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INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: February 24, 2003]

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

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

INSTRUCTIONAL OBJECTIVES

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

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

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

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

[Adoption date: February 24, 2003]

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL DAY

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

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

[Adoption date: February 24, 2003]

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

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

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

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

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

[Adoption date: December 22, 2003]

[Revised: February 28, 2006]

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

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

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, the most specific objectives developed by the staff and may include parent participation for each subject area and grade level. Such planning must also take into consideration the legal requirements for students in basic subjects.

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

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

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

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

[Adoption date: February 24, 2003]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

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

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

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

[Adoption date: February 24, 2003]

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

CURRICULUM GUIDES AND COURSE OUTLINES

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

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

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

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

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

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

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

[Adoption date: February 24, 2003]

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

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

HUMAN RELATIONS EDUCATION

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

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

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

[Adoption date: February 24, 2003]

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

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

TEACHING ABOUT RELIGION

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

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

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

[Adoption date: February 24, 2003]

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

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

OCCUPATIONAL EDUCATION
(Career and Technical Education)

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

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3303.02
3311.18; 3311.19

Norwayne Local School District, Creston, Ohio

3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16
OAC Chapter 3301-61
3301-35-02

HEALTH EDUCATION

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

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

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

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

[Adoption date: February 24, 2003]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION

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

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

[Adoption date: February 24, 2003]

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

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

FAMILY LIFE EDUCATION/SEX EDUCATION

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

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments are required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level in 12 years.

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

[Adoption date: February 24, 2003]

[Revised: February 28, 2006]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Americans with Disabilities Act; USC 12112 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

1. Child Identification

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

2. Procedural Safeguards

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

3. Multifactor Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities shall occur in the least restrictive environment. Special education programs and services are appropriate and designed to

meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private

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

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

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

9. Testing Programs

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

(Approval date: February 24, 2003)

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

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

Identification

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

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

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

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan.

Services for Children Who Are Gifted

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

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

Annual Report

1. The District submits, as required, an annual report to the Ohio Department of Education.

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

[Adoption date: February 24, 2003]

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

CROSS REF.: JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION
(Intervention Services)

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

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

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

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

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

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

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

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

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

Any student who scores at 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 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: November 20, 1984]
[Revised: April 28, 1998]
[Re-adoption date: December 22, 2003]
[Revised: February 28, 2006]

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

REMEDIAL INSTRUCTION

Remedial Reading Procedural Guidelines

1. The following Board-adopted forms shall be used Districtwide. Forms shall be sent home to the parent of each student in the remedial reading program.

- A. Remedial Reading Program Admittance Form

The bottom portion of this form shall be returned to the classroom teacher. Follow-up must occur if the form is not returned within three days.

- B. Remedial Reading Program Progress Report to Parents

This form shall be sent home by the remedial reading teacher each grading period.

- C. Remedial Reading Program End-of-Year Report to Parents

This form shall also be completed by the remedial reading teacher to inform parents of child's progress.

2. Entrance to the class shall be based upon the individual testing done by the remedial reading teacher. Candidates for this testing shall be obtained in the following manner:

- A. students from last year's class

- B. classroom teacher's, principal's and/or guidance counselor's recommendation

- C. group achievement or diagnostic test results

3. To qualify for the class, the student shall meet the following requirements:

- A. Grade 1: Lack of proficiency in letter recognition and letter sounds.

- B. Grade 2-3: Six months behind in reading based on individual test results compiled by the remedial reading teacher.

- C. Grades 4-5-6: One year or more behind in reading based upon individual test results compiled by the remedial reading teacher.

- D. Grades 7-8: Current federal standards. Students in federally funded programs shall qualify based upon current federal standards.

- E. High School: One and one-half years or more behind in reading.

4. District-approved tests shall be used by the remedial reading teacher. Various other individualized tests may be necessary for deeper study.
5. Children qualifying for the program may be excused from the program at the parent's request only after a conference at which all aspects of the child's performance is explained to the parent.
6. Borderline students may be retained for help in the program in the event the parent requests that they remain in the program and there is room.
7. Students currently receiving LD tutoring may be considered for this extra help providing it is not in a program that is funded.
8. Every effort shall be made to instruct in proper study skills.
9. Every attempt shall be made to schedule primary children into remedial reading five days a week.
10. Consideration to stagger scheduling where possible should be done so the child is not always missing the same class.
11. The remedial reading teacher shall meet with the regular classroom teacher at least once each grading period and shall make every effort to complement the classroom instructional program.
12. At the end of the year each remedial reading teacher shall submit a focused and organized report to the principal, Superintendent and Board.

(Approval date: February 24, 2003)

HOME-BOUND INSTRUCTION

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 1201 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
3331.08
OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Nonchartered or Home Schooling

Norwayne Local School District, Creston, Ohio

ALTERNATIVE SCHOOL PROGRAMS

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

Alternative School programs:

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

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

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

[Adoption date: February 24, 2003]

Revised: November 22, 2004

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-006; 3301-35-09

ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)

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

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

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

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

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

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

[Adoption date: December 22, 2003]

Revised: November 22, 2004

Revised: February 28, 2006

LEGAL REF.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

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

TITLE I PROGRAMS

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

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

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

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

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

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

[Adoption date: February 24, 2003]

[Revised: February 28, 2006]

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

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

TITLE I PROGRAMS
(Public School Choice)

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

Application Procedures

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

Building Capacity Limits

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

Student Qualifications

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

(Approval date: February 28, 2006)

Norwayne Local School District, Creston, Ohio

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.472

CROSS REF.: IGBJ, Title I Programs

CREDIT FLEXIBILITY

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

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

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

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

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

Adoption date: July 23, 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, Post-secondary Enrollment Options (Also LEC)

IGE, Adult Education Programs

IKA, Grading Systems

IKE, Promotion & Retention of Students

IKEB, Acceleration

IKF, Graduation Requirements

CREDIT FLEXIBILITY

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

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

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

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

Approval date: July 23, 2010

Norwayne Local School District, Creston, Ohio

Credit Flexibility

Credit flexibility options are designed for students who demonstrate the ability, interest and maturity to accept personal responsibility for their learning in a selected curricular area and have the opportunity to pursue it outside of Norwayne High School with a Norwayne Board of Education approved program. The purpose of the credit flexibility option is to develop learners who design their own research and learning objectives in a formal plan. Students will implement their plan outside of the traditional classroom. Students will engage in activities beyond the boundaries of traditional classroom settings that require specific work or “seat time” by taking part in an alternative learning experience in which they will demonstrate achievement of identified learning standards.

Students will be required to complete a Proposal for Credit Flexibility Plan in which they will identify their educational goals, identify the standards they will demonstrate and create a timeline for completion. Students may work independently or with a credit flexibility partner identified by the student’s parent. Individuals and organizations wishing to collaborate with the student in an instructional plan will need to seek approval from Norwayne High School.

Credit Flexibility Requirements

1. Approved, written plan or agreement between the student, high school guidance counselor, principal, parents, possible off-site program provider and a licensed, Highly Qualified Teacher employed by the Norwayne Local Schools and licensed by the State of Ohio.
2. Plans must include clearly defined goals which are tied directly to Ohio’s Academic Content Standards and clearly described activities which lead to successful attainment of described goals. Academic Content Standards are located on the Ohio Department of Education webpage at www.ode.state.oh.us.
3. Grades will be reported to the guidance office and recorded on the student’s report card and transcript. The teacher of record will submit a grade at the end of each grading period. This grade will be reported on the student’s grade card and will be used to determine athletic eligibility.
4. All credit flex classes must be added and dropped within the same timelines of dropping and adding other classes – 10 days after the semester has started. Otherwise, the student will receive an F for the class if work is not completed.
5. All requests for credit flexibility must be made in advance. No credit will be awarded on a retroactive basis.

How to Apply for a Credit Flexibility Program

1. The student will obtain the necessary Credit Flexibility Proposal from the Guidance Department and complete the agreement. Students should return the proposal to Guidance Department when completed. All credit flex plans must be submitted by the last day of school in the year preceding the proposed plan unless approved by the principal.
2. A conference must be scheduled to evaluate and finalize the proposal. The conference team consisting of the parent, student, high school principal, guidance counselor and teacher of record will review the plan, address any modifications and make suggestions to the plan. The student, parent/guardian, teacher of record, counselor and principal must sign the approved proposal. The school reserves the right to alter the proposed timeline and/or assessments required for flexible credit prior to signing the proposal and creating the agreement.
3. The student is responsible for completing all assignments agreed upon in the Credit Flexibility Plan in order to receive grades and credits. A student who does not complete the requirements by the agreed upon due dates will receive an F for the course which will be reported on the official transcript.
4. At the completion of activities and/or assessments for the proposed flexible credit, the student will meet with the teacher of record. The student will present the proposed evidence and will respond to any questions or requests for demonstration of skill and/or knowledge asked by the teacher of record. The teacher of record will grant or deny credit and issue a final grade for the proposed credit within five (5) school days upon student demonstration of mastery.
5. Students may only attempt the credit flexibility option once for a particular course.
6. All appeals regarding denial of participation in the credit flexibility option or denial of credit in the credit flexibility option or issuance of a contested grade in the credit flexibility program will be placed in writing by the student and parent and submitted to the High School Principal within ten (10) school days. A Review Board will consult with the teacher of record regarding work submitted and rationale for grade earned. The decision of the Review Board will be the final determination in the appeal process.
7. Students will not receive academic credit for Norwayne High School clubs, extra-curricular activities, band or athletics.

Credit Flexibility Options & Procedures

A. Testing Out/Demonstrating Proficiency of an Existing Norwayne High School Class:

This option exists for a student who believes he/she is ready to demonstrate proficiency of all the Academic Content Standards required in a Norwayne Local School course. Students selecting this option must complete a Proposal for a Credit Flexibility Plan. The Credit Flexibility Plan will outline the way the student plans to demonstrate proficiency. Arrangements will be made by the principal for the student to complete the necessary assessment(s) to show proficiency. Testing out may include a combination of an end-of-course exam and/or portfolio, demonstration of skills, presentation or timed writings. Students wanting to demonstrate mastery in English/Language Arts will present a reading and writing portfolio and participate in required timed writings. The portfolio and timed writings will exemplify the grade specific, Ohio Academic Content Standards in reading, writing, communication and technology.

Final grades and credits will be recorded on the student's transcript and calculated in the student's GPA and class rank. A panel consisting of a highly qualified teacher in the subject matter, building administrator and counselor will conduct grading appeals, if requested. Any student using this option who scores below a 70% on the assessment will not be given credit for the course and will need to enroll in the course. A student will have one opportunity per course to test out of the course at Norwayne High School. Test scores will be reported as follows on the transcript: 90-100%=A; 80-89%=B; 70-79%=C. If a student does not wish to accept the outcome of the Credit Flexibility Plan assessment and wishes to enroll in the subsequent class, the test grade will be replaced by the grade earned in the class on the transcript. All assessments agreed upon through the Credit Flexibility Plan must be completed before the 10th day after the semester has started.

Testing out of Physical Education is not available under this option.

B. Creating a Flex Plan for a New Course:

This option is for students who wish to develop a plan to study a topic of interest that is not offered at Norwayne High School. Students are required to complete a Proposal for Credit Flexibility Plan and prior approval for the proposal is required; there will be no awarding of retroactive credit. Off-site instruction providers must receive prior approval by the Norwayne Board of Education. In the proposal, students must list the goals/objectives of their proposed course, list methods of instruction, timeline segments of learning, and describe assessment measures. Quarterly assessment results must be reported at the end of each quarter. Please check the school calendar for these dates. The Norwayne High School teacher of record will evaluate student work. Final grades and credits will be recorded on the student's transcript and calculated in the student's GPA and class rank.

C. Selecting a Norwayne Board Approved Educational Option:

Students may choose to participate in any of the following alternate means to earn credits: Distance learning, on-line coursework, independent study, summer school, correspondence school, mentorship programs and early college entrance. Some of these options may require the student to meet admission standards at the university or other educational option provider and are required to assume all monetary fees associated with these options. Students are required to complete a Proposal for Credit Flexibility Plan and must demonstrate proficiency which may include, but is not limited, to taking the Norwayne High School final assessment, completing written essays and research papers, developing examples of subject area projects, portfolios and other items as specified in the proposal agreement. The Norwayne High School teacher of record will evaluate student work and assign a grade. Using this option for an independent study in physical education will require students to complete a Personal Fitness Proposal for ¼ credit under the direction of someone other than a family member.

Credit Flexibility Fee:

Additional costs associated with student proposed activities, materials, and assessments for credit flexibility will be the sole responsibility of the student and his/her parent(s).

Athletic Eligibility:

Students participating in interscholastic athletics must follow the following guidelines:

- Student must be currently enrolled;
- In the preceding grading period the student must be enrolled in and PASSING course work that will receive the equivalent of five one-credit courses;
- Additional guidelines may be applied to meet OHSAA regulations as needed;
- Work closely with the guidance counselor and athletic director regarding these requirements.

PROPOSAL FOR CREDIT FLEXIBILITY

Today's Date _____

Student Name _____ Current Grade _____

Home Address _____

Parent/Guardian Name(s) _____ Telephone _____

Reason for pursuing this program:

Plan Option – Please check one. A new proposal form must be completed for each course.

- A. Demonstrating proficiency of an existing Norwayne High School course (testing out)
- B. Create Flex Plan for a new course not currently offered at Norwayne High School.
- C. Pursue Norwayne Board Approved Educational Option (Internship, Independent study, On-Line Option, etc.)

A parent who secures an outside provider under an educational option plan and who will have unsupervised access to a student for other than momentary or incidental periods, or who will at any time be providing transportation to the student, shall be required to provide the results of a BCI/FBI criminal record check which is not more than one year old.

Costs for any required records check shall be borne by the parent/guardian or by the outside provider. The parent/guardian of a student who, under an educational option plan, is to receive educational services from an outside provider (non-school personnel) may be required to sign a waiver and release of claims, on behalf of themselves and their minor child, for harm or injury arising from the conduct of such non-school provider.

If an outside provider is involved, please complete the following page:

PROPOSAL FOR CREDIT FLEXIBILITY

Name of Instructor_____

Position of Instructor_____

Location of Instruction_____

Address of Location of Instruction_____

Telephone Number of Instructor_____

Teaching License Area of Instruction_____

Years of experience in area of instruction_____

BCI/FBI record check date_____

*BCI/FBI clearance must be submitted to Principal prior to approval of Credit Flexibility Plan.

CREDIT FLEXIBILITY PLAN
(Use Additional Sheets as Necessary)

Name: _____

Goals & Objectives (Must be referenced to the Ohio Content Standards & Benchmarks)

Methods of Instruction

Timeline/Segments of Learning

Describe Assessment Measurements (must show quarterly progress and due dates)

Comments/Notes

Date of Meeting _____

_____ Approved _____ Amended _____ Disapproved

CREDIT FLEXIBILITY SIGNATURE PAGE

Signature of Student Date

Signature of Parent Date

Signature of Teacher of Record Date

Signature of Principal Date

Signature of Counselor Date

Upon the approval of the Credit Flexibility Plan, the school guidance counselor will notify the EMIS department that the student has been enrolled in a credit flexibility option.

SUMMER SCHOOLS

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3301.0711
3313.608; 3313.57; 3313.641

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

EXPERIMENTAL PROGRAMS

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

An experimental program must meet the following requirements.

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

[Adoption date: February 24, 2003]

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

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

Norwayne Local School District, Creston, Ohio

EDUCATIONAL OPTIONS

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

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

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

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

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

[Adoption date: February 24, 2003]

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

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

EDUCATIONAL OPTIONS

In all cases of educational options, the Superintendent shall receive from the building principal the appropriate recommendation and necessary data in advance of the student's enrollment. Such data includes the following items:

1. Parental approval
2. Teacher's instruction plan including:
 - A. Objectives
 - B. Outline of major instructional activities, materials and environments
 - C. Description of criteria and methods of assessment
3. Proof of certification in area needed
4. Criteria for grading system used

After consideration of the recommendation and data, the Superintendent shall notify the student of his/her decision for approval or disapproval.

Educational options which shall be made available to students include:

1. Correspondence Courses: systematic instruction by mail or electronic media between student and instructor. Credits shall be accepted toward graduation from only those correspondence schools recognized by the Ohio Department of Education and accredited by the North Central Association and approved by the Board. A maximum of two units of credit may be applied toward graduation.
2. Independent Study: an educational activity involving advanced or in-depth work by an individual student under the direction of (1) a certificated and school-approved member of the local school staff or (2) school-approved college staff member. The staff member shall be responsible for implementation and follow-through with the student. Maximum of two units of credit shall be accepted by the District.
3. Educational Travel: an educational activity involving travel under the direction of a person approved by the school. A maximum of two units of credit may be applied toward graduation.
4. Mentor Program: an educational activity including advanced or in-depth work by an individual student under the direction of a noncertificated but school-approved individual. A maximum of two units of credit may be applied toward graduation.

5. Tutorial Program: an educational activity involving work by an individual student under the direction of a certified instructor approved by the school for the tutorial program. The instructor shall be responsible for implementation and follow-through with the student. A maximum of two credit units shall be accepted by the District.

A maximum of six units of credit earned under the educational options may be applied toward the 21 units required for graduation.

(Approval date: February 24, 2003)

HOME INSTRUCTION

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

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

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

Norwayne Local School District, Creston, Ohio

JEG, Exclusions and Exemptions from School Attendance

HOME INSTRUCTION

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

(Approval date: February 24, 2003)

PRESCHOOL PROGRAM

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

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

[Adoption date: February 24, 2003]

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

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

POSTSECONDARY ENROLLMENT OPTIONS

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

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

The administrative guidelines contain the following.

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

If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension.

[Adoption date: February 24, 2003]

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

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

POSTSECONDARY ENROLLMENT OPTIONS

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

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

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

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

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

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

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

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college/university.

2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.

3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

High School/College Enrollment

1. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
2. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
3. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
4. A 12th grade student may not enroll for more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
6. A student shall be enrolled for a minimum of three courses/classes per semester in order to be considered a full-time student for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
8. College courses for which five semester hours (7.5 quarter hours) earned are awarded one Carnegie unit toward high school graduation credit.

Financial Responsibilities

1. If a student elects to enroll for college credit only, the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit, the District is responsible for all costs associated with the course.

3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.

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4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. All students participating in the postsecondary enrollment option program will be responsible for their transportation to and from their homes and the college or to and from the high school and the college.
 - D. Upon parental application and determination of need according to the provision of The National School Lunch Act, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
 - E. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
3. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

(Approval date: February 24, 2003)

COMMUNITY SERVICE LEARNING

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

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

The District offers community service classes which acquaint students with the history and importance of volunteer service and with a wide range of existing community needs.

Through participation in student service learning classes, students have the opportunity to:

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

Once the program for community service learning has been established, students are ready to begin earning hours for service learning credit which can be used to meet graduation requirements.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.605

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

Norwayne Local School District, Creston, Ohio

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 govern the student activity programs.

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

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, citizenship status, religion, sex, economic status, age or disability.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities do not interfere with regularly scheduled classes; this limitation often requires 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 and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
12. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education, Ohio law and the Ohio Administrative Code.
13. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
14. 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.
15. Students enrolled in District sponsored chartered schools are eligible for all extracurricular activities as well as interscholastic athletics.

[Adoption date: Date of manual adoption]

[Revised: August 18, 1992]

[Revised: June 17, 1998]

[Re-adoption date: December 22, 2003]

LEGAL REFS.: ORC 3313.58; 3313.59; 3313.664
3315.062
OAC 3301-35-02; 3301-35-03

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

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TRAINING RULES POLICY – EXTRA-CURRICULAR CODE OF CONDUCT

The Norwayne Local Schools Board of Education recognizes that participation in extra-curricular activities is a privilege, not a right, and that those students involved in extra-curricular activities participate voluntarily under certain obligations and restrictions required by team participants.

Students shall not possess, use, sell, offer to sell, deliver, conceal, consume, or be under the influence of any drugs of abuse. This would include: alcohol, tobacco, tobacco-related products, illegal drugs, controlled narcotics, intoxicants, steroids, performance enhancing drugs, or any substance that is directly or indirectly represented to be a drug of abuse (or look-alike).

Students should not attend or remain at activities where illegal consumption of alcohol or drugs is taking place. To do so puts the student-athlete at risk for being identified as one who was involved in illegal activities.

A violation of the rules listed above will come from the word of a school administrator, teacher, coach or advisor within the school system, or law enforcement officer. It is common practice for the Norwayne Local Schools Administration to work in conjunction with local law enforcement agencies to receive information pertaining to training rules violations.

The Extra-Curricular Code of Conduct shall be in effect 24 hours a day, 7 days a week, 365 days a year. Violations that occur in grades 7 and 8 shall not carry over to high school; however, the assessment/counseling component must be completed prior to any participation in a high school extra-curricular activity. Violations in Grades 9-12 shall be cumulative.

Procedures for the Extra-Curricular Code of Conduct

First Offense:

- The student-athlete will miss 20% of that sport's regular season scheduled contests/activities. If the full 20% loss of participation is not possible for that particular season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport/activity in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports/activity season in which the student-athlete participates.)
- The student will still practice with the team/group.
- The student can travel and be with the team/group and sit on the team bench.
- The student will be able to dress for contests.
- The student will be required to enter an "Insight" program or obtain appropriate services of an agreed upon professional assistance agency. This will be at the expense of the student-athlete.

1. Insight is generally an eight-hour 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.
2. The student-athlete must follow any of the recommendations from the insight program.
3. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Second Offense:

- The student-athlete will miss 50% of that regular season/activity's scheduled contests/points. If the full 50% loss of participation is not possible for that particular season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport/activity in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports season/activity in which the student-athlete participates.)
- The student will still practice with the team/group.
- The student can travel and be with the team/group and sit on the team bench.
- The student will be able to dress for contests.
- 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.
 1. Full Assessment is a more in-depth procedure involving an interview by a certified drug and alcohol counselor. This may include gathering information from family members, school personnel, and/or law enforcement agencies to determine the role that alcohol, tobacco and/or drugs is playing in that person's life.
 2. The student-athlete must follow any of the recommendations from the full assessment.
 3. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Third Offense:

- A third offense will result in denial of extra-curricular participation for the duration of the student-athlete's school career.
 1. After one (1) calendar year from the date of a third violation, the student may appeal to the Superintendent and Board of Education representative. Their decision on this matter is final.

Use or Possession of Tobacco and/or Tobacco-Related Products:

- A student-athlete shall not use or possess any form of tobacco, tobacco-related products or tobacco paraphernalia.
- The penalty for tobacco violations will be the same as those with alcohol and/or drugs as shown above.
- Tobacco violations are cumulative with the drug and/or alcohol violations.
- The only difference between the tobacco violations and drug and/or alcohol violations is that there will not be the Insight or Full Assessment programs. (Those programs are not geared toward tobacco violations.)
- In place of Insight (first violation) the student will have approximately eight hours of tobacco research, reports and education as outlined by the administration.
- In place of Full Assessment (second violation) the student will have approximately sixteen hours of tobacco research, reports and education as outlined by the District Athletic Director.

Nothing in this Extra-Curricular Code of Conduct shall prevent a coach, activity advisor or administrator from removing a student on an emergency basis, for a specific period, if the student's conduct threatens the health and safety of any individual, or disrupts the good order and discipline of the environment of the extra-curricular activity.

Approved: June 28, 2010

TRAINING RULES POLICY – CODE OF CONDUCT

I have read the Training Rules Policy – Code of Conduct and agree to abide by the Code of Conduct. I also understand that a violation of the Code of Conduct will result in the penalties which are outlined in this document.

Student's Name:

(printed) _____

(signature) _____

Parent or Guardian's Name:

(printed) _____

(signature) _____

Date: _____

STUDENT ORGANIZATIONS

Student organizations shall be encouraged when they meet the simple criterion of contributing to the education of students. Such organizations shall operate within the framework of the law, Board policy, administrative rules and the parameters of the educational program. When such organizations are contributive, their establishment and operation shall be facilitated by the District staff using available District resources.

Membership will be determined without regard to race, color, national origin, sex, or handicap. Expenses involved in participating in any school activity should be set so that a majority of students may participate without financial strain. Special consideration may be given where the expense of participating creates exclusion. Activities should be held on nonschool time or at an appropriate designed school time. Students suspended from school are prohibited to attend or participate in extracurricular activities. Students absent from school are generally not permitted to participate in extracurricular activities that day; however, the building principal may, upon petition of the organization advisor, evaluate extenuating circumstances and grant permission.

Student activity purpose statements and budgets shall be developed by student organizations and approved annually by the Board in order for any organization to gain official recognition by the administration. Budgets shall be reviewed and updated in January.

The Board directs the Superintendent and Treasurer to develop and disseminate the student activity fund guidelines incorporating requirements of the appropriate sections of the Ohio Revised Code and directives of the Auditor of State. Thus, all student organizations will follow procedures as outlined in the Board-approved Student Activity Guidelines Handbook. Among other provisions, these guidelines shall require the assignment of at least one faculty advisor to each student organization.

[Adoption date: February 24, 2003]

STUDENT PUBLICATIONS

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

School-Sponsored Publications

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

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

Nonschool-Sponsored Publications

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

[Adoption date: February 24, 2003]

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

STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: February 24, 2003]

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

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

STUDENT FUND-RAISING ACTIVITIES

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

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

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

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

[Adoption date: February 24, 2003]

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

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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 parent 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-4) do not sell items or solicit donations by going door to door.
12. All prizes, awards and incentives must be approved by the principal.

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

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

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

- 1) holiday food drives
- 2) generation of funds for a recognized charity
- 3) funds for scholarships/grants

(Approval date: February 24, 2003)

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

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

[Adoption date: February 24, 2003]

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

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

STUDENT ACTIVITIES FUND MANAGMENT

Student Activity Advisors

The student activity advisor shall:

1. Supervise the assigned activity program and ensure that the purpose and objectives of the program, as defined by the student activity program purpose, goals and proposed budget, are met.
2. Ascertain that the expenditures for the activity program directly or indirectly benefit those students who are participating in that group, in accordance with the policies and/or purposes established by said group and consistent with Board policy and administrative guidelines.
3. Submit complete and accurate documentation to the cashier for the purpose of making deposits on the proper form.
4. Direct all potential problems or questions that may arise to the immediate attention of the building principal.
5. Prepare annual budgets and purpose clauses as required by Board policy.
6. Keep an accurate record of receipts and expenditures that shall be balanced monthly against financial reports received from the Treasurer.
7. Be completely familiar with the Student Activity Fund Guidelines and make certain that the group operates within the framework of these guidelines.
8. Perform other responsibilities as assigned or approved by the building principal.

Building Cashier

The building cashier shall:

1. Receive and account for all student activity program revenues.
2. Prepare monies for deposit in the bank designated by the Treasurer.
3. Prepare and submit to the Treasurer's office all forms required to properly account for revenues and to document bank deposits made.

(Approval date: February 24, 2003)

Norwayne Local School District, Creston, Ohio

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

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

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

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

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

Students are ineligible for athletics for one year when they transfer from one district to another without changing residency. Transfers within the school district are not affected. There are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Bylaws.

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

[Adoption date: Date of manual adoption]

[Revised: August 18, 1992]

[Revised: June 17, 1998]

[Re-adoption date: December 22, 2003]

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

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

SPORTSMANSHIP POLICY

The North Central Board of Education recognizes the value of extracurricular activities in the educational process. We believe that involvement in athletics provides students the opportunity to obtain knowledge, attitude, experience, and skills that enable them to assume a position of responsibility in society. The promotion of good sportsmanship, ethics, and integrity is a reflection of good citizenship and high behavioral standards.

Norwayne High School supports the Wayne County Athletic League and the OHSAA in promoting good sportsmanship by enforcing all sportsmanship policies and regulations. Norwayne athletes, administrators, coaches, and fans are expected to conduct themselves with integrity and a spirit of sportsmanship by following the established guidelines:

1. Treating opponents and officials with the respect that is due them as guests and fellow human beings.
2. Shaking hands with opponents
3. Controlling tempers at all times on and off the playing field.
4. Letting student audiences know that inappropriate behavior reflects poorly on the team.
5. Refraining from swearing or making insulting remarks to players, officials, and opposing schools.

Ejection for unsportsmanlike conduct – Student

The North Central Board of Education will follow the guidelines in the Athletic Code, which supports section 12.1 of the OHSAA sports regulations.

Ejection for unsportsmanlike conduct – Coach

The North Central Board of Education will follow the guidelines in the Athletic Code and support section 12.2 of the OHSAA sports regulations.

Ejection for unsportsmanlike conduct – Fan

Fans will be first warned for actions deemed unsportsmanlike. If a fan is ejected for inappropriate behavior, they will receive notification from the school addressing the inappropriate behavior. A second ejection will result in them being banned from all Norwayne home athletic events for one year.

Sportsmanship, Ethics and Integrity Committee

The North Central Board acknowledges that processes must be reflected upon and evaluated, and therefore recognizes the importance of creating a “Sportsmanship, Ethics, and Integrity Committee” to develop, update, and assess policies and procedures.

The Sportsmanship, Ethics, and Integrity Committee will meet at least 4 times during the school year and will consist of the following members:

Athletic Director
High School Principal
2 head coaches

2 athletes (1female/1male)
Parent/Member of the Community
Booster Club Member

Approved: February 28, 2006

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

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

A student may be excluded from participating in the activity if he/she has less than a 2.0 grade point average on a 4.0 grading scale.

The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, a high school student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

A student enrolling in the seventh/eighth/ninth grade for the first time is eligible to participate in athletics for the first grading period regardless of previous academic achievement.

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

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

[Adoption date: December 22, 2003]

[Revised: February 28, 2006]

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

CROSS REFS.: IGD, Co-curricular and Extra-curricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JFC, Student Conduct

ADULT EDUCATION PROGRAMS

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: IGAD, Occupational Education

DIPLOMA OF ADULT EDUCATION

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

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

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

[Adoption date: February 24, 2003]

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

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

DIPLOMA OF ADULT EDUCATION

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

Criteria for Issuing Adult Diplomas

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

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

All four requirements must be satisfied.

Program Elements Basis for Awarding Equivalent Adult High School Credits

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

1. Educational option approved by the Board must be in compliance with the provisions of Paragraph D of Rule 3301-35-01 and Paragraph C of Rule 3301-35-02 of the Ohio Administrative Code.
2. The professional staff will evaluate the documentation of life experiences. The life experiences must demonstrate the competencies that the Board has approved as equivalent to those attained in a classroom setting. Those may include one or more of the following:
 - A. work experience;
 - B. experience as a volunteer;
 - C. completion of an academic, vocational or self-improvement course and
 - D. other life experiences judged by the District Board to provide knowledge, learning experiences and competencies comparable to those attained in a classroom setting.

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

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

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

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

Administering Ohio High School Graduation Qualifying Examination to Eligible Adults

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

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

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

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

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

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

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

(Approval date: February 24, 2003)

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 left public or nonpublic high school located in any state prior to graduation in order to serve in the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, 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: February 24, 2003]

[Revised: February 28, 2006]

[Revised: May 29, 2007]

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

CROSS REF.: IGED, Diploma of Adult Education

GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: IHB, Class Size

CLASS SIZE

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

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

INSTRUCTIONAL MATERIALS

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

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

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REFS.: IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues

Norwayne Local School District, Creston, Ohio

KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: February 24, 2003]

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

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

[Adoption date: February 24, 2003]

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

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

Norwayne Local School District, Creston, Ohio

TEACHER AIDES

In approving the employment of instructional or teacher aides in the schools, the Board shall consider whether their presence shall allow:

1. teachers more time to devote to actual instruction;
2. more effective grouping for instructional purposes;
3. greater individualized attention for meeting student needs;
4. more effective group instruction and
5. wider use of audiovisual equipment in the classroom.

The use of instructional aides shall be individually determined on the above bases and shall require a written recommendation from the appropriate school building administrator and approval of the Superintendent. Official appointment shall be made by the Board acting upon the recommendation of the Superintendent.

Under emergency circumstances instructional aides may be given limited responsibility and duties which are properly and/or legally those of a regular employed and certified professional staff member.

[Adoption date: February 24, 2003]

NORTH CENTRAL LOCAL SCHOOL DISTRICT
TECHNOLOGY RESOURCES
ACCEPTABLE USE POLICY

North Central Local School District technology resources include, but are not limited to, computers, file servers, laptops, software, e-mail, video equipment, AV equipment, public address systems, presentation equipment, telephones, voice mail systems, digital cameras, scanners, the local area network, the wide area network, and all equipment related thereto (collectively, "Technology Resources" or individually, "Technology Resource"). These resources are school property purchased with public funds or grant monies and are intended solely for use in furtherance of the mission of the District, to enhance the delivery of education, and to conduct necessary school business.

This policy sets forth the proper and accepted uses of Technology Resources, electronic mail and communications and the Internet for students, school employees and all other authorized users. The use of any Technology Resource shall constitute acknowledgment and acceptance by the user of this policy and all other applicable North Central Local Board of Education policies and regulations.

Technology Resources and assigned network access, and Internet access are tools provided to students to enhance their education and should be treated accordingly. Any student who violates this policy, or allows others to do so, may have his/her user access privileges revoked and shall be subject to disciplinary action, up to and including expulsion. Each student must sign a form to acknowledge he/she has read, understood and will comply with this Technology Resources Acceptable Use Policy. Parents of students under the age of 18 must also acknowledge their understanding of the risks associated with Internet use and authorize the District to allow Internet access for their child(ren). These forms will be kept on file by the District as binding legal documents.

Technology Resources and assigned network access, Internet access and e-mail access passwords are tools provided to school employees to assist in the performance of their job responsibilities and should be treated accordingly. Any school employee who violates this policy, or allows others to do so, may have his/her user access privileges revoked and shall be subject to disciplinary action, up to and including termination of employment. Each employee must sign a form to acknowledge he/she has read, understood and will comply with this Technology Resources Acceptable Use Policy. These forms will be kept on file by the District as binding legal documents.

Any other authorized user who violates this policy, or allow others to do so, shall be immediately disconnected from the District's Technology Resources, may have his/her Technology Resource use privileges permanently revoked, and may be removed from the District's facilities. Each authorized user must sign a form to acknowledge he/she has read, understood and will comply with this Technology Resources Acceptable Use Policy. These forms will be kept on file by the District as binding legal documents.

The North Central Local Board of Education reserves the right to modify this policy at any time. The North Central Local Board of Education may pursue criminal prosecution or civil action for any unauthorized use of the District's Technology Resources or any violation of this policy when appropriate.

Technology Resources and Acceptable Use Policy Outline

A. General Standards of Conduct for Use of Technology Resources

B. Standards of Conduct for Electronic Mail and Communications

1. Students

2. School Employees

3. Other Authorized Users

C. Standards of Conduct for Internet Use

D. District Web Sites

E. Disclaimers

Forms: Employee Receipt and Acknowledgment

Student/Parent Receipt, Acknowledgment and Authorization

Authorized User Receipt and Acknowledgment

A. General Standards of Conduct for Technology Resource Use:

1. Only software licensed to the North Central Local Board of Education and/or authorized in writing by the Technology Coordinator, or his or her designee, shall be installed on Technology Resources. Installation of such software shall be performed only by authorized personnel to ensure that the software is (a) compatible with existing computer systems; (b) properly installed, maintained, used and upgraded; (c) free from any computer virus; and (d) properly licensed. Installation of any other software, including but not limited to, shareware, freeware, public domain or demonstration copies of software, is prohibited. Unscheduled audits of Technology Resources will be periodically performed and any unlicensed or unapproved software will be removed without notice.

2. Only hardware licensed to the North Central Local Board of Education and authorized in writing by the Technology Coordinator, or his or her designee, shall be installed on Technology Resources. Installation of such hardware shall be performed only by authorized personnel to ensure that the hardware is (a) compatible with existing computer systems; (b) properly installed, maintained, used and upgraded; (c) free from any computer virus; and (d) properly licensed. Installation of any other hardware, including but not limited to, CPUs, motherboards, hard-drives, zip drives, video cards, memory, CD-ROMs, DVD-ROMs, SCSI cards, printers, modems, audio equipment, digital cameras and camcorders, and other input or output devices, is prohibited. Unscheduled audits of Technology Resources will be periodically performed and any unlicensed or unapproved hardware will be removed without notice.

3. Technology Resource users shall not delete any software on the District's computers, copy any software owned by the District, or remove any hardware from the District's property without prior written permission from the Technology Coordinator.
4. Technology Resource users may not deploy or install wireless access points without prior written permission from the Technology Coordinator.
5. Network and system passwords ensure the security of critical and sensitive electronic data and are the first defense against unauthorized access. Only passwords issued by the Technology Coordinator, or his or her designee, shall be used. Technology Resource users are prohibited from divulging their passwords to other individuals. Habitual loss or unauthorized disclosure of any password shall be subject to disciplinary action.
6. Disruption of electronic services and interference with Technology Resources or electronic information (including but not limited to, uploading or downloading damaging data or illegal software; tampering with hardware or software; vandalizing or destroying data; introducing or using computer viruses, worms or Trojan horses; or attempting to gain access to restricted information or networks) are prohibited.
7. Students, school employees and other authorized users are prohibited from allowing any unauthorized person to use or operate any Technology Resource. Volunteers, aides or other persons in the school for a specific school purpose may be authorized by the Technology Coordinator, or his or her designee, to use Technology Resources only under the direction and direct supervision of a school employee. Technology Resource users must shut down and secure in an appropriate fashion Technology Resources which are not in use.
8. Any use of Technology Resources to facilitate illegal activity is prohibited. Technology Resources shall not be used to encourage or promote any activity prohibited by law or North Central Local Board of Education policy. Any misconduct or criminal activity discovered will be referred to appropriate authorities.
9. Use of the District's Technology Resources to access or transmit obscene, pornographic or violent materials or to transmit materials likely to be threatening, offensive or objectionable is prohibited. Such prohibited materials include, but are not limited to, "hacking" materials; racist material or hate literature; terrorism instructions, "recipes," or other dangerous information; profane or vulgar materials; threatening or inflammatory language; false or defamatory materials; disparagement of others based on race, color, religion, national origin, veteran status, ancestry, disability, age, sex, or sexual orientation; and any materials that advocate violating other's rights. In the context of legitimate educational purposes, the District may, with appropriate guidance, supervision and approval, allow research or investigation of some objectionable materials to allow students to be better prepared to recognize social harms and improve their ability to deal effectively therewith.

10. Use of Technology Resources for political, commercial or for-profit purposes, including fund-raising unless specifically authorized by the District administration, is prohibited.
11. Unauthorized access, use, modification, alteration, vandalism or destruction of Technology Resources or electronic information is prohibited. Any inappropriate use of Technology Resources that may hinder future use is prohibited. Technology Resource users are expected to respect the District's property and to follow any instructions from the Technology Coordinator, or his or her designee, regarding maintenance and care of equipment. Technology Resource users must promptly notify the Technology Coordinator of any need for service to Technology Resources.
12. Technology Resources may not be used in violation of copyright laws. Any copyrighted material placed on any system connected to the District network without the author's permission will be removed.
13. Technology Resources may not be used in violation of privacy laws and the unauthorized disclosure, use or dissemination of personally identifiable information concerning students is prohibited. All Technology Resource users are required to protect themselves and others by not issuing or releasing any personal or confidential information via the District's Technology Resources.
14. The Technology Coordinator may establish and enforce quotas for usage of available space on the District network. Technology Resource users are expected to remain within allocated disk space and delete e-mail or other materials which take up excessive storage space.
15. Technology Resource users must immediately notify the Technology Coordinator if they identify any security problem.
16. Technology Resources shall be used to play computer games only when authorized and deemed educationally appropriate and under the supervision of the classroom teacher/supervisor.
17. The District administration reserves the right to limit the times of access and to establish priorities among competing acceptable uses of Technology Resources.
18. All remote access and use of Technology Resources shall also be subject to all applicable requirements of this policy.

**B. Standards of Conduct for Electronic Mail and Communications
(Students):**

There will be no use of e-mail, chat room, bulletin boards (such as myspace.com), instant messaging or other forms or systems of direct electronic communication by students, either internal or external to the District network, without the prior written consent of the Technology Coordinator.

(School Employees):

1. The General Standards of Conduct for Technology Resource Use set forth above shall be equally applicable to electronic mail and messenger system use by school employees.
2. In order to prevent the introduction of viruses or other harmful data or software into the District's computers and network, extreme caution should be exercised before opening any attachments to any incoming e-mail. If an e-mail attachment is not expected, is from an unknown source, or is an executable file (ending with .EXE or .COM), the attachment should not be opened and should be deleted immediately.
3. Sending or forwarding unsolicited e-mail, chain letters or "spam" is prohibited. Global transmissions to large contact groups are also discouraged due to the strain placed on network resources.
4. ***Be careful what you write.*** E-mail and electronic communications are written records which can be duplicated and altered at will. E-mail and messenger systems are not confidential or private, and all school employees should exercise common sense and restraint in their use of not only e-mail and other forms of electronic communication but also all Technology Resources for personal reasons, recognizing that electronic communications of public employees may constitute public records under state law. School employees are encouraged to keep their personal records and personal business at home.
5. The use of e-mail or electronic communications to convey student information is prohibited, whether during or after school hours and whether on or off the District's premises, unless secured and approved by the Information and Technology Department. Instructional staff and the District administration may authorize the release of directory information about students, as defined by Ohio law, for internal administrative purposes or approved educational projects and activities.
6. School employees shall not use free Internet e-mail providers (e.g. Hotmail, Juno, etc.) to obtain an e-mail address or to send or receive e-mail from the District's Technology Resources.

(Other Authorized Users)

There will be no use of e-mail, chat room, bulletin boards (such as myspace.com), instant messaging or other forms or systems of direct electronic communication by volunteers, aides or other persons in the school for a specific school purpose, either internal or external to the District network, without the prior written consent of the Technology Coordinator. If such consent is granted, the authorized user(s) shall be subject to the electronic mail and communications requirements that are applicable to school employees as set forth in this policy.

C. Standards of Conduct for Internet Use:

1. The General Standards of Conduct for Technology Resource Use set forth above shall be equally applicable to all Internet use.
2. Internet access over the District network may be provided only to school employees, students, and volunteers, aides or other persons in the school for a specific school purpose when authorized by the Technology Coordinator, or his or her designee. Student Internet access may be limited to specified times, as provided by the instructors and the District administration.
3. Internet access over the District network is available only to support learning, to enhance instruction and to assist in the administration of the District. Internet access is to be used in a responsible, ethical and legal manner. All school employees, students and other authorized users are responsible for their actions and communications on the Internet.
4. The District has implemented technology protection measures to block or filter materials which are obscene or harmful to minors. The District will restrict, to the extent practicable and technically possible, access to offensive information and materials. Because Internet access provides connections to computer systems located all over the world, the District cannot, however, control the content of all information and materials available on the District network.
5. The District administration will determine whether any use of the network is inappropriate or unauthorized, or whether any Internet information and materials are objectionable. The District's decision will be final.
6. Instructional staff must carefully monitor student Internet use to limit the possibility that students may access inappropriate materials or engage in inappropriate activity. Instructors should preview recommended sites and materials, and those selected for inclusion in coursework should be appropriate in light of the age of the students and relevant to course objectives. Instructional staff is expected to enforce all rules pertaining to student computer and Internet use and, if any instructional staff member becomes aware of student violations, he/she is expected to stop the activity and inform appropriate District administrators.
7. All Technology Resource users must promptly report to the Technology Coordinator or another appropriate District administrator any inappropriate information or material they encounter when using the Internet or which they believe may be available based on Internet usage by other individuals.
8. Files downloaded from the Internet must be scanned with virus detection software before being viewed or opened. Internet users are prohibited from accessing or retrieving any relay chat or other real-time or "live" communications unless there has been prior clearance by an authorized supervisor. Peer-to-peer file sharing and torrent use are prohibited.

9. The downloading and installation of programs from the Internet is prohibited without the prior written approval of the Technology Coordinator. Unauthorized programs will be removed without notice.
10. Information obtained via the Internet is not always reliable and should be verified for accuracy, quality and completeness. Instructional staff should provide guidelines and lists of resources to assist students in effectively channeling their research activities. Instructional staff should also encourage students to develop skills to ascertain the truthfulness of information and distinguish fact from opinion.
11. Distribution of student information, using any personal Internet service provider, whether during or after school hours and whether on or off the District's premises, is a violation of student privacy and is subject to disciplinary action.
12. All Internet users are prohibited from accessing, via the District's Technology Resources, personal web site(s) or web page(s) which they have designed or created without prior written permission from the Technology Coordinator.

D. District Web Sites

The District has established a Web site, www.northcentral.k12.oh.us, and will develop Web pages that present information about the District. The Technology Coordinator, or his or her designee, is responsible for managing the District Web site and may establish Web Site Publishing Guidelines to manage the posting of information to the District web site, the posting of any school, class or student web pages, and the creation of links to or from outside sources. All Web sites and pages hosted on the District network must reflect the professional image of the District and be consistent with the mission of the District. No personal web sites or pages may be placed on the District network without district policy compliance and prior approval.

E. Disclaimers

The District does not guarantee the privacy of any information, including but not limited to e-mail messages or electronic communications or files sent or received via the District's Technology Resources. Any person utilizing any Technology Resource of the District understands and agrees that he/she is specifically waiving any expectations of privacy in communications, data and other information stored, displayed, accessed, communicated or transmitted thereon. The District reserves and will exercise the right to access, monitor, review, audit, log and intercept computer activity, Internet use, e-mail, electronic communications and other Technology Resource use by students, school employees and any other users, at all times and without notice. The District may edit or remove any materials from its Technology Resources which the District administration, in its sole discretion, believes may be objectionable or outside of individual storage limits. If any misconduct or criminal activity is discovered, the information or communications may be used to document said conduct and may be referred to the District administration and appropriate authorities. The use of a District provided password

or code does not restrict the District's right to access, monitor, review, audit, log, and intercept electronic information or communications.

The District denies any responsibility for the accuracy, quality or completeness of any information available over the Internet. Furthermore, the District assumes no responsibility for any costs, liabilities or damages incurred through use of the District's Technology Resources.

Technology Resource users are responsible for archiving and backing-up all electronic information and communications which need to be retained. The District makes no guarantee that the functions or services provided by or through the District network will be error free or without defect. The District is not responsible for any damages incurred due to loss of data or delays in or interruption of services.

The Technology Coordinator may investigate any unusual activity involving the District's Technology Resources and may periodically report on the manner in which Technology Resources are being used.

[Adoption Date: September 17, 2007]

STUDENT'S AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand and agree to abide by the terms of the Acceptable Use and Internet Safety Policy of the North Central Local School District. Should I commit any violation or in any way misuse my access to the School District's computer network and the Internet, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

Student name (PRINT CLEARLY)

Home phone

Student signature

Date

Address

User (place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____

If I am signing this Agreement when I am under 18, I understand that when I turn 18 this Agreement will continue to be in full force and effect, and I will continue to abide by the Acceptable Use and Internet Safety Policy.

PARENT'S OR GUARDIAN'S AGREEMENT

Student's name

To be read and signed by parents or guardians of students who are under 18:

As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the North Central Local School District's Acceptable Use and Internet Safety Policy for the student's access to the School District's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. I am therefore signing this Agreement and agree to indemnify and hold harmless the School, the School District and the Data Acquisition Site that provides the opportunity to the School District for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the Acceptable Use and Internet Safety Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access the School District's computer network and the Internet.

Parent or Guardian name(s) (PRINT CLEARLY)

Home phone

Parent or Guardian signature(s)

Date

Address

[Adoption Date: September 17, 2007]

Legal References: Children's Internet Protection Act of 2000 (H.R. 4577, P.L. 106-554)
Communications Act of 1934, as amended (47 U.S.C. 254[h],[l])
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

Norwayne Local School District, Creston, Ohio

EMPLOYEE'S AGREEMENT

Every employee must read and sign below to maintain Network access:

Name _____

Building _____

Home Address _____

City/State/Zip _____

Home Phone _____

I have read, understand and agree to abide by the terms of the North Central Local Schools Acceptable Use and Internet Safety Policy of the North Central Local School District. I further state that all information provided for the creation and maintenance of this account is truthful and accurate. Due to the right and need for North Central Local Schools to monitor compliance with this policy, I understand and agree that I specifically waive any expectation or right to privacy in the communications, data, programs, or other personal information stored, displayed, accessed, communicated, published, or transmitted on the North Central Local Schools Computer Network. I further understand and agree that North Central Local Schools retains the right to monitor network activity, review any material stored in files, edit or remove any material which the North Central Local School staff, in its sole discretion, believes violates the above standards, and suspend or terminate the/my network account for any violation of the conditions set forth in this agreement.

Signature _____

Date _____

DISTRICT WEB SITE PUBLISHING

Purpose

The District web page for North Central Local Schools (referred herein as the District page) is intended to project a positive image of the District as an entity and to provide valuable communication between the District and the worldwide community.

Procedures

The District page will serve as the home page with links to each building. It is important to note that the District page will announce building events, building information and grade level communications when provided to the web team. It is the responsibility of each building to provide accurate and up-to-date information to web team members.

1. All web policy questions will flow through the Technical Coordinator to the Superintendent.
2. Building administrators will appoint staff member(s) to update schedules and post events as appropriate.
3. A District Webmaster will be appointed each year. This individual will be the building liaison responsible for periodically updating schedules, events and information. The Webmaster will be in direct contact with the Technical Coordinator on all questions of policy.

Guidelines

Educational Value – Material to be published must not display, access, or link to sites deemed offensive by the NCLSD Acceptable Use Policy. All published material must have educational value and/or support the District purpose, procedure and guidelines. There will be no vulgarities, no obscenities, and no disrespectful or harassing messages.

Publishing Policy – Only materials authorized by the building will be published on the District page. All personnel involved in publishing the District page must have on file, at their building, an Acceptable Use Policy signature page.

Student Safety – Photographs and digital images will only be used with written parental/guardian permission. To assure student safety, a student's picture and name shall not appear on the same page. A stranger should never be able to connect a student's name with a face.

Content Monitoring/Auditing – The Technical Coordinator will regularly “visit” the District page to monitor accessible content, appropriateness, quality and educational value. Accordingly, the

Superintendent or Technical Coordinator reserves the right to audit and/or adjust materials and/or activity on any District page.

1 of 2

Website Requirements

Copyright – All copyright laws and regulations must be followed. Proof of compliance must be maintained by the Webmaster.

Content restrictