313.641

CROSS REF.: IGBJ, Title 1 Programs

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 OAC 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 level-to-level. Implementation of new, revised curriculum must be closely coordinated with staff development programs.

The Superintendent or his or her designee will be responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all certificated 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 certificated staff will have an active role in curriculum development.

The Superintendent will provide the Board with reports on the curriculum and on the work of curriculum committees. New courses and programs will be recommended by the Superintendent for adoption by the Board.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

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 District's certificated staff to implement courses of study which will promote the educational goals of the District and comply with the OAC.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for such curriculum development to the Superintendent. The Board will consider and act on new courses and programs as recommended by the Superintendent. It will officially approve courses of study for all subjects as required by the OAC.

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

[Adoption date: May 9, 1994]

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

CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas will have written courses of study. Each course of study is to be submitted by the Superintendent to the Board and Division of Elementary and Secondary Education of the State Department of Education for its recommendations for improvement and for approval. Upon approval, it will be the official guide to be followed by all personnel involved.

Each course of study will include 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. Each educator affected by the course of study will be provided a copy for official use.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the District's educational program will provide 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 will be balanced, integrated and sequentially articulated, providing a foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Competency standards will be established in the areas of reading, mathematics 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 will serve the student during his or her school experiences and throughout life.

The curriculum will meet or exceed those requirements established by State law and the OAC.

[Adoption date: May 9, 1994]

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

HUMAN RELATIONS EDUCATION

This District will foster good human relations dealing with race, sex, age and economics through its instructional programs, its student activities and the classroom environment.

The Board will encourage and support the following approaches to human relations education:

1. The curriculum for all students in grades kindergarten through 12 should present in context the accomplishments and contributions of all races and cultures, including the intercultural nature of our cities, our country and our world.
2. Methods and techniques of classroom teaching should emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff should refresh its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training.
4. The schools should work for a total integration of ideas, people and material resources to provide the best education to meet the demands of present and future urban society.
5. The schools should strive to develop a positive self-image in each student's thinking. They should:
 - 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: May 9, 1994]

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

TEACHING ABOUT 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.

[Adoption date: May 9, 1994]

LEGAL REF.: ORC 3313.601

OCCUPATIONAL EDUCATION
(Career and Vocational Education)

Career Education

The Board believes that 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 or she can make informed decisions about his or her future occupations.

The Board charges the Superintendent in cooperation with the building principal 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 will specifically incorporate 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 an integral part of the curriculum at the secondary level. It will be geared to technological and economic conditions and changes, and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills. Guidance and counseling services will be provided each vocational student throughout the student's program.

In an effort to meet the vocational training needs of students, adults, postgraduates and others identified by their needs, the District will provide or make provisions for:

1. industrial education courses and
2. vocational programs in areas such as agriculture, home economics and OWE.

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

[Adoption date: May 9, 1994]

LEGAL REFS.: ORC 3311.18; 3311.19

Northwestern Local School District, West Salem, Ohio

3313.53; 3313.56; 3313.90; 3313.91; 3313.911
3317.16; 3317.024
OAC Chapter 3301-61, et seq.

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program will meet the requirements established by law and will include practical training in procedures to be used in first aid, safety, fire prevention and cardiopulmonary resuscitation. In addition, the health education program will include controlled substance use, family/dating violence prevention and bullying.

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 will emphasize a conservative 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, will continue 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: May 9, 1994]

[Re-adoption date: July 25, 2011]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, throughout the United States, and especially, in the District. In keeping with its primary responsibility, the education of youth, the Board charges the certificated staff of the District to continue to investigate the causes of student and school staff involvement with drugs and alcohol and to develop suitable preventive measures, however and whenever feasible.

The Board and the certificated staff will continue to seek ways to educate students and school staff of the District about the dangers of the misuse and abuse of drugs, alcohol and tobacco and will support the majority of students and staff who are resisting such use. Instructional units will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people.

In the interest of student and staff health an "ombudsman" will be designated among the schools so that people with problems may seek and receive help.

[Adoption date: May 9, 1994]

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

CROSS REF.: JFCH/JFCI, Alcohol Use/Drug Abuse by Students

PHYSICAL EDUCATION

All students must participate in physical education. In view of this, it is strongly urged that the student visit his or her family doctor for a complete physical examination before entering school. If any limitation is to be placed on participation in physical education, a written statement should be presented which clearly sets forth the limitations and is signed by the family doctor. The statement will be made a part of the student's record. A student should participate unless he or she has a physician's excuse.

[Adoption date: May 9, 1994]

FAMILY LIFE/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 will result in behavior which will contribute to the well-being of the individual, the family and society. Relative to family life and sex education, the Board emphasizes its belief that abstention is the appropriate premarital life style.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime 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 customary policies and regulations concerning the approval of new curriculum content, units and materials will apply to any course(s) dealing with family life and sex education offered by the District:

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

[Adoption date: May 9, 1994]

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

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

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

[Re-adoption date: November 16, 2006]

[Re-adoption date: June 28, 2010]

[Re-adoption date: May 20, 2013]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

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

PROGRAMS FOR DISABLED STUDENTS

The Board, as an expression of its commitment to provide a free, appropriate public education for children with disabilities, in accordance with state and federal laws, rules and regulations, hereby resolves to implement the following:

Child Identification

Ongoing efforts will be 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.

Procedural Safeguards

The child with a disability and his/her parent 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.

Multifactor Evaluation

The District will provide 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 by a licensed physician designated by the Superintendent or his/her designee, when other no-cost resources are not available.

Individualized Education Program

An individualized education program (IEP) will be 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. Parents 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.

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 is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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, and that one official of the District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This District follows all federal regulations and state standards related to the confidentiality of data.

Due Process

The District will utilize procedures that allow differences of opinion between parent(s) and the District or between agencies and the District; 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 are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

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 will serve as the child's surrogate parent.

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.

The Superintendent shall administer the local implementation of these state procedures, in accordance with state and federal laws, rules and regulations.

The Superintendent and Treasurer will ensure federal program guideline compliance for these as well as all state and federal programs. This will be assured through annual Treasurer and Superintendent internal review while completing the CCIP, in addition to annual PACTS self-evaluation. Programs will include, but are not limited to Title I, IDEA, IDEA-B, Title IIA, Title V, Title III and Gifted funds. The intent is to assure uses of funds comply with federal and state guidelines and within established parameters.

The District will ensure that this funding process includes appropriate coding, accurate calculation of LRC, and acceptable uses of federal and state funds. In addition, the District will develop procedures to ensure the appropriate use of these funds and assure compliance with federal and state guidelines.

(Approval date: May 9, 1994)

(Re-approval date: February 12, 1996)

(Re-approval date: August 17, 1999)

(Re-approval date: November 16, 2006)

(Re-approval date: December 19, 2011)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, gifted and talented students in the District must be provided opportunity to progress as their abilities permit. The Board believes that these students may require programs and/or services beyond those offered in regular school programs in order to realize their potential contribution to themselves and to society. Gifted and talented students will be identified by professionally qualified persons using a variety of assessment procedures. Therefore, the Board encourages efforts to make special programs and activities for the gifted and talented an integral part of the total kindergarten-grade 12 program.

Definition of Gifted

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of Ohio Revised Code Section (RC) 3324.03.

District Identification Plan

The District accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The District must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education (ODE).

Assessment Instruments Used for Gifted Identification

The District only uses assessment instruments (tests) for screening and identification approved by ODE. To ensure that the test results accurately reflect each student’s aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student’s native language, if interpreters are available.

Tests used in the District for screening and identification are included in the following document.

Northwestern Local Schools also acknowledges the standard error of measurement (SEM) on these tests in generating eligibility scores. Initial identification must be based on identification instrument result no older than 24 months. (RC 3324.01-.07)

Special Populations

Northwestern Local Schools makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English as a Second Language (ESL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ESL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need accommodations. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments (ODE)*.

District Enrichment Plan

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to ODE as gifted services.

Superior Cognitive Ability

A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding 24 months:

1. Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test;
2. Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of an approved, nationally normed achievement test or
3. Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.
 - A. CogAt (Cognitive Ability Test)
Screen = 126, grades K-1 ID = 127
Screen = 124, grades 2-12 ID = 128, grades 2-12

- B. Stanford Achievement Test, 10th Edition Complete grades K-12 Screen = 94 ID = 95
- C. Otis-Lennon School Ability Test – 8th Edition grades K-12 Screen = 126 ID = 127
- D. Iowa Assessments Form E Complete, grades K-12 Screen = 94 ID = 95
- E. Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) ages 6 – 16yrs.-11months Screen = 123 ID = 127

Specific Academic Ability

A student shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student:

- 1. Performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. (mathematics, science, reading, writing, or a combination of both, or social studies)
- 2. Performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.
 - A. Kaufman Test of Educational Achievement – 3rd Edition; Screen = 94 ID = 95
 - B. Stanford Achievement Test – 10th Edition; Screen = 94 ID = 95
 - C. Terra Nova, 3rd Edition Complete, grades K-12, Screen = 94 ID = 95
 - D. Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition, grades K-12 Screen = 94 ID = 95
 - E. Wechsler Individual Achievement Test – 3rd Edition, grades K-12 Screen = 94 ID = 95

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months the child scored one standard deviation above the mean, minus the standard of error of measurement, on an approved individual or group intelligence test and also did either of the following:

- 1. Attained a sufficient score, as established by ODE, on an approved individual or group test of creative ability;

2. Exhibited sufficient performance, as established by ODE, on an approved checklist by a trained individual of creative behaviors.

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

- A. Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Creativity: Part II)
Screen = 50 ID = 51+ Grades K-12
- B. Gifted and Talented Evaluation Scales (GATES 2) - (questions 21-30)
Screen = 80 ID = 83+ Grades K-12
- C. CogAT: Cognitive Ability Test
Screen = 110 ID = 111 Grades K – 2
Screen = 110 ID = 112 Grades 3 – 12
- D. Otis Lennon School Ability Test - Grades K - 12
Screen = 109 ID = 110

Visual and Performing Arts Ability

A student shall be identified as exhibiting “visual and performing arts ability” superior to that of children of similar age if the child has both of the following:

1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and
2. Exhibited to a trained individual sufficient performance, as established by ODE, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Note: ODE’s Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

- A. Gifted and Talented Evaluation Scales (GATES 2), (Section 5, Items 41-50) grades K-12
Screen = 80 ID = 83+
- B. Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)
Screen = 50 ID = 51+ Grades K – 12

- C. ODE Rubric for Scoring Audition/Performance: dance, drama, art or music
Grades K-12 Screen and ID = per ODE
- D. Display of work: ODE Rubric Screen and ID = per ODE

Identification Process

The District shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children. The District ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessments

1. whole-grade tests (twice in the primary grades; once in middle school);
2. individually-administered tests;
3. audition, performance;
4. display of work;
5. exhibition and
6. checklists.

Referrals

The District ensures that there are ample and appropriate scheduling procedures for assessment and retesting using:

1. group ability and achievement tests;
2. individual ability/achievement tests;
3. audition, performance;
4. display or work and
5. checklists.

Children may be referred in writing on an ongoing basis based on the following:

1. child request (self-referral);
2. teacher recommendation;
3. parent/guardian request;
4. child referral of peer and
5. other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referrals forms are available in all buildings and on the Northwestern Local Schools website. Upon receipt of a referral, the Northwestern Local Schools will:

1. secure permission from the parent and/or guardian for testing;
2. schedule the student for assessment and
3. provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

1. notify parent and/or guardian about the results of any screening or assessment instrument within 30 days after the receipt of the results and
2. notify the parents and/or guardian about the appeal procedure.

Screening

The District ensures equal access to screening and further assessment of all District children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in ODE guidance, the identification decision is made and the student's educational needs are determined. Parents will be notified by a letter of identification within 30 days of initial identification. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a District-specified range below the identification score, re-assessment for possible identification occurs.

Out-of-State Scores

The District accepts scores, completed within the preceding 24 months on assessment instruments approved for use by ODE, provided by other schools and/or trained personnel outside the school District.

New Enrollments

The District ensures that any child transferring into the District will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

1. screening procedure or assessment instrument (which results in identification);
2. the scheduling of children for assessment;
3. the placement of a student in any program and
4. receipt of services.

Parents should submit a letter to the Superintendent/designee outlining the nature of the concern.

The Superintendent/designee will convene a meeting with the parent/guardian, which may include other school personnel. The Superintendent/designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

District Service Plan

The District ensures equal opportunity for all District students identified as gifted to receive any services offered by the District for which the student meets the criteria. Criteria of services is often determined through student qualified performance on state approved identification assessments and if applicable, in conjunction with District acceleration committee determination. Services settings are determined through a collaborative effort such as: student input, parent input, teacher endorsement, guidance counselor input, principal input, and/or acceleration committee.

District Service Plan

Areas of Identification	Grade Level of Services	Service Setting	Additional Information
Superior Cognitive	4-5	Pull Out (Resource Room), Acceleration, or Cluster Grouping	Superior Cognitive students can be served in any of the below content areas of Math, Reading/Writing, Science, and Social Studies
	6-8	Cluster Grouping, Acceleration Advanced Classes	Differentiated Curriculum utilized in Gifted Services
	9-12	Honors Classes Cluster Grouping, College Credit Plus Acceleration	
	11-12	*International Baccalaureate	
Reading/Writing	3-5	Pull Out (Resource Room), Acceleration, or Cluster Grouping	
	6-8	Cluster Grouping, Acceleration Advanced Class	
	9-12	Honors Classes Cluster Grouping, Acceleration	
	11-12	College Credit Plus	CCP: English Composition 101 CCP: Literature Appreciation CCP: English Composition 102

Math	3-5	Pull Out (Resource Room), Acceleration, or Cluster Grouping	Differentiated Curriculum utilized in Gifted Services
	6-8	Cluster Grouping, Acceleration	Advanced Algebra 1 (High School Credit)
	9-12	Honors Classes Cluster Grouping, Acceleration	Engineering (PLTW*) Mentorships
	11-12 Grades	College Credit Plus Service Setting	CCP: Calculus Additional Information
Science	7-8	Cluster Grouping, Acceleration	Differentiated Curriculum utilized in Gifted Services
	9-12	Honors Classes, Cluster Grouping,	Biomedical (PLTW*) Clean Energy (PLTW*)
	11-12	College Credit Plus	CCP: Advanced Chemistry CCP: Soil, Crop, & Greenhouse Management CCP: Agricultural Production and Processing
Social Studies	6-8	Cluster Grouping, Advanced Classes	Differentiated Curriculum utilized in Gifted Services
	9-12	Honors Classes Cluster Grouping,	
	11-12	College Credit Plus	CCP: American History through the Civil War

Creative Thinking	3-5	Pull Out (Resource Room) or Cluster Grouping	Differentiated Curriculum utilized in Gifted Services
	6-8	Cluster Grouping, Advanced Classes	Design & Modelling (PLTW*)
	9-12	Honors Classes Cluster Grouping,	
	11-12	College Credit Plus Honors Classes Cluster Grouping	
Dance		No Services	
Drama	9-12	Independent Study	Theatre Arts I, II, III
Music	9-12	Independent Study Cluster Grouping	Differentiated Curriculum utilized in Gifted Services
		CCP	CCP: Music Style, CCP: Music Theory
Visual Arts	9-12	Independent Study	Advanced Studio Art Differentiated Curriculum utilized in Gifted Services
			*PLTW=Project Lead the Way STEM

** If being served in specific class, differentiation for gifted student will be outlined on syllabus to include learning goals along with variety of projects, independent lessons and assignments.*

*Delivery of gifted services may include a variety and mixture of the following identified under RC 3324.03:

1. Differentiated Curriculum
2. Cluster Grouping
3. Mentorship
4. Acceleration of course work

5. College Credit Plus (CCP) Program under RC 3365
CCP offerings vary from year to year
6. Advanced Placement (currently not offered, possibly in the future)
7. Honors Classes
8. Self-Contained Classrooms
9. Independent Study
10. Other

Written Education Plans (WEP)

When students identified as gifted are reported to parents and ODE as served, they must have a WEP in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

Identification and Service Plan Approval

District identification and service plans must be sent to ODE as a part of the annual self-report. ODE will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to ODE immediately upon revision. ODE will review and notify the District within 60 days of receipt of revisions.

Annual Service Plan Review

Northwestern Local Schools conducts a review of every Gifted Plan annually. This review occurs – with student, parent, school administrator or building representative. This review can occur in person or through correspondence. This meeting occurs whether the student is served via a WEP and/or WAP. A written notice must accompany a parent's decline for gifted services. If the District does not provide gifted services, parents/guardian will be notified through a letter of "no service" for that current school year.

Acceleration of Gifted Students

The Northwestern Local Board of Education 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.

Accelerated Referral Process

Referral forms are available in all office buildings and on the Northwestern Local Schools website. Children may be referred in writing on an ongoing basis based on the following:

1. Child request (self-referral);
2. Teacher recommendation;
3. Parent/guardian request;
4. Child referral of peer and
5. Other (e.g., psychologist, community members, principal, gifted coordinator, etc.).

Upon receipt of a referral, the Northwestern Local Schools will:

1. secure permission from the parent and/or guardian for testing and
2. schedule the student for acceleration assessment.

Post acceleration assessment:

1. Notify parent and/or guardian about the results of any acceleration assessment within 45 days of the referral.
2. Notify the parents and/or guardian about the assessment results appeal procedure.
3. Acceleration Committee determination

Referral Timeline

1. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.

2. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester.
3. In all other cases, evaluations of a referred child shall be 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.

Acceleration Evaluation Committee

The student's principal will assemble a committee to determine the most appropriate learning environment for the referred student. The committee will include the following individuals:

1. Principal or assistant principal of the referred student
2. Current teacher of the referred student (excluding early kindergarten admission)
3. Teacher at grade level which student may be accelerated to (excluding early graduation)
4. A parent/legal guardian of the referred student or representative designated by parent or guardian
5. Gifted Coordinator/Gifted Intervention Specialist or School Psychologist or Guidance Counselor with knowledgeable expertise in the area of acceleration

Responsibilities of Evaluation Committee

1. Evaluation Committee will make a fair and extensive evaluation of the student.
2. Whole grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by ODE.
3. Student input on acceleration is taken into consideration.
4. Single subject acceleration determination will utilize a variety of data sources (measures of achievement on state academic content standards (where there are approved state content standards)).
5. Take into consideration the maturity of the student and the student's desire of acceleration.

6. A written decision will be provided to the principal and parent(s)/guardian based upon the evaluation process. If a consensus cannot be reached by the committee. The decision as to whether or not to accelerate the student will be determined by a majority vote.
7. Makes recommendations on early kindergarten entrance, subject(s) acceleration, and/or early high school graduation.
8. Develops plans (WAPs) for early kindergarten entrance, subject(s) acceleration, and/or high school graduation.
9. Students being considered for early graduation will be evaluated on past academic performance, measure of achievement based on state content standards, and successful completion of graduation requirements.
10. The committee will designate a staff member to ensure implementation of written acceleration plan and monitor adjustment of student to setting.

Written Acceleration Plan (WAP)

Written acceleration plans will be written for students admitted early to kindergarten, whole grade accelerated, or accelerated in one or more content areas. The parent(s)/guardian will be provided a copy of the acceleration plan. The written acceleration plan will include:

1. placement of acceleration setting;
2. strategies to support a successful transition to accelerated setting;
3. requirements/procedures of earning high school credit prior to entering high school (if applicable) and
4. an appropriate transition period for acceleration for early kindergarten entrance, whole grade acceleration, subject(s) acceleration

Early Graduation

1. Approved by committee
2. Written plan (WAP) required
3. Past performance, measure of achievement based on state content standards and successful completion of graduation will be reviewed by committee.

4. According to 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.

Placement of Acceleration

1. Appropriate acceleration evaluation committee shall identify a specific transition period for accelerated placement for any of the following: early entrance to kindergarten, grade-level acceleration, and or students accelerated in individual subject areas.
2. Any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
3. 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 shall advise the acceleration committee to consider other accelerative options. A decision shall be issued within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's WAP will be revised accordingly, and a new transition period will be identified.
4. At the end of the transition period, the accelerated placement will be permanent. The student's record shall be modified accordingly, and the written acceleration plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Appeals

1. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within 30 days of being notified of the committee's decision.
2. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal.
3. The Superintendent's decision shall be final.
4. 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 previously described.

If you have questions, please call your building principal or
the Gifted and Talented Office
(419) 846-3151

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

[Adoption date: May 9, 1994]

[Re-adoption date: February 14, 2000]

[Re-adoption date: May 14, 2007]

[Re-adoption date: November 20, 2017]

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

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

REFERRAL FOR GIFTED IDENTIFICATION/ACCELERATION

1. Student Information

Student's Name _____ Grade ____ Birthdate _____ Gender _____

Address _____

Parent/Guardian _____ Telephone _____

2. Referring Information

Please check one:

_____ Teacher/grade/subject _____

_____ Parent/Guardian _____

_____ Other (please specify) _____

3. Areas to be Considered

Check as many as may apply to the student:

_____ Superior Cognitive Ability

_____ Specific Academic Ability _____ Math _____ Science _____ Reading _____ Social Studies

_____ Creative Thinking

_____ Early Entrance to Kindergarten _____ Date of Birth _____

_____ Early Graduation

If applicable current grades for this student:

Reading _____ Language Arts _____ Math _____ Science _____ Social Studies _____ GPA _____

4. Reason for Referral: _____

5. Signatures

Signature of person making referral: _____

Signature of person receiving referral: _____ Date _____

REMEDIAL INSTRUCTION
(Intervention Services)

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

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

Students who are reading below grade level at the end of 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 also 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.

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

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

[Re-adoption date: July 28, 2008]

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

CROSS REF.: IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

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

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

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

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a high performing teacher and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to the their achievement level.

The Board designates the Superintendent/designee to establish a district policy for the mid-year promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: October 22, 2012]

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

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student by September 30. The District uses an English diagnostic assessment either approved under State law or a comparable tool that has been approved by the Ohio Department of Education.

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

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

For a student not reading at grade level, the District will provide intensive reading instruction immediately following the identification of a reading deficiency. This instruction must:

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

For each student receiving required reading intervention, the District will develop a reading improvement and monitoring plan. This plan will be developed within 60 days of receiving the student's results on the diagnostic assessment. The plan will include all of the following:

1. Identification of the student's specific reading deficiency;
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
3. Opportunities for the student's parents or guardians to be involved in the instructional services;
4. A process to monitor the implementation of the student's instructional services;

5. A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. A statement that unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade after July 1, 2013, the District will provide a teacher who has either passed a reading instruction test or has a reading endorsement on his/her teaching license.

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

1. Establish a district policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than ninety minutes of daily reading. In addition, the remediation may include any of the following:
 - A. Small group instruction
 - B. Reduced teacher-student ratios
 - C. More frequent progress monitoring
 - D. Tutoring or mentoring
 - E. Transition classes containing third and fourth grade students
 - F. Extended school day, week or year
 - G. Summer reading camps
3. Provide a high-performing teacher, as determined by available student performance data and performance reviews.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by the Ohio Department of Education.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

(Approval date: October 22, 2012)

HOME-BOUND INSTRUCTION

The Board will provide instruction, as appropriate, for students confined to home in accordance with the law:

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: Rules for the Education of Handicapped Children, July 1, 1982

ORC 3313.56; 3313.64

3317.024

3321.04

3323.05; 3323.12

3331.08

OAC 3301-51-06

CROSS REFS.: JEA, Compulsory Attendance Ages

JECBC, Admission of Students from Nonchartered or Home Schooling

TITLE I PROGRAMS

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

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

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

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

[Re-adoption date: December 19, 2011]

[Re-adoption date: May 20, 2013]

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

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

TITLE I PROGRAMS

In order to assure parents of Title I students the opportunity to participate in the design and implementation of the program, the following are provided:

1. parent notification of student selection and reason for selection;
2. informing each child's parents of specific instructional objectives;
3. progress reports;
4. conferences;
5. suggestions and materials for parents to help at home;
6. parent training (workshops);
7. timely information concerning Title I such as plans and evaluations;
8. parent questionnaires on planning, development and operation of program;
9. responding to parents' recommendations;
10. volunteer assistance;
11. parent councils;
12. parent coordinators and
13. other activities as appropriate.

Parent involvement in the planning and use of programs utilizing Title I funds is encouraged. Program information, general subgroup performance data, trends, activities and past utilization of federal Title I funds will be shared with parents.

Parent involvement shall include an annual special spring planning meeting as part of the regular school Board meeting. Planning participants in this and in various planning activities should include administrators, staff, school Board members, parents and students.

Records of parent involvement activities will include copies of the following where appropriate:

1. annual parent notifications of rights, parent involvement, as well as the annual planning school Board meeting
2. sign-in sheets
3. meeting agendas

(Approval date: May 9, 1994)

(Re-approval date: August 17, 1999)

(Re-approval date: December 19, 2011)

BEFORE AND AFTER SCHOOL (LATCHKEY) PROGRAMS

Established by District

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

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

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

Not Established by District

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

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

All recipients enter into a contract with the District for provision of those services. Provision of ancillary services and other expenditures is made in compliance with State law.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: ORC 3313.207; 3313.209
OAC 3301-32-01 through 3301-32-13

PARENTAL INVOLVEMENT IN EDUCATION

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

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed. Generally regulations will:

1. encourage strong parent-school partnerships;
2. provide for consistent and effective communication;
3. offer parents/guardians ways to assist and encourage their children to do their best;
4. offer ways parents/guardians can support classroom learning activities and
5. provide opportunities for parents to be involved in the design, operation and evaluation of the program.

Parent involvement in the planning and use of programs utilizing Title I and IDEA funds is especially encouraged. Program information, general subgroup performance data, trends, activities and past utilization of federal Title I and IDEA funds will be shared with parents.

Parent involvement shall include an annual special spring planning meeting as part of the regular school Board meeting, in addition to parental involvement opportunities at the building level and on an individual basis. Planning participants in this and in various planning activities should include administrators, staff, school Board members, parents and students.

[Adoption date: May 9, 1994]

[Re-adoption date: July 25, 2011]

[Re-adoption date: December 19, 2011]

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

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

CREDIT FLEXIBILITY

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

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

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

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

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

[Adoption date: June 28, 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. convene an ongoing Credit Flexibility Committee (CFC) comprised of the high school principal, guidance counselor and several teachers from across subjects. We will also communicate the flexible credit option annually through building student handbooks, the District newsletter and in 9th grade orientation;
2. allow for demonstrated proficiency options on an on-going basis by the CFC;
3. allow for graded options for demonstrated proficiency by the CFC;
4. allow demonstration of proficiency to count towards course requirements for graduation by the CFC;
5. determine credit equivalency for a Carnegie unit by the CFC;
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 — as long as a minimum of five credits of traditional, Post-Secondary Educational Options (PSEO), Dual College Credit and/or correspondence courses are maintained;
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, as approved by the Board;
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.
12. work in collaboration with current educational options, PSEO and dual college credit practices and policies;
13. may include VLA or other online coursework with evidence of mastery learning of course content as approved by the principal.

14. “testing out” of a course under credit flexibility must also include a project, portfolio and/or other requirement as evidence of application of knowledge as determined by the CFC and
15. only traditional and approved online, PSEO, dual credit or correspondence courses will be considered for minimum athletic eligibility enrollment purposes.

Students petitioning the CC with a flexible credit proposal must tie the credit to the appropriate state standards. In addition, the student and parent must complete and submit the required paperwork by stated timelines and participate in the CC meeting. In this case a teacher of record will be assigned, which must be approved by the CFC.

A letter grade will be earned by the student. The grade parameters and assessments will be determined by the teacher of record and approved by the CFC and will require stated timelines and deadlines. It may also include quizzes, exams, projects, a portfolio, photographs, logs or additional documents for submission. The grade earned will be included in the student’s transcripts as any other course taken and cannot be removed — even in the case of a failing grade.

The CFC reserves the right to re-assign a student participating in credit flexibility to a traditional course if the student fails to make adequate progress, or fails to meet the minimum requirements, timelines or make satisfactory progress.

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: June 28, 2010)

SUMMER SCHOOLS

The Board may provide enrichment opportunities for students as part of its expanded learning program.

The summer program will be designed to include enrichment, intervention and recreational experiences, such as crafts, typing, music, computer training and high school subjects, as needed.

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

Summer school will be under the direction of the Superintendent or the Superintendent's designee. Teachers for summer sessions will be recruited from the District staff insofar as feasible. The Board will set summer salaries and make appointments upon the recommendation of the Superintendent.

[Adoption date: May 9, 1994]

LEGAL REFS.: ORC 3313.57; 3313.641

EXPERIMENTAL PROGRAMS

The Board believes that education is a human enterprise which is not static but developmental in nature. There are times when approaches other than the traditional and conventional should be attempted. Such programs are viewed as experimental and tentative.

To be initiated in the District, an experimental program must meet these requirements.

1. The program or course will be developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board will make 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 will be available for inspection by the parents or guardians of participating students.
5. Participating students must be recommended for participation. The parent(s) or guardian(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 will be 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 will either recommend cessation of the experiment or inclusion of the program in the District's educational program.
8. Fees will be estimated for experimental programs as needed. Participating students will be expected to pay fees at the beginning of the program.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-02(D)

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

Northwestern Local School District, West Salem, Ohio

EDUCATIONAL OPTIONS

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

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

The Superintendent will develop regulations for educational options when the options are initiated. Each program option developed will be presented to the Board for adoption; its regulation will be presented for approval.

[Adoption date: May 9, 1994]

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

CROSS REFS.: IGCB, Experimental Programs
IHG, Independent Study
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to these criteria:

1. The parent(s)/guardian(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 will be 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 will include an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for kindergarten through eighth grade students participating in an option as a substitute instructional plan, will be based in part upon student performance relative to the objectives of the option.
5. The instructional plan will include 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 will be applied to the credits required for graduation in English, health, mathematics, science, physical education and social studies.
7. A certificated teacher or a person with verified skills or knowledge in that specific area, may provide the required instruction and evaluation of students.
8. The instructional plan will be written, specifying a time for the evaluation of the educational option. Continuance of the option will be determined by the results of evaluation.

(Approval date: June 12, 1995)

NORTHWESTERN HIGH SCHOOL
INSTRUCTIONAL PLAN FOR EDUCATIONAL OPTION
(Physical Education)

Student

Superintendent

Grade

Teacher/Instruction/Athletic Director

Initiation Date

Teacher/Instruction/Athletic Director

Suggested Completion Date

Sport Participating In

We have read and understand the Standards for the Educational Options Alternative to physical education.

Parent Signature

Date

Student Signature

Date

Standards for the Educational Options Alternative
to Physical Education at Northwestern High School

1. Complete participation in any level of the scholastic sports offered at Northwestern High School (including cheerleading) for one complete season, may be used as an educational option for meeting one-half of the physical education graduation requirement. Two separate participation's are required to fulfill all physical educational requirements.
2. The student must start his/her participation on the first day of conditioning as determined by the Ohio High School Athletic Association and finish the entire season.
3. If the student is injured during participation, he/she will be given an alternative assignment.
4. No grade will be issued for using this educational option. The student will receive credit only for fulfilling the physical education requirement.

5. If a student is “cut” from those teams which have limited roster sizes, he/she must still fulfill the physical education requirements of Northwestern High School.
6. If a student becomes ineligible, violates any of the rules of the athletic policy of Northwestern High School or the head coach and/or is removed from the team, the student’s use of the educational option is forfeited.

1 of 2

7. At the completion of the season the head coach will sign a form authorizing the student's successful completion of the educational option.

Instructional Objectives:

1. The student will achieve a degree of physical fitness.
2. The student will be provided the opportunity to lead a group in a positive manner.
3. The student will develop a positive attitude toward winning and losing.
4. The student will develop a sense of cooperation with both teammates, opponents and officials.
5. The student will develop a responsibility concerning fair play.
6. The student will recognize, understand and assume responsibility for terms and rules which govern play.
7. The student will understand the advantages of teamwork.
8. The student will understand the principles of offensive and defensive play.
9. The student will recognize, understand and assume responsibility for safety rules involved in play.
10. The student will develop fine and gross motor skills appropriate to grade level.
11. The student will develop the willingness to follow group decisions.
12. The student will develop the ability to evaluate and accept suggestions.
13. The student will develop an awareness of and respect for the differences and similarities of his/her classmates.
14. The student will learn to use appropriate physical activity as an acceptable emotional outlet.

Activities/Materials/Equipment:

1. Participation on the selected athletic team according to the standards listed.
2. Appropriate required materials and equipment for the specific athletic activity.

Evaluation/Documentation:

1. Completion participation according to the standards of the head coach, the athletic policy of Northwestern High School and the Ohio High School Athletic Association. All evaluation and/or documentation to be done by the head coach or advisor, if a certified teacher, under the supervision of the high school Athletic Director.

Time-Line:

1. Begin with the first day of conditioning and is completed five school days after the end of the entire athletic season.

AMOUNT OF CREDIT POSSIBLE: .25 CREDIT ISSUED UPON RECOMMENDATION OF

Date completed: _____

Principal Signature

HOME EDUCATION

The County 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, 3301-34-01 through 3301-34-06.

[Adoption date: May 9, 1994]

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

POSTSECONDARY ENROLLMENT OPTIONS

The Board of Education recognizes the value of student participation in the postsecondary enrollment option program and shall permit 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 college credit.

The Board directs the Superintendent or Superintendent's designee to develop and establish procedures and necessary administrative guidelines to ensure that programs are in accordance with State requirements.

The administrative guidelines will contain the following:

1. general information about this option to all 8th through 11th grade students and parents and/or guardians;
2. notification to participate by student to the District;
3. provide counseling services to students and parents and/or guardians prior to participation in the program;
4. notification of accepted students by college to the District;
5. enrollment options for students;
6. college and high school graduation credit for students;
7. calculation of full-time enrollment including maximum number of Carnegie units and conversion of college courses to high school courses and/or
8. financial responsibilities of the student and District including tuition, books, materials, fees and transportation reimbursement.

[Adoption date: May 9, 1994]

[Re-adoption date: March 9, 1998]

LEGAL REFS.: ORC Chapter 119
3365.01-3365.09
OAC 3301-44-01 thru 3301-44-08

ADMINISTRATIVE GUIDELINES
POSTSECONDARY ENROLLMENT OPTIONS

Procedures for student enrollment and participation:

1. General information including:
 - A. freshman status as locally determined;
 - B. acceptance by college;
 - C. enrollment for college credit or both high school graduation and college credit and
 - D. financial arrangements for tuition, books, materials and fees for each.
2. The District is required to notify all 8th through 11th grade students and parents and/or guardians of this option (including information in # 1) by March 1st of each school year.
3. Student and/or parent are required to inform the Board of intent to participate by March 31st of the year wishing to enroll. Failure of the student to inform the Board of intent to participate shall result in the Superintendent's determining student participation.
4. The District is required to provide counseling services to students prior to participation in the program. Counseling services will include but not limited to:
 - A. freshman status as locally determined;
 - B. acceptance by college;
 - C. options required by SEC. 3365.04 of ORC;
 - D. financial arrangements for tuition, books, materials and fees;
 - E. process of granting academic credits;
 - F. criteria for any transportation aid;
 - G. available support services;
 - H. scheduling;
 - I. consequences of failing or not completing a course;
 - J. the effect of program participation on student's ability to complete District graduation requirements;
 - K. academic and social responsibilities of students and parents under this program;
 - L. information/encouragement of college counseling services and
 - M. encourage all students exhibiting the ability to consider this program.
5. If the District does not receive notification of acceptance from the college within 10 days after acceptance, the District shall contact the college.
6. The student may opt to receive college credit only or both college and high school credit. The student must designate which option at the time of enrollment.

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

1 of 4

- A. High school credit awarded for courses successfully completed shall count toward graduation requirements and subject area requirements.
 - 1) The Board shall award comparable credit for the course/courses completed at the college.
 - 2) If no comparable course is offered by the District than the Board of Education shall grant an appropriate number of credits in a similar area.
 - 3) Any disputes between the student and Board regarding high school credits granted for a course may be appealed to the State Board of Education by the student.
 - 4) Student's records must show evidence of successful completion of each course and the high school credits awarded.
 - 5) Credits earned under the postsecondary enrollment program shall be included in the student's grade point average. A grade awarded by the college shall be counted as the equivalent District grade. If the local District has a weighted grading system, then the high school administration shall make the determination as to the equivalent District grade for the college grade.

8. High School/College Enrollment

- A. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
- B. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
- C. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
- D. A 12th grade student may not enroll for more than the equivalent of one academic school year.
- E. Proportionate reductions will be made for any student who enrolls in the program during the course of a school year.
- F. A student shall be enrolled for a minimum of five courses/classes per semester in order to be considered a full-time student for program purposes.
- G. The maximum number of Carnegie units that may be earned during the academic year shall be the sum of the high school courses and college courses; the sum shall not exceed the number of courses for full-time status.

- H. 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.

9. Financial Responsibilities

- A. If a student elects to enroll for college credit only, the student is responsible for all costs associated with the course.
- B. If a student elects to enroll for the combination high school/college credit, the District is responsible for all costs associated with the course.
- C. If a student fails to complete the course due to class drop process or nonattendance, the student or parent is responsible for all costs associated with the course.
- D. The following locally determined process shall be used to collect all course costs.

Process is: Notification of students and parents and withholding of records until such costs are paid.
- E. The District may determine and accept other reasons including medical, etc. for failure to complete the course.
- F. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
- G. 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 attended and college in which he or she is enrolled.
- H. No reimbursement for course costs, transportation costs or District liability are applicable if the student enrolls in a college course while he or she is also a full-time student in the District.

10. Other Considerations

- A. A student enrolled in the program will follow the District attendance policy as designated in the Student Handbook as well as the District code of conduct for curricular and extracurricular activities as designated in the Student Handbook.

These policies and codes will be applicable during the time the student is attending ___ high school and is on school property for any class or activity.
- B. The student enrolled in this program must recognize that the master schedule will not be altered or adjusted in order to permit enrollment; adjustments to individual schedules may be done by the school administration.

- C. The District will adhere to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible the student must be passing four courses during the prior grading period. The four courses may be a combination of high school and college courses.

File: IGCH-R (Also LEC-R)

(Approval date: May 9, 1994)
(Re-approval date: March 9, 1998)
(Re-approval date: August 17, 1999)

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 meet these criteria.

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

The following guidelines will 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 certificated staff, will have a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures will be 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 will receive the same attention in terms of philosophy, objectives, social setting, organization and evaluation which is given the regular school curriculum.
5. Each school will develop written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent will report annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular program 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, religion, sex or national origin.

1 of 3

8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities will not interfere with regularly scheduled classes; this limitation will often require conducting such activities beyond the regular school day.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students suspended from school are banned from extracurricular activities.

Grade Point Average

The Board requires students in grades 7 through 12 to attain and maintain a grade point average as a condition for participating in interscholastic extracurricular activities.

An interscholastic extracurricular activity is defined as, "a student activity program that a school or district sponsors or participates in which includes participants from more than one school or district". It does not include any activity included in the school district's graded course of study for the previous grading period.

Guidelines for Grades 7-8

1. Students must achieve and maintain a grade point average of .6 for each individual grading point and meet the Ohio High School Athletic Association scholarship requirement.
2. Incoming 7th grade students' grade point averages will be established after the first grading period (per Ohio High School Athletic Association guidelines).

Guidelines for Grades 7-12

1. Students must achieve and maintain a grade point average of .6 for each individual grading period and meet the Ohio High School Athletic Association scholarship requirement.
2. If the incoming 9th graders do not have an established grade point average from 8th grade, their grade point average will be established at the end of the first grading period in 9th grade.
3. Any student enrolled in 9th grade in the first grading period after being promoted from 8th grade, must have passed 75% of the classes the previous grading period and have a grade point average of .6 for the final grading period of the 8th grade year.
4. Student athletes falling below a 1.0 GPA must attend study sessions established by the coach.

All provisions of the Ohio High School Athletic Association bylaws affecting scholarship shall apply for all students in interscholastic sports.

Exceptions to this policy may be granted, as appropriate, for students being educated in accordance with an individualized education program.

2 of 3

Pass to Participate

Students are not required to pass all subjects in order to participate in interscholastic extracurricular activities.

An interscholastic extracurricular activity is defined as, "a student program that a school or district sponsors or participates in which includes participants from more than one school or district".

[Adoption date: May 9, 1994]

[Re-adoption date: June 8, 1998]

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

CROSS REF.: IGDC, Student Social Events

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Northwestern Local School District is a relatively small District with highly motivated and talented students. Many diverse cocurricular and extracurricular activities are offered to the students of the District with students encouraged to participate in as many as possible. This may occasionally result in scheduling conflicts between different activities; the purpose of these guidelines is to provide direction to teachers, coaches, directors, students, parents and administration so that such conflicts may be resolved in a positive, productive manner that does not result in the student being placed in a difficult or compromising position.

Guidelines:

1. All performance activities, competitions, trips, conventions, etc., must be placed on the building calendar in the principal's office at the time they are scheduled.
2. Coaches, advisors and directors must check the building calendar to minimize the probability of conflicts developing.
3. Any formal performance activity takes precedent over a practice activity.
4. If an activity conflict exists, coaches, advisors and directors will resolve the conflict by utilizing an equal sharing of the time with the student. This can be accomplished by the sharing of time on a given day or alternating days of attendance at the given activities.
5. Preference will be given to activities which are counted as part of the grade for the extracurricular activity (ex. band concert).
6. Preference will be given to the activity where the student is actively involved as a participant vs. one where they are only a spectator.
7. At no time will there be any negative consequences for a student who finds himself/herself in an activity conflict as long as the student follows the directions provided by the advising authority.
8. A spirit of cooperation and communication must be maintained between all parties to ensure the most positive experiences for the students.
9. These guidelines are only in effect when an activity conflict exists. At all other times the policies of the specific groups will be in effect.
10. If resolve is not immediately attainable by these guidelines, advisors, coaches and directors will communicate with the parents/guardians to further attempt to reach an agreeable solution.

11. Athletic related conflicts that have not been resolved will be directed to the athletic director for a decision.
12. If after all previous actions a conflict still exists, the predicament will be forwarded to the building principal for a final decision.
13. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
14. Students in grades 7-12 enrolled in educational options programs such as Northwestern Virtual Learning Academy (VLA), Northwestern District-sponsored community schools, flexible credit international Baccalaureate, Post Secondary Options, educational options, or a combination there of, or other specialized programs affiliated with Northwestern may be permitted to participate in the District's extracurricular activities, including interscholastic athletics, provided they meet District and OHSAA eligibility requirements and are approved to participate as determined by the building principal and by the Superintendent, including partial school days. The Superintendent may impose additional requirements and monitoring in order to approve such eligibility.

(Approval date: June 12, 1995)

(Re-approval date: June 28, 2010)

(Re-approval date: July 25, 2011)

STUDENT PUBLICATIONS

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

1. Faculty advisors shall advise on matters of style, grammar, format and suitability of materials.
2. The school paper will reflect the policy and judgment of the student editors. Materials of a controversial nature should not be prohibited unless:
 - A. material 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, etc.);
 - B. material threatens any person or a group within the school or advocates racial or religious discrimination;
 - C. material advocates violation of the law or official school regulations;
 - D. material is considered false or libelous, based upon available facts, and
 - E. material 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 shall rest with the principal after consultation with the student editor and faculty advisor. Parties shall 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 within 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 distribution.

[Adoption date: May 9, 1994]

LEGAL REFS.: ORC 3313.66; 3313.661

Hazelwood School District v. Kuhlmeier, __ U.S. __; 108 S.Ct. 562; 98
L.Ed.2d 592 (1988)

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 lay advisors.

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

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

[Adoption date: May 9, 1994]

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 believes in providing opportunities for students to participate through cocurricular activities in fund-raising projects which contribute to their educational growth and which do not conflict with the instructional program. Because the Ohio Revised Code and the Auditor's office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. 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, advisors or administrators;
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;
7. evaluated annually by teachers, advisors, administrators and students;
8. limited in number so as not to become a burden or nuisance to the community and
9. sensitive to direct competition with fund-raising efforts sponsored by recognized groups and organizations within the community.

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: December 13, 2004]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

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

STUDENT FUND-RAISING ACTIVITIES

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

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

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

11. Elementary students (K-5) do not sell items or solicit donations by going door to door without supervision.

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

19. Failure to follow these regulations could result in the suspension or loss of fund-raising approval.

School and Community Service Project Definitions

1. Fund-Raising Activities

- A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.
- B. Any awards, prizes or incentives offered as part of a student selling activity.
Examples:
 - 1) candy sales
 - 2) magazine sales
 - 3) carnival for profit

2. School Service Projects

- A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) skate parties
 - 2) pizza parties
 - 3) Mother's Day gifts
 - 4) carnival for nonprofit
- B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public.
Examples:
 - 1) concession stands
 - 2) school pictures
 - 3) book fairs
 - 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

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

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

(Approval date: December 13, 2004)

3 of 3

FUND RAISER REQUEST FORM

(Fund-Raising Activities, School Service Projects and Community Service Projects)

Activity or Project _____

Sponsoring Group _____

Description of Fundraiser _____

Purpose of Fundraiser (How will these funds be used?) _____

Will there be open solicitation for donations, products or services? Yes ____ No ____

If yes: What type? _____

By whom? _____

How obtained? _____

Origin of sale items:

Vendor _____ Contact _____

Address _____ City _____

State _____ Telephone _____

To whom will product or service be sold? _____

Will students be going door to door? Yes ____ No ____

Are awards, prizes or incentives being offered? Yes ____ No ____

If yes, what types? _____ Approximate values \$ _____

Fund-raiser starting date _____ Fund-raiser projected ending date _____

Anticipated net revenue \$ _____

Additional comments: _____

Form completed by _____ Title _____

Date submitted to Principal and Superintendent _____

Principal's signature _____ Date _____

Superintendent's signature _____ Date _____

STUDENT ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities will be managed as follows:

1. The Treasurer will be authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer will be directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses will be subject to Board approval.
3. An accounting of all student funds will be made monthly, and a report of all accounts will be made by the Treasurer to the Superintendent and the Board. The account system will comply with the regulations of the State Auditor. The system will separate and verify each transaction and show the sources from which the funds 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 will exercise its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: May 9, 1994]

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

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 a positive mental attitude as prerequisites to participation.

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

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

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

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

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

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

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to 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 infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students are ineligible for athletics for one year when they transfer from one district to another without changing residency. However, there are exceptions to the ineligibility provisions contained in the OHSSA Bylaws.

Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's interscholastic athletics program. The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition to participation.

Resident students attending STEM schools are also permitted to participate in the District's interscholastic athletics program.

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

[Adoption date: May 9, 1994]

[Re-adoption date: May 20, 2013]

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

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

DRUG TESTING OF STUDENTS IN EXTRACURRICULAR ACTIVITIES

The Northwestern Local School District Drug Testing Policy was formed because of a concern that alcohol and illicit drugs may be used by Northwestern Local School's students. The Northwestern Local School District desires to implement a policy which will attempt to provide this District with a safe and healthful student program. This policy reflects the Northwestern Local School District and the community's strong commitment to establish a truly drug and alcohol-free school program. Because of the pervasive nature of drug use in our area schools, Northwestern Local School District has selected student athletes, students who participate in competitive extra-curricular activities and students who, along with consent from their parents, volunteer to be tested, for inclusion in the testing pool. This policy applies to all athletes, volunteers and extra-curricular activities from grades 7-12.

Alcohol and Drugs

Athletes are prohibited from consuming, dispensing, selling, distributing and/or possessing any form of alcohol, illegal narcotic and/or illegally used drug or drug paraphernalia. Student-athletes present in a situation where any of the above is present leave the party immediately. Remaining at the gathering or party constitutes a violation of this rule.

The purpose of this policy shall be:

1. to provide a healthy and safe environment to all students participating in the athletic and extra-curricular program;
2. to discourage all students from using drugs and alcohol;
 - A. Students will assume all responsibility for regulating their personal lives in ways that will result in their becoming healthful members of a team and worthy representatives of the school and community;
3. to provide students with the opportunity to become leaders in the student body for a drug-free school.;
4. to provide solutions for the student who does use drugs and alcohol;
5. to provide the school with positive guidelines and disciplinary policies for violations of the drug free policy and
6. to encourage those students who participate in athletic and extracurricular programs to remain drug free and alcohol free.

The program does not affect the current policies, practices or rights of the District regarding student drug and/or alcohol possession or use, where reasonable suspicion by means other than drug testing through this policy.

Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. The drug testing and education policy is designed to create a safe, drug free environment for students and assist them in getting help when needed. Although students risk the loss of continued participation in extracurricular activities, no student shall be suspended or expelled from school as a result of a certified “positive” test conducted by his/her school under this program.

No student will be penalized academically for testing positive for banned substances. The results of drug tests will not be documented in any student’s academic records.

Definitions

1. Student-Athlete – Any person participating in the District high school or middle school athletic program and/or contests under the control and jurisdiction of the District and/or the Ohio High School Athletic Association (OHSAA).
2. Extracurricular – Any activity of a voluntary nature that does not involve a grade.
3. Athletic Season – In-season start dates will begin as published by the OHSAA or sanctioning organization and continue until the completion of the awards program for that sport for the District. There are three athletic seasons: fall, winter and spring. It is important to note that the District’s policy on drug/tobacco/alcohol does not follow seasons. It is in effect 24 hours a day, every day.
4. Random Selection – A system of selecting athletes for drug and alcohol testing in which each athlete shall have a fair and equitable chance of being selected each time selections are required.
5. Illegal/Illicit Drugs – Any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute or purchase under State or Federal law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer. We may also test for nicotine and steroids.

6. Alcohol – Any intoxicating liquor, beer, wine, mixed beverage or malt liquor beverage as defined in Ohio Revised Code Section 4301.01. The term “alcoholic beverage” includes any liquid or substance, such as “near beer,” which contains alcohol in any proportion or percentage. The term “alcoholic beverage” does not include a substance used for medical purposes in accordance with directions for use provided in a prescription or by the manufacturer and in accordance with District policy and rules related to the use of prescription and non-prescription drugs, provided the substance is: A.) authorized by a medical prescription from a licensed physician and kept in the original container, which shall state the student’s name and directions for use or B.) an over-the-counter medicine.

Random Testing

In-session random testing shall be done throughout the school year. Each team may have up to 20% of its eligible students tested per random selection. A student may be tested more than once per season and out of season. In the event of a positive result, the specimen will be sent to a laboratory for confirmation of results and a certified medical review officer will determine the results.

1. Random selection of student-athletes – The athletic director, under the principal’s supervision, will use a system to ensure that students are selected in a random fashion. This system may include computer-generated random numbers or names or by pulling numbers from a pool of numbers equal to the number of eligible student-athletes.
2. Scheduling of random testing – Random testing will be unannounced. The day and date will be selected by the athletic director and confirmed with the building administrator. Random testing may be done weekly.

Drugs for Which Athletes May be Tested

LSD, alcohol, marijuana, amphetamines, methadone, anabolic steroids, methaqualone, barbiturates, nicotine (tobacco), benzodiazepines, opiates, cocaine, propoxyphene (Darvon), or any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute or purchase under State or Federal law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer.

Collection Process (Urine Screens)

The student will be notified to report to the collection site. A specimen from the student will be collected as follows and all students must follow this process:

1. All students must have a picture ID or be identified by the athletic director or principal. No exceptions will be allowed.
2. Drug-testing area must be secured during the testing.
3. Only lab technicians and students will be witness to the test.
4. Privacy must be kept for all students.
5. The athletic director is responsible for ensuring that all of the forms are completed and signed by both parent/guardian/custodian and student. No student is to enter the collection site until forms are completed.
6. When students arrive and cannot give a sample, they will need to start drinking water, pop or juice. After 36 oz., the human body will need to urinate.
7. No bags, backpacks, purses, cups, containers or drinks will be allowed to enter the collection area. All coats, vests, jackets, sweaters, hats, scarves or baggy clothing must be removed before entering the collection site. Only pants and t-shirts or dresses may be worn in the collection area. Any infringement of the rules will result in the student taking the test over.
8. Students processed by the lab technician who cannot produce a sample will be kept in a secured area to wait until they can test. If they leave this area, they will not be allowed to test. They are not to have contact with anyone until after the sample is given.
9. Students will be asked to hold out their hands and a sanitizer will be put on their hands or will wash hands with water. The bathroom personnel will add a dye to the toilet.
10. Students will be asked to urinate directly into the collection cup given to them by the lab personnel. The lab technician will stand outside the stall and listen for normal sounds of urination.
11. Any and all adulteration of the specimen will be detected and considered the same as a test refusal or first-time infraction. (The lab checks every sample for adulteration, such as additives you drink or add to urine to change the sample.)

12. Adulterations – We will treat adulterations and diluted samples as first-time offenses. They are not called positives but have the same consequences. A retest will be required within 24 hours.
13. Any suspicion of tampering with the sample will be brought to the tester's attention. The sample will be sent to the lab for immediate confirmation of tampering.
14. The sample must be taken in one attempt and be at least 30 ml in size. The student must hand the cup to the lab technician.
15. Students are not to flush the toilets or urinals. In the event that a student flushes the toilet, he or she will be required to give a new sample immediately or the sample will be invalid.
16. With student watching, the lab technician will recap the sample and hand it to the student who must then return it to the intake technician. In the event that the student does not hand the cup directly to the intake technician, the sample is invalid and a new sample must be taken. If the student leaves the collection area or has contact with anyone, the sample will be invalid and the student will have to give another sample.

This collection procedure is subject to change because of procedural requirements by the testing agency. The Board reserves the right to change the collection procedure to coincide with the testing guidelines set forth by the testing agency.

When using rapid screens, all non-negative screens will be sent out with a chain of custody to a certified laboratory for confirmation. A certified medical review officer will verify the positive test.

Refusal to Test

Any student refusing to take the test will be removed from athletic participation for 50% of the total contests in a season, without the possibility to reduce the suspension length. The exact number of contests to be missed will be determined by the athletic director for the season(s) or sport(s) participated in.

Results of a Positive Test

Any positive urine drug test results will be made known to the building administrator, who in turn will notify the parents/guardians/custodians and student.

If a Positive Test Occurs

1. First Offense

The athlete will be removed from athletic participation for 50% of the total contests in a season, plus receive any suspension dictated by the school discipline code. The exact number of contests to be missed will be determined by the athletic director for the season(s) or sport(s) participated in. Suspended contests will be determined and the athlete will not be able to participate in the identified contest regardless of whether they were rescheduled. Cancelled contests will not be cause for an adjustment to the suspended contest. Students in clubs or students who have driving privileges will not be able to participate for the length of time that would be equivalent to the length of an athletic suspension. For these scenarios, the suspended time begins on the date of the confirmation of a positive result or the determination, via investigation, that a violation has occurred.

For any athlete in violation of the above policy not during the season of his/her participation, disciplinary procedures will carry-over to the student-athlete's next consecutive season participated in. Athletes must be in good standing at the end of the season for the suspension to not count and will be moved to the next approved season.

During this period, the suspended athlete may be required to be present at all practices/contests. Failure to do so may result in removal from the team. In the event that an athlete is not given permission to attend practice by the head coach and athletic director and the athlete wants the suspended contests to count, they must complete approved community service for the hours that are equivalent to the hours that would have been spent at practices and contests. The athletic director and principal will be the approving agents for the duration and activity accepted for community service.

No suspension will be involved as a result of random testing, but it would be appropriate disciplinary action if a student was found to be in violation of related school policy on school grounds or at a school event. If a student is issued an out-of-school suspension, the disciplinary action of missing contests will begin when the student returns to school.

Above suspension period may be reduced to 30% of total season contests, provided that the student-athlete enters an "Insight" program or obtains appropriate services of an agreed upon professional assistance agency. This will be at the expense of the student-athlete.

- A. Insight is generally an educational and self-awareness program to assist students in determining the role alcohol and/or drugs play in their life. Insight must be done through an approved agency.

- B. The student-athlete must follow any of the recommendations from the Insight program.
- C. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

To qualify for the reduction in suspension, the above process must be started before the denial of participation period reaches the 30% mark.

Athletes denied the privilege of athletic participation will only be reinstated, or permitted to remain on the team, at the discretion of the athletic director, principal and/or head coach involved. The student may be required, at parent/guardian/custodian expense, to submit to weekly or random testing for the remainder of the current athletic season.

2. Second Offense

Athlete will be removed from participation in athletics for 100% of the total athletic contests in a calendar year. The time of suspension will begin the day the penalty is issued.

Students in clubs or students who have driving privileges will not be able to participate for the length of time that would be equivalent to the length of an athletic suspension. For these scenarios the suspended time begins on the date of the confirmation of a positive result or the determination, via investigation, that a violation has occurred.

Above suspension period may be reduced to 50% of each season contests in the calendar year, provided the student will be required to complete a "Full Assessment" program or obtain appropriate services of an agreed-upon professional assistance agency. This will be at the cost of the athlete/family.

- A. Full Assessment is a more in-depth procedure involving an interview by a certified drug and alcohol counselor. This may include the gathering of information from family members, school personnel or law enforcement agencies to determine the role that alcohol and/or drugs is playing in that person's life.
- B. The student-athlete must follow any of the recommendations from the full assessment.
- C. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

To qualify for the reduction in suspension, the above process must be started before the denial of participation period reaches the 50% mark.

Athletes denied the privilege of athletic participation will only be reinstated, or permitted to remain on the team, at the discretion of the athletic director, principal and/or head coach involved. The student may be required, at parent/guardian/custodian expense, to submit to weekly or random testing for the remainder of the current athletic season.

3. Third Offense

Athlete will be removed from participation in athletics for the remainder of his/her academic career. Students in clubs or students who have driving privileges will not be able to participate for the length of time that would be equivalent to the length of an athletic suspension. For these scenarios the suspended time begins on the date of the confirmation of a positive result or the determination, via investigation, that a violation has occurred.

After one calendar year from the date of a third violation, the student may appeal to the Superintendent and Board representative requesting reinstatement. Their decision on this matter is final.

Tobacco

Athletes are prohibited from consuming, dispensing, selling, distributing and/or possessing any form of tobacco. Violations and consequences will follow the same policy as the alcohol/drug policy, with the intervention program being focused on tobacco use. In the case of a second violation, the intervention program would be focused on tobacco-use cessation through an approved agency.

Violations are accumulative throughout the student's secondary school career (grades 9–12).

Self-Referrals

An athlete may give a once-a-year self-referral, which may be done only twice in four years. Self-referrals can only happen before a test is done or before a formal investigation of an alleged violation is initiated. The athlete will not be able to participate in 20% of the total scheduled contests in the sport they are or participating in. If the student is not currently in a sport, the consequences will take place in the next sport they participate in. If the 20% rule is beyond the scope of the remaining contests, the athlete will sit out the rest of the current season and miss the additional contests in the next sport they participate in.

Students in clubs or students who have driving privileges will not be able to participate for the length of time that would be equivalent to the length of an athletic suspension. For these scenarios, the suspended time begins on the date of the confirmation of a positive result or the determination, via investigation, that a violation has occurred.

Counseling and additional testing may be required.

Any student who self refers or tests positive may be tested monthly for the remainder of his/her extracurricular involvement until graduation. Testing will be done by Wooster Community Hospitals only so long as this is the company the school selects.

Opt In

All students that are a member of a high school or middle school athletic team or a high school club are automatically included in the pool that the random tests are drawn from. If your child is not in one of the groups and you would still like to have them in the pool of possible students to be tested, you can add them to the pool by paying the high school participation fee. This would not mean that your child would be picked; it simply means that they could be picked.

If you would like your child to be tested on a monthly basis, you can accomplish that by paying, in advance. The test dates would still be random and not announced but your child would be tested. The cost for this is \$15 per test. If you are interested in either of these plans, please see our assistant principal/athletic director.

[Adoption date: September 22, 2014]

[Re-adoption date: May 20, 2019]

LEGAL REF.: ORC 3313.20

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse
JO, Student Records

DRUG TESTING OF STUDENTS IN EXTRACURRICULAR ACTIVITIES
(Informed Consent Agreement)

We hereby consent to allow the student named on the reverse side to undergo urinalysis testing for the presence of illicit drugs, alcohol or banned substances in accordance with policy and procedures for drug testing of the Northwestern Local School District.

We understand that testing will be administered in accordance with the guidelines of the Northwestern Local School District drug testing policy for student-athletes/extracurricular.

We understand that any urine sample taken for drug testing will be tested only by a Board-approved company.

We hereby give our consent to the company selected by the Northwestern Local School District Board of Education, its employees or agents, together with any company, hospital or laboratory designated to perform urinalysis testing for the detection of drugs.

We further give our consent to the company selected by the Northwestern Local School District Board of Education, its employees or agents, to release all results of these tests to designated District employees or agents. We understand that these results will also be available to us upon request.

I, the student, hereby authorize the release of the results of such testing to my parent/guardian/custodian.

We hereby release the Northwestern Local School District Board of Education, its employees or agents from any legal responsibility or liability for the release of such information and records.

This will be deemed consent pursuant to the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g as amended, and Ohio Revised Code Section 3319.321, for the release of the test results as authorized by the Informed Consent Agreement or as required by law.

Student Name: _____ Grade: _____

As a student:

1. I understand and agree that participation in athletic/extracurricular activities is a privilege that may be withdrawn for violations of the Northwestern Local School District drug testing policy.
2. I have read the drug testing policy and thoroughly understand the consequences that I will face if I do not honor my commitment to the drug testing policy.
3. I understand that when I participate in any athletic/extracurricular program I will be subject to random urine drug and alcohol testing, and if I refuse, I will be removed from athletic participation for 50% of the total contests in a season, without the possibility to reduce the suspension length. I have read the informed consent agreement and agree to its terms.
4. I understand this agreement is binding while I am a student in the Northwestern Local School District system.

Student Signature

Date

As a parent/guardian/custodian:

1. I have read the Northwestern Local School District drug testing policy and understand the responsibilities of my son/daughter/ward as a participant in athletic/extracurricular activities in the District.
2. I pledge to promote healthy lifestyles for all students in the Northwestern Local School District system.
3. I understand that my son/daughter/ward, when participating in any athletic/extracurricular program, will be subject to random urine drug and alcohol testing, and if he/she refuses, will not be allowed to practice or participate in any athletic/extracurricular activities. I have read the informed consent agreement and agree to its terms.
4. I understand this agreement is binding while my son/daughter is a participant in athletics/extracurriculars in the Northwestern Local School District.

Parent/Guardian/Custodian Signature

Date

Parent/Guardian/Custodian Printed Name

Work Phone

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Northwestern Local Board of Education requires students in grades 9 through 12 to attain and maintain a grade point average as a condition for participating in interscholastic extracurricular activities.

An interscholastic extracurricular activity is defined as, "a pupil activity program that a school or district sponsors or participates in which includes participants from more than one school or district." It does not include any activity included in the district's graded course of study for the previous grading period.

Athletic Eligibility Guidelines for Grades 9-12

1. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses, or the equivalent, which count toward graduation.
2. During the preceding grading period, the student must achieve a grade point average of 1.5 or higher. Students passing five or more credits, with a grade point average of less than 1.5 will be granted conditional eligibility. Athletes on conditional eligibility will have their grades checked at interim. If their GPA is 1.5 or higher, they will be granted full eligibility for the remainder of the grading period. If their GPA is below a 1.5, the student will be declared ineligible for the remainder of the grading period.
3. A student in the first grading period after advancement from the eighth grade must have passed 75% of those subjects carried the preceding grading period in which the student was enrolled.
4. The eligibility, conditional eligibility or ineligibility of a student continues until 24 hours after the new grades are submitted, at which time the grades from the immediately preceding grading/interim period become effective.

All provisions of the Ohio High School Athletic Association bylaws affecting scholarship shall apply for all students in interscholastic sports.

Exceptions to this policy may be granted, as appropriate, for students being educated in accordance with an individualized education program to the degree that it meets OHSAA standards.

[Adoption date: May 9, 1994]
[Re-adoption date: June 8, 1998]
[Re-adoption date: April 9, 2007]

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

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

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II, the Korean Conflict or the Vietnam Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law.

The Board may grant a diploma to a World War II, Korean Conflict or Vietnam Conflict veteran if all of the following apply.

1. The veteran either left a public or nonpublic high school located in any state prior to graduation:
 - A. in order to serve in the armed forces of the United States or
 - B. due to family circumstances and subsequently entered the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, a diploma of adult education or a diploma from another school.

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

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or
2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the state of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: December 13, 2004]

[Re-adoption date: May 20, 2013]

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

CROSS REF.: IGED, Diploma of Adult Education

CLASS SIZE

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

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

1. student load which will help teachers to be most effective;
2. the financial condition of the District and the willingness of District residents to provide for optimal class sizes;
3. the particular requirements of the subject being taught and/or
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: May 9, 1994]

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

CONTRACT REF.: Teachers' Negotiated Agreement

INDEPENDENT STUDY

The Board recognizes that students are individuals and that different students will learn best in ways other than the conventional classroom. The Board will expect the Superintendent to make educational options available to students who are judged by District professionals to benefit from exception to the usual program of instruction.

The Superintendent will approve such options only when they meet or exceed the criteria established by the OAC. Only six units of credit can be applied to graduation requirements, and only four can be applied toward the mandatory course requirements.

[Adoption date: May 9, 1994]

LEGAL REFS.: OAC 3301-35-02(B)(G)(a); (f); 3301-35-02(C) (3)

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

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 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. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

[Re-adoption date: July 28, 2008]

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

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

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board will carefully consider the rights, freedoms and responsibilities of students, parents and teachers. Efforts will be 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 or 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 will not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.

The Superintendent will establish textbook and/or curriculum committees, which will 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 selection of textbooks will rest with the Superintendent, subject to official adoption by the Board in all cases.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: ORC 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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Board of Education shall provide instructional equipment within budgetary constraints to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional equipment shall be to enrich, support and implement the educational program of the school.

Criteria

The evaluation and selection criteria for instructional equipment shall include:

1. relevance to the school curriculum;
2. needs of individual students;
3. high technical quality;
4. high reliability and
5. use of professionally prepared selection tools and reviewing media.

[Adoption date: May 9, 1994]

LIBRARY MATERIALS SELECTION AND ADOPTION

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

1. provide current and appropriate materials which will enrich and support the curriculum and are aligned with state standards, taking into consideration the varied interest, ability and developmental levels of the students served;
2. provide materials which will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information which will enable students to make intelligent judgments in daily lives;
4. provide a multimedia collection which includes CD ROM's, videos and other materials which meet curricular objectives while teaching information literacy;
5. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
6. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and
7. 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 will be responsible for regular evaluation and recommendation of all library materials to be included in the school library.

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

[Adoption date: May 9, 1994]

[Re-adoption date: December 13, 2004]

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

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

TEACHER AIDES

The Board supports the involvement of qualified educational aides in the District. The following guidelines govern their assistance:

1. Educational aides must be at least 18 years of age and provide evidence of good moral character and graduation from high school or a postsecondary institution.
2. Persons serving as employed educational aides must obtain from the State Board of Education an appropriate certificate for the position and meet “highly qualified” status.
3. No individual may be employed as an educational aide unless recommended by the Superintendent and approved by the Board.
4. Educational aides are assigned by the Superintendent and governed by all rules and regulations of the State Board of Education and the Northwestern Board of Education as they apply to their employment.

No person who is or who has been employed as an educational aide may divulge, except to the teacher to whom assigned, the principal and the Superintendent any personal information concerning any student in the District which was obtained or obtainable by the educational aide while so employed. Violation of this provision is grounds for disciplinary action or dismissal, or both.

The work performance of educational aides is annually evaluated by the building principal and provides a basis for recommendation for re-employment by the Superintendent to the Board.

Prior to the closing of school for the summer vacation period, the Superintendent reports to the Board the anticipated needs for the educational aides for the coming school year.

As employees of the Board, educational aides are compensated according to a salary plan in accordance with the current negotiated agreement.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

CROSS REF.: GDA, Support Staff Positions

COMMUNITY INSTRUCTIONAL RESOURCES

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

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

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

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-03(J)(4,5)

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 talked or read about.

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

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

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

[Adoption date: May 9, 1994]

LEGAL REF.: ORC 3327.15

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

FIELD TRIPS

Eligible Participants

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

In all cases, when only part of a class goes on a field trip, the administration will ensure: (1) that satisfactory arrangements are made for the instruction of those staying in school and (2) that adequate transportation and supervision are provided for those who are going on the trip.

Distance and Duration

1. Regular field trips are defined as: 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 categorized as:
 - 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) and
 - 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 will not normally be approved; however, the Board will consider 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 parents must be obtained prior to any student's participation in a school-sponsored field trip.

Expenses

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

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

1 of 2

Fund drives will be allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities.

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

(Approval date: May 9, 1994)

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.

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

[Adoption date: August 17, 1999]

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

Guidance is based upon these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions are improvable. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continual and developmental process. Every experience of the individual influences him or 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 or her own satisfactory solutions.
5. Guidance should assist the individual to understand his or her circumstances and opportunities and to plan his or her life in a satisfactory manner to serve himself or herself as well as society.

The District's guidance services includes a wide variety of testing programs and interpretation of results to students, parents and staff; programs which will 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 will be 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 will provide for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning, and, when necessary, appropriate referral. The plan will be evaluated and submitted to the Board for adoption during alternate years.

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

Counseling services will be provided by certificated school counselors.

[Adoption date: May 9, 1994]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-02(B)(2)(c-d); 3301-35-03(H)

CROSS REF.: AFI, Evaluation of Educational Resources

CAREER ADVISING

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

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

The District will do all of the following.

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

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

[Adoption date: April 20, 2015]

LEGAL REF.: ORC 3313.6020

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

ACADEMIC ACHIEVEMENT

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

Therefore, the Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his or her needs and his or her growth and to be competent to make appropriate instructional plans; thus, a sharing of information among parent, teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress. It will require that the following:

1. Parents will be informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents will be 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 will be made between a student's attitude and his or 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 or her own progress, the school staff will provide a realistic appraisal of the student's standing in relation to his or her peers when requested by parents to do so.
6. When grades are given, the school's staff will take particular care to explain the meaning of marks and symbols to parents.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-02

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

Northwestern Local School District, West Salem, Ohio

GRADING SYSTEMS

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

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

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

The Board recognizes that any grading system, however effective, is subjective in nature; therefore, 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 scientific estimate by the teacher of the achievement of the individual in the subject as related to his or her group and his or her individual natural ability. A variety of evaluation measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he or she has not met stated minimum requirements.
3. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REF.: OAC 3301-35-02(B)(4)

GRADING SYSTEMS

Grading Procedures – Elementary and Middle School

The final grade for a semester subject is determined by averaging the grade points of the two quarter grades. The final grade for a year subject is determined by averaging the grade points of the four quarter grades. The final exam, if given, is to count 1/5 (20%) of the second quarter grade of a semester course, and 1/5 (20%) of the fourth quarter grade of a year course. No final exam grade is to be placed on the report card. A semester average is not to be used when averaging quarter grades in a full-year course.

Grade Points To Be Used When Averaging Quarter Grades

A+ = 4.33	C+ = 2.33
A = 4.00	C = 2.00
A- = 3.67	C- = 1.67

B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = .67

F = 0

For example, quarter grades of A and B+ would be averaged as follows: 4.00 (A) plus 3.33 (B+) equals 7.33 total, divided by 2 equals 3.66 semester grade point average. (For year subjects, add grade points for four quarter grades and divide by 4.) After quarter grades are averaged as illustrated above, the final grade may be determined by using the following grade point average scale:

Grade Point Average Scale

A+ = 4.18 - 4.33	C+ = 2.18 - 2.50
A = 3.84 - 4.17	C = 1.84 - 2.17
A- = 3.51 - 3.83	C- = 1.51 - 1.83

B+ = 3.18 - 3.50	D+ = 1.18 - 1.50
B = 2.84 - 3.17	D = .84 - 1.17
B- = 2.51 - 2.83	D- = .51 - .83

F = .50 or below

For example, a grade point average of 3.66 equals a final grade of A- on the above scale. If a grade averages to any .83, .17, or .50 on this scale, the final grade should be raised to the next higher grade range if the student showed improvement (progression in learning). Examples are:

Quarter grades:

B+ C+ = 2.83 average, grade B- (no improvement)
C+ B+ = 2.83 average, grade B (improvement)
D+ B = 2.165* average, grade C+ (improvement)
D- C- = 1.17 average, grade D+ (improvement)
B B- A- C = 2.835* average, grade B- (no improvement)
A- B B+ A = 3.50 average, grade A- (improvement)
A- B B+ A = 3.50 average, grade A- (no improvement)

*Round any .165 up to .17, round any .835 down to .83

A quarter or final grade may not be changed without the consent and/or knowledge of the teacher.

Letter grades within the course and on the report card will be counted as follows:

A+ = 99-100	C+ = 81-82
A = 94-98	C = 76-80
A- = 92-93	C- = 74-75
B+ = 90-91	D+ = 72-73
B = 85-89	D = 67-71
B- = 83-84	D- = 65-66
F = 0-64	

Grades shall be issued every nine weeks. Teachers should be constantly aware of the progress being made by the respective student. In this awareness the teacher should constantly encourage the student to go beyond the regular work required and strive for extra credit in order to raise the accumulated grade. Grades should be one of several ways to cause the motivation of student learning.

The opportunity for students to be placed in advanced classes for additional learning opportunities shall be encouraged.

Northwestern High School

1. All grades entered into Progress Book will be either percentages or total points. Note: "Total points" means, for example, a student getting 48 points out of a possible 60. We will not be entering a "4" for an A, a "3" for a B, etc.

2. To compute a student's final grade for a course, Progress Book will weigh each quarter as follows:

<u>Full Year Course</u>		<u>Semester Course</u>	
1st quarter	22%	1st quarter	44%
2nd quarter	22%	2nd quarter	44%
3rd quarter	22%		
4th quarter	22%	Final Exam	12%
Final Exam	12%		

Note: The final exam is weighted as follows:

- A. Year-Long Course – final exam is worth the equivalent weight of 1/2 of a quarter.
- B. Semester Course – final exam is worth the equivalent of 1/4 of a quarter.
3. The final exam will be a comprehensive exam covering material from the entire year (or entire semester for semester classes).
4. The percentage grading scale for all course work will be:

A+	99-100
A	94-98
A-	92-93
B+	90-91
B	85-89
B-	83-84
C+	81-82
C	76-80
C-	74-75
D+	72-73
D	67-71
D-	65-66
F	0-64

Accelerated Class Grading Scale:

A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-88
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-68
D-	60-62
F	0-59

5. The grading scale used to calculate a student GPA or to determine class ranking will be based on a 4-point scale with a “weighted” 4-point scale for accelerated courses.

<u>Letter Grade</u>	<u>Regular Classes</u>	<u>Accelerated Classes</u>
A+	4.33	5.33
A	4.00	5.00
A-	3.67	4.67
B+	3.33	4.33
B	3.00	4.00
B-	2.67	3.67
C+	2.33	2.33
C	2.00	2.00
C-	1.67	1.67
D+	1.33	1.33
D	1.00	1.00
D-	0.67	0.67
F	0.00	0.00

- A. Within the first few weeks of school, a review of student placement would be conducted to determine whether any students should be re-assigned. If a student cannot be placed in the proper class, he or she shall be placed on some type of performance contract by the teacher so that he or she is held responsible for the work of the class of correct placement and would be graded accordingly.
- B. The administration should review curriculum regularly to ensure that accelerated guidelines are being followed throughout the year.
- C. In addition to their class rank and grade point average, students' transcripts shall call special attention to which accelerated classes have been taken and all college preparatory courses taken with the five-point classes being identified.

(Approval date: May 9, 1994)

(Re-approval date: September 8, 2005)

(Re-approval date: November 16, 2006)

(Re-approval date: May 27, 2008)

STUDENT PROGRESS REPORTS TO PARENTS

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures will be used in reporting to parents:

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

(Approval date: May 9, 1994)

HOMEWORK

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

Homework should be 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.

Homework will not be used for disciplinary purposes. The extent and type of homework given is to be decided by the classroom teacher within the framework of overall instructional plans.

Teachers should respect the 'fair share' of each student's after-school time, and project assignments should be planned in advance to give students ample opportunity to complete same.

[Adoption date: May 9, 1994]

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student in the District will be determined individually. The decision to promote a student or to retain a student in a grade will be made on the basis of the following factors which the teacher will take into consideration: reading grade, mental ability, age, physical maturity, emotional and social development, social problems and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records so that guesswork and conjecture may be reduced to a minimum and decisions may be as objective as possible. Guidelines include:

1. A student receiving passing grades in reading, social studies, mathematics, science, English and spelling will be promoted.
2. A student having failing grades in reading, mathematics and English at the end of each year will have his or her case evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions will be permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. A student having passing grades, "D" or above, throughout the year will not be failed.
6. No student should be retained more than twice in the elementary grades.
7. Documentary or anecdotal evidence should be available to justify retention.
8. A student with failing grades will be entered into the District's intervention programs to be assisted toward academic success in those areas.
9. In grades K-eight, summer school may be used for advancement or promotion of students who have been retained.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-02

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

Northwestern Local School District, West Salem, Ohio

ACCELERATION

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 Northwestern Board of Education 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 Northwestern Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

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

Referrals and Evaluation

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

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

Acceleration Evaluation Committee

1. Composition

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

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

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

- A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.
 - 1) Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
 - 2) Students considered for individual subject acceleration are evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee considers the student's own 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 students may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.
 - B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the 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.

As noted in Ohio's Academic Content Standards:

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

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. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

All children should be provided adjustments when necessary in order to address their individual needs. Identifying and nurturing the talents of all students will enable all students to reach the standards.

Appropriate use of accelerated learning opportunities supports compliance with requirements in Ohio Administrative Code 3301-35-06:

- (A) Educational programs and experiences shall be designed and implemented to provide a general education of high quality to all students.

Instruction shall include intervention that is designed to meet student needs. Instruction and instructional activities shall be:

- (1) consistent with educational research and proven practices;
- (2) appropriate to student ages, developmental needs, learning styles, abilities and English proficiency and
- (3) designed to ease the transition of students from one educational environment to another.

Sections (D), (E) and (F) of OAC 3301-35-06 specify that instruction for students in grades K-12 shall be provided in curricular areas identified in sections 3301.07, 3313.60, 3313.602 and 3313.90 of the Revised Code that are “appropriate for the student’s age and ability level, and that reflect the mission and strategic plan of the District and school.”

Research conducted nationally and within Ohio’s public schools has demonstrated that academic acceleration can be a powerful and cost-effective strategy for providing appropriately challenging, standards-based instruction for students who are ready to learn above grade-level content. Acceleration has also been shown to increase motivation, reduce boredom and enhance the social and emotional well-being of appropriately selected students.

However, acceleration is currently severely underutilized in Ohio. It is the hope of the State Board of Education and the Ohio Department of Education that this model policy will assist school districts in increasing their use of accelerated learning strategies to better meet the needs of advanced learners and help them reach their full potential.

Definitions

Whole-Grade Acceleration: The practice of assigning a student to a higher grade level than is typical, given the student’s age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples:

1. After completing the first grade year, a student is placed in a third grade classroom (rather than a second grade classroom) on a full-time basis at the beginning of the next school year.
2. After completing the fall semester of the fifth grade year, a student is placed in the sixth grade at the start of the second semester of the same school year.

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.

Examples:

1. A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subject areas.
2. A musically gifted sixth grade student is enrolled in a high school instrumental music course and returns to the sixth grade classroom for instruction in other subject areas.

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.

Example: A child whose total IQ is at or above 125 on a deviation schedule as determined by the selected standardized test is admitted to kindergarten, although he will not reach his fifth birthday until the end of the school year.

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.

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

[Adoption date: May 14, 2007]

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

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

NORTHWESTERN LOCAL SCHOOLS

PARENT PERMISSION FOR ACCELERATION

I give my permission to school personnel to conduct a comprehensive evaluation to determine if an accelerated placement would be appropriate for my child. I will be informed of the results of this evaluation, and will be a part of the evaluation and planning team when a decision is made regarding acceleration.

Parent/Guardian Signature _____ Date _____

Please return this form to your child's teacher or talented/gifted teacher.

Evaluation Team Notified _____

Proposed date for Evaluation conference _____

REFERRAL FOR GIFTED IDENTIFICATION/ACCELERATION

1. Student Information

Student's Name _____ Grade ____ Birthdate _____ Gender _____

Address _____

Parent/Guardian _____ Telephone _____

2. Referring Information

Please check one:

_____ Teacher/grade/subject _____

_____ Parent/Guardian _____

_____ Other (please specify) _____

3. Areas to be Considered

Check as many as may apply to the student:

_____ Superior Cognitive Ability

_____ Specific Academic Ability _____ Math _____ Science _____ Reading _____ Social Studies

_____ Creative Thinking

_____ Early Entrance to Kindergarten _____ Date of Birth _____

_____ Early Graduation

If applicable current grades for this student:

Reading _____ Language Arts _____ Math _____ Science _____ Social Studies _____ GPA _____

4. Reason for Referral: _____

5. Signatures

Signature of person making referral: _____

Signature of person receiving referral: _____ Date _____

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education as well as State law and, further, that our high schools compare favorably with other high schools in the State that are recognized for excellence.

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

The requirements for graduation from high school are as follows.

<u>Minimum</u>		<u>Ohio Core</u>	
English Language Arts	4 units	English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	3 units	Social Studies, including one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Mathematics	4 units	Math, including one unit of Algebra II or its equivalent	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives *	<u>6 units</u>	Electives **	<u>5 units</u>

Total

21
units

Total

20 units

Additional Local Graduation Requirements:

Technology I: ½ unit

Financial Management II: ½ unit

Senior Seminar 1 & 2 (each senior seminar course is 9 weeks): ½ unit

The minimum requirements for graduation also include:

1. student electives* of at least one unit or two half units, from the areas of business/technology, fine arts and/or foreign language;
2. units earned in English language arts, mathematics, science and social studies shall be delivered through integrated academic and technical instruction and
3. passing all state required examinations.

The Ohio Core requirements for graduation also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all state required examinations.

Summer School

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

Educational Options

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

College Credit Plus

Credit is awarded for courses successfully completed by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

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

Correspondence Courses

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

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

Coursework Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education

Students are required to participate in two physical education classes, each worth $\frac{1}{4}$ credit, preferably during freshman or sophomore year. The first of these courses must be PE1. After successful completion of the initial course, students may choose additional PE courses or "PE Option" for participation in sports, cheerleading or marching band.

Community Service

The District offers community service education which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Mathematics Option for Career Center Students

The high school students in attendance at the Wayne County Career Center have the option of completing the requirements of two mathematics credits for graduation by taking one of the two required units at the Wayne County Schools Career Center.

Sequence for High School English

1. As with students who remain at the high school for all four years of their education, career center students are required to take their English requirements in sequential order while at the home school.
2. Career center students must pass English 9 as a minimum before they can be considered for acceptance at the career center.
3. Having passed English 9, but not English 10, and being accepted at the career center, they may enroll in the English make-up courses offered at the career center after the normal school day as long as the classes meet all state requirements or take the course in a chartered summer school.
4. Achievement testing may be done during the sophomore year, but only for counseling purposes and not for use as a criterion as to who will be considered for career center acceptance.
5. Students, while in any year in high school, may take any English electives with the approval of their previous English teacher or the English Department.
6. Creative writing may be taken more than one year with the teacher's approval. One year of credit will be given for each year it is taken.

Pass for Credit Option

1. A student may select an elective class or classes of four-point value to take on a pass for credit basis. This means the student will receive credit towards graduation for the class; however, the records will show a "P" for pass which is not averaged, and has no effect on the grade point average. This can be exercised only by students taking a minimum of six classes, with the periods filled for both semesters.

2. The student must designate for which class he or she wishes to utilize the option within the first two weeks of that class.
3. The teacher shall be notified that the student is using the pass for credit option by signing a form.
4. The teacher will grade the student as any other student. the student must maintain an “A” or “B” average to use the pass-for-credit option. If a student falls below a “B”, then the “C”, “D” or “F” will be issued on the report card for the records as would have normally been done. The grade will then figure into the average GPA.
5. A student may choose to take his or her grade instead of “P” for pass at any time before the end of the class. This will be done by notifying the guidance counselor in writing.
6. After the first two weeks of the classes involved, the student may not change the class for which he or she wishes to use the pass-for-credit option.
7. The pass-for-credit option is only available for four-point courses, and not for courses required for graduation and/or the college core requirements (excluding the arts) as defined by the Ohio Board of Regents.
8. The pass-for-credit option can only be used for a total of one credit per school year for freshmen and sophomores. Juniors and seniors may use the pass-for-credit option for more than one credit per school year.

Courses Available for Pass-for-Credit Option

1. all vocational agriculture courses, except Animal Science
2. all art courses, except Studio Art
3. all business courses, except Tech 1 and Computer Networking
4. any English elective
5. all family and consumer science courses, except Financial Management
6. all industrial technology courses
7. all social studies electives, except Economics and Psychology

8. all music electives, except Music History and Music Theory
9. physical education credits beyond the state requirement for graduation
10. Physical Geology

[Adoption date: May 9, 1994]

[Re-adoption date: January 9, 1995]

[Re-adoption date: May 8, 1995]

[Re-adoption date: March 9, 1998]

[Re-adoption date: November 16, 2006]

[Re-adoption date: July 9, 2007]

[Re-adoption date: June 28, 2010]

[Re-adoption date: December 15, 2014]

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

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

EARLY GRADUATION

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

Early graduation is available to high school students provided they follow all of the requirements established for this purpose. Students should request early graduation from the principal prior to the beginning of their junior year.

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.

Requests for early graduation are considered on an individual basis.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 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

GRADUATION EXERCISES

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

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the Ohio Department of Education and the Northwestern Board of Education. However, students who have successfully passed all but one class, or all classes but not all sections of the state-required graduation test may be given permission to participate in graduation exercises by the principal. All financial obligations for summer school must be paid in full prior to graduation.
2. Students graduating early shall request participation in the graduation ceremony. Early graduates can only participate in the graduation exercises in the year of graduation.
3. All financial obligations to the District must be paid.
4. All disciplinary obligations must be satisfactorily completed.
5. Participation in graduation rehearsal is required for participation in the graduation ceremonies.
6. Students participating in the ceremony must wear the prescribed cap and gown.
7. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They will be required to fulfill the disciplinary requirements given by the Superintendent/designee. Once the disciplinary requirements have been satisfied, the students shall receive their diplomas.

[Adoption date: November 16, 2006]

[Re-adoption date: August 24, 2009]

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

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

SOCIAL GRADUATION

The District is acquainted with and knowledges the impact on the life of a student with a disability, both psychologically and emotionally, even to the extent of graduating with one's chronological peers.

The District, under obligation of the Individuals with Disabilities Education Improvement Act and accompanying federal and state regulations, will provide eligible students who are on an individualized education plan (IEP), the option of a "social graduation" where the student has otherwise met his/her graduation requirements, but has not yet completed his/her IEP transition goal(s). The District also recognizes its responsibility to provide a free and appropriate public education to students who are on an IEP. Eligibility for social graduation will be determined by the student's IEP team.

Definition of Social Graduation

Social graduation allows eligible students with a disability the opportunity to participate in the District graduation ceremonies without actually receiving a high school diploma. Participation in the graduation ceremonies may include all or any of the following:

1. wearing a cap and gown;
2. walking or access to cross the stage;
3. receiving a blank diploma (not a signed high school diploma);
4. sitting with the graduating group;
5. having the student's name printed in the program and
6. having his/her name called.

Eligibility of Social Graduation

A student with a disability is eligible to be considered for social graduation if he/she is on an IEP implemented by the District and has successfully completed all the academic criteria for graduation, but is not entitled to a signed diploma because he/she has not met all of his/her transition related IEP goals. The student's IEP team shall have sole responsibility for determining whether social graduation is appropriate for an eligible student. This determination shall be made on a case-by-case basis in accordance with applicable Federal and State laws and regulations.

The social graduation option does not apply to a student with a disability who is eligible to receive a signed diploma. The social graduation option also does not apply to students who have not earned sufficient academic credits to graduate.

[Adoption date: June 19, 2017]

SOCIAL GRADUATION

Procedures for Requesting Social Graduation

Social graduation for an eligible student will be considered by the individualized education plan (IEP) team at the beginning of any year in which the student's chronological peer group is eligible to receive a signed high school diploma. This team consideration and decision should be made soon enough so the student has the opportunity to participate in all senior activities (e.g., prom). Additionally, an eligible student's parent may file a written request for social graduation with the high school principal no later than the end of the first month of the beginning of the school year in which the student's chronological peer group is eligible to receive a signed diploma. The principal will then timely forward that request to the student's IEP team for a final determination of the matter.

Provision of Transition Planning and Services

The availability of social graduation does not replace or otherwise relieve the IEP team's obligation to begin transition planning for a student with a disability beginning at age 14. When a student is eligible to participate in social graduation (receiving non-signed diploma), the student's eligibility under an IEP does not end. Instead, after participating in social graduation, the student will continue to work toward the transition goals and objectives on his/her IEP and receive services to address his/her vocational, transitional, and/or independent living needs as set forth within the IEP. The District's obligation to provide such services ceases when the student, upon recommendation of the IEP team, either completes the transition goals and thus receives a signed diploma, or he/she turns 22 years of age, whichever occurs first. In the case of the student turning 22 years of age during the school year, all special education and all other services will cease effective on the student's 22nd birthday.

(Approval date: June 19, 2017)

TESTING PROGRAMS

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuing qualitative assessment of the progress of the District educational program as established by the Board. To this end, the Superintendent shall recommend such tests and methods as may be indicated by best professional judgment in cooperation with the Wayne County Board of Education.

The Board reserves the right to review each such test and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents.

Parents may obtain an explanation of the results of their child's test from qualified school personnel.

The Superintendent shall periodically recommend improvements in the program based upon the evaluation of the District's program.

The Board will cooperate with the Superintendent of Public Instruction in which Statewide assessment programs as are conducted pursuant to law and rules of the State Board of Education.

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

The high school guidance counselor is designated as the test security officer for that building, while the middle school/elementary guidance counselor is the test security office for those schools. The counselors shall be responsible for assuring that all proficiency tests and testing procedures are secure and not made available to unauthorized parties. The building principal is ultimately responsible for test security within the principal's school and may not delegate that responsibility to anyone else.

[Adoption date: May 9, 1994]

[Re-adoption date: December 9, 1994]

LEGAL REFS.: ORC 3319.32; 3319.321
3321.12
OAC 3301-35-02

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

TESTING PROGRAMS

10th Grade: PLAN (previously PACT+)

PLAN is an elective assessment to improve postsecondary planning and preparation. Key areas tested: writing, math, reading and science reasoning.

11th Grade: PSAT, SAT, ACT

College bound juniors may elect to take the Preliminary Scholastic Aptitude Test in October of each year. This gives the student a prediction of his or her success in college. It is also used to choose National Merit Scholarship winner. Juniors who are planning to attend a two-year or four-year college are encouraged to take the ACT (American College Test) and/or the SAT (Scholastic Aptitude Test).

12th Grade

College-bound seniors may elect to take the ACT or SAT tests. These are required tests for admission to most two-year and four-year colleges.

Security Provisions for State Proficiency Tests

These guidelines shall be used to ensure that the State Department of Education guidelines for test security are complied with properly.

The high school guidance counselor is designated as the District's test security officer and shall be responsible for assuring that all proficiency tests and testing procedures are secure and not made available to unauthorized parties. The building principal is responsible for test security within the building principal's school and may not delegate that responsibility to anyone else.

The following procedures are to be followed in each building:

1. All proficiency test materials and communications concerning testing that are received from the State are to be opened by the principal or guidance counselor.
2. Proficiency tests and instructions are to be secured in a locked cabinet or room.
3. Access to the cabinet or room is permitted only by the principal and guidance counselor. If the principal is not available and access is required, the Test Security Officer is to be contacted. If the Test Security Officer is not available, the Superintendent is to be contacted.

4. The principal shall maintain a list of those certificated staff members who will be administering the proficiency tests and the number of copies of each test that each person will need.
5. Each certificated staff member shall sign for the number of copies of proficiency tests and test procedures they receive from the principal as well as a statement of assurance that they will abide by the State-designed testing procedures, will not reproduce or cause to be reproduced any of the proficiency tests or procedures and will not distribute such materials to any person other than the student who shall be taking the tests.
6. When the testing has been completed, each certificated staff member shall return all copies of the proficiency test and procedures to the principal. The principal and the certificated staff member together shall verify, in writing, that the number returned is the same as the number issued.
7. The principal shall store all completed proficiency tests and testing procedures in the same locked cabinet or room and notify the testing security officer that the testing has been completed and the materials are ready for return to the State.
8. The testing coordinator shall be responsible for contacting the State Department of Education and arranging for the return of all proficiency tests and test procedures.
9. The testing security officer shall ensure that the District complies with all guidelines issued by the State for the proper administration, processing and handling of the proficiency tests and associated materials.

The guidance counselor is designated as the test security officer for each building. The counselors shall be responsible for assuring that all tests and testing procedures are secure and not made available to unauthorized parties. The building principal is ultimately responsible for test security within the principal's school and may not delegate that responsibility to anyone else.

(Approval date: May 9, 1994)

(Re-approval date: November 16, 2006)

COMPETENCY-BASED EDUCATION

Competency-based education measures student outcomes relative to the instruction provided. The District must state what will be 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 OAC. Programs will be developed for the areas of reading, mathematics and English composition.

Such programs will include subject objectives (what will be taught), student performance objectives (what the student will be 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 will be 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 will be constructed so as to test those subject objectives established within the District.

The Superintendent will establish 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 will be reviewed and updated every five years. A schedule for such will be developed and implemented by the Superintendent.

[Adoption date: May 9, 1994]

LEGAL REF.: OAC 3301-35-02(B)(2)

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

REQUIREMENTS FOR COMPETENCY-BASED EDUCATION

Requirements for Competency-Based Education (CBE) for Mathematics:

The math section of the proficiency test will count as the Math CBE Test.)

High School

1. Students who fail the math section of the ninth grade proficiency test in the freshman year are subject to the following:
 - A. Worksheet intervention from the teacher.
 - B. Retake the math portion of the ninth grade proficiency test.
2. Upon failing the math section of the ninth grade proficiency test a second time at the end of the freshman year, the student will have two opportunities to again pass the math section of the ninth grade proficiency test as a sophomore.
3. Upon failing the math section of the ninth grade proficiency test as a sophomore, the student still must retake the math section of the ninth grade proficiency test until the student passes it. The student will have two more attempts each year in the junior and senior years. A student must repeat math until two credits of math are successfully completed.
4. Move-in students (starting with the class of 1994) do not have to take a math course if they have passed two units of math. They will need to retake the math section of the ninth grade proficiency test if they haven't passed it.
5. Intervention will be provided for those who have not passed the math section of the ninth grade proficiency test at both the home school and at the Career Center until they have successfully passed or no longer attend.

Elementary

1. Any student who scores at a normal curve equivalent (NCE) of 36 or above nationally has demonstrated competency in the areas of reading and math.
2. Students, upon failing the CBE Math Test (local version) a second time, are subject to the following:
 - A. Intervention.
 - B. Parent conference to determine grade placement of child.

Requirements for Competency-Based Education (CBE) for Reading:

The reading section of the proficiency test will count as the reading CBE test.)

1 of 4

High School

1. Students with low reading levels are scheduled for remedial reading in the first semester of the freshman year. This decision is based on test results, teacher recommendations and parental approval.
2. Those who do not pass the reading section of the ninth grade proficiency test are scheduled for intervention in the form of supervised worksheets and reading assignments.
3. A retake of the reading section of the ninth grade proficiency test will occur in the second semester.
4. Those who fail the second test will fail the course and will be rescheduled for remedial reading the first semester of their sophomore year. If they pass the reading course the second time, they will receive credit. If they fail the reading portion of the ninth grade proficiency test, they will have two more opportunities each year to pass. Intervention will be in the form of worksheets and reading assignments will be provided if they fail. Intervention will be also provided by the Career Center if they are then a student there.
5. If the student fails the reading course in the first and second semester of the sophomore year, the course will have to be repeated in the junior and senior years until the course is successfully completed. If the student attends the Career Center in his or her junior year, the successful completion of Junior Communication Skills will be accepted in lieu of taking another reading course.
6. Move-in students going straight to the Career Center as seniors will have this requirement waived because reading is a local requirement, not a State requirement. They will have had to pass the reading portion of the ninth grade proficiency test to receive a diploma.

Elementary

1. Any student who scores at a normal curve equivalent (NCE) of 36 or above nationally has demonstrated competency in the areas of reading and math.
2. Students, upon failing the CBE Reading Test (local version) a second time are subject to the following:
 - A) Intervention.
 - B) Parent conference to determine grade placement of child.

Requirements for Competency-Based Education for English Composition:

High School

Students in the ninth grade will have the composition portion of the ninth grade proficiency test count as the composition CBE test.

2 of 4

1. Those who do not pass the test will be provided with intervention in the form of supervised writing assignments.
2. Students will be scheduled for a retest in second semester.
3. Those who are not successful will be provided with additional intervention in the form of supervised writing assignments. They will have two opportunities to retake the test each year with intervention provided before each retake.
4. Those students not passing during the sophomore year and who will be attending the Career Center as juniors, will be scheduled for a remedial English II course. They will receive additional assistance from the English II teacher.
5. Those students who move into the District will need to have passed the test at their former school. Those move-in students going straight to the Career Center as juniors or seniors will also need to have passed the test at their former school. If they haven't, they will be provided with intervention and will take the test twice each year until successful and in order to receive a diploma.

Elementary

1. Students will take a County or locally designed test.
2. Students, upon failing the CBE English Composition Test, are subject to the following:
 - A. Intervention.
 - B. Retake test (locally developed version).
3. Students, upon failing the CBE English Composition Test (local version) a second time are subject to the following
 - A. Intervention.
 - B. Parent conference to determine grade placement of child.

Competency Based Education

In order to ensure compliance for Competency-Based Education in the Northwestern Local Schools, the following guidelines are noted:

1. CBE testing in the elementary grades (K-8) will be locally administered and satisfy the requirements set forth by the Ohio Department of Education.
2. The ninth grade proficiency test will count as the ninth grade CBE test in reading, writing and mathematics.

The 10th grade achievement test will count as the 10th grade CBE test in reading and math with a locally developed test for the writing portion. In the 11th grade, a locally developed test will serve as the CBE test in reading, writing and math.

3. The Pupil Performance Objectives (PPOs) taught in math, reading and English will be the PPO's adopted by the Wayne County Board of Education.

3 of 4

4. Parent notification of student test results.
5. Progress reports.
6. Conferences.
7. Intervention by staff to assist students experiencing difficulty.
8. Providing materials for students to utilize in the intervention process.
9. Placement (promotion/retention).
10. Course selection/placement.
11. Record keeping by teachers in lesson plans and grade books.
12. CBE test results recorded on permanent records.
13. Other activities as appropriate.

(Approval date: May 9, 1994)

SECURITY PROVISIONS FOR STATE TESTS

The guidance counselor is designated as the test security officer for each building. The counselors are responsible for assuring that all proficiency tests and testing procedures are secure and not made available to unauthorized parties. The building principal is ultimately responsible for test security within the principal's school and may not delegate that responsibility to anyone else.

[Adoption date: December 12, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: ORC 3319.151; 3319.99

TESTING PROGRAMS
(Security Provisions)

The following procedures are to be followed in each building:

1. 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 state-standardized tests including, but not necessarily limited to, reading passages, writing prompts, charts, graphs, and tables, shall be considered secure and subject to the provisions of sections 3319.151 and 3319.99 of the Revised Code and to the provisions of this rule.
 - A. All test materials and communications concerning testing that are received from the State are to be opened by the principal or the building test coordinator.
 - B. Tests and instructions are to be secured in a locked cabinet or room in each school building.
 - C. Access to the cabinet or room is permitted only by the principal and/or building test coordinator.
2. The building test coordinator is responsible for ensuring all test security provisions are met while test materials remain in the District or in the building respectively.
 - A. The building test coordinator maintains a list of those certificated staff members who will be administering the tests and the number of copies of each test that each person needs.
 - B. Each certificated staff member signs for the number of copies of tests and test procedures they receive from the principal or building test coordinator as well as a statement of assurance that they will abide by the state-designed testing procedures and not distribute such materials to a person other than the student who is taking the tests.
3. Persons designated as examiners, in accordance with paragraph (e) of rule 3301-13-02 of the administrative code, are responsible for ensuring that all test security provisions are met while each test administration session is in progress and accounting for all test materials received from the building coordinator until such time said materials are returned to the building test coordinator. The building test coordinator is responsible for keeping all test materials locked in a secure location in each building, accounting for all test booklets, delivering and receiving test booklets to test administrators, and having them sign for the exact number of tests to be taken and returned.

The building test coordinator is responsible for ensuring that secure testing situations exist in each building and that test administrators understand their responsibilities to provide a secure testing environment. Test administrators are notified of the following in writing so as to ensure a secure testing environment.

- A. A secure test environment must be established for testing.
- B. No unauthorized persons may enter the testing area.
- C. Provisions to prevent cheating or attempts to cheat must be taken. This may include arranging students farther away from each other, if needed. If a student is suspected of cheating, the test administrator informs the building test coordinator. These two individuals investigate the situation to determine to the best of their knowledge if cheating did in fact take place. If cheating has been determined, steps to invalidate the student's test are taken.
- D. Before testing each year, participating schools must communicate to all employees and students the applicable written procedures and penalties established to maintain a secure testing environment in regard to testing.
- E. Each joint vocational school district that has executed an agreement with one or more school districts to administer ninth and/or twelfth-grade tests must also establish and maintain a secure testing environment.
- F. The high school guidance counselor will determine which students attending the vocational school still need to take certain areas of the test and will deliver needed testing materials to the test administrators in charge. The vocational school has its own security measures (see appendix A) and will see that staff and test administrators within their building are maintaining security. A representative from the vocational school will deliver completed/uncompleted testing materials to the school test administrator at home school at the end of the testing windows.
- G. At the high school, testing materials will be delivered in person by a member of the guidance office or the building principal to Proficiency Test Monitors each morning before the testing period. Tests will be signed for at this time. Monitors should hold tests and answer sheets until instructions are given over the P.A. system or TV monitor. Throughout testing, guidelines covered in the administration manual under section I A-L are followed. At the end of testing, collection procedures according to section I, L, page 6 should be followed. Monitors collect completed students' materials separately from those who are still working at the end of the initial testing period. Monitors should bring all tests and answer sheets to a member of the guidance office to sign off, while escorting students who still need additional testing time to the library. Students may not transport tests from one testing site to another.

- H. Personnel who may be present during testing include all test administrators who have been previously inserviced as to the rules and standards of test security.
- I. Testing administrators are responsible to the building test coordinator (building counselor) to ensure that all testing policies and procedures are correctly carried out in a secure manner. At the end of each testing period, the classroom teacher/test monitor must return all testing materials to the building principal who is responsible for securing tests/materials in a locked area until the next testing period. The building principal is responsible for redistributing testing materials for all following testing sessions(s). The building principal turns over completed tests to the building test coordinator at the conclusion of all regular testing.
- J. Personnel who may be present during testing include test administrators who have been inserviced as to the rules and standards of test security and the building test coordinator. In the event of the absence of the test administrator, the building principal or Superintendent may administer testing. The building principal or Superintendent may also designate a substitute test administrator if one is needed. No additional school personnel are permitted in the testing area at the time of testing.
 - 1) The building test coordinator stores all completed tests and testing booklets in the same locked cabinet or room until time to return them to the testing company.
 - 2) Each principal, guidance counselor, or designated person is present when the test materials are picked up and ensures that the person who receives the material issues a receipt indicating the date the pick-up was made. This verification is to be kept with records with a copy maintained by the principal.
 - 3) The building test coordinators also acts as the test security officer and ensures that their building(s) comply with all guidelines issued by the state for the proper administration, processing and handling of the tests and associated materials.
- 4. No person or Northwestern Local Schools employee may 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. In addition the following regulations regarding copies of any tests purchased by the Northwestern Local Schools from the Department of Education apply.
 - A. No teacher or employee of the Northwestern Schools may attempt to duplicate the purchased test copies in any form. These test copies are the property of the Northwestern Schools and are only for the purpose of being viewed by teachers.

- B. The test copies may not be reproduced in any form by a copy machine, overhead transparency machine, by hand or orally. The questions may, however, be viewed by a teacher, reworded in his/her own terminology and then presented to students per testing guidelines.
 - C. The test copies, being the property of Northwestern schools, are not to be reviewed by parents or community members. Since the test copies are considered to be public knowledge (beginning July 1, 1998 and each year on this same date for the current calendar year), parents and other interested parties who would like to view copies of the tests must purchase them at their own cost from the Ohio Department of Education.
5. No unauthorized person is permitted in a testing room during any test session or permitted access to any secure test materials at any time such materials are in the District or school building.
6. Consequences of breaching test security
- A. Test administrators and building test coordinators are subject to Department of Education penalties in the event it has been determined that secure testing provisions have not been provided. This may include suspension or revocation of teaching certificates.
 - B. After determining that a test security violation has occurred, the school district board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to section 3319.151 of the Revised Code.
 - C. Each school district and participating school must cooperate with the State Board of Education in any investigation of test security violations by a certificated school employee, pursuant to section 3319.151 of the Revised Code.
 - D. Prior to taking action as a result of a violation of test security provisions by a certificated school employee, the State Board of Education must give the individual notice of such action and provide an opportunity for the individual to respond and present a defense.
7. Confidentiality of test questions; violations
- A. No person may reveal to any student any specific question that the person knows is part of a test to be administered under section 3301.0711 of the Revised Code or in any other way assist a pupil to cheat on such a test.

- B. On finding by the State Board of Education, after investigation, that a school employee who holds a certificate under sections 3319.22 to 3319.31 of the Revised Code has violated division (1) of this section, the certificate of such teacher is suspended for one year. Prior to commencing an investigation, the Board gives the teacher notice of the allegation and an opportunity to respond and present a defense.
- C. Violation of division (A) of this section is grounds for termination of employment of a non-teaching employee under division (C) of section 3319.081 or section 124.34 of the Revised Code.

Violation of division (A) of this section is grounds for termination of a teacher contract under section 3319.16 of the Revised Code.

8. 3319.99 Penalties

Whoever violates division (A) of section 3319.151 of the Revised Code is guilty of a minor misdemeanor.

The guidance counselor is designated as the test security officer for each building. The counselors are responsible for assuring that all tests and testing procedures are secure and not made available to unauthorized parties. The building principal is ultimately responsible for test security within the principal's school and may not delegate that responsibility to anyone else.

(Approval date: December 9, 1994)

(Re-approval date: January 11, 1999)

(Re-approval date: November 16, 2006)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will, on a regular basis, evaluate the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, the Superintendent will submit a comprehensive report of his or her evaluative findings to the Board for its consideration and action. The specific purposes of this report will be 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 will be used for program improvement;
4. student achievement indicated by testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who graduate;
6. extent of, and trends in, admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data which the Superintendent deems necessary.

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: ORC 3313.60
3323.02

OAC 3301-35-02(B); 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

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

TEACHING ABOUT CONTROVERSIAL ISSUES

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 will use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum:

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, real and important to the students and the teacher. Significant issues are those which are of general concern to significant numbers of people, are related to basic principles or are currently under consideration by the public and news media.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom should 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.

Should parents desire that their child be excused from participation in discussion of such material, arrangements will be made to respect that decision.

[Adoption date: May 9, 1994]

LEGAL REF.: ORC 2907.31

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

The schools must show no preference for one religion over another.

Patriotic Exercises

The Board encourages reciting of the pledge on a regular basis, as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

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

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation; however, are expected to stand in silence if not reciting the pledge.

School Prayer

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

Moment of Silence

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

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

[Re-adoption date: May 24, 2010]

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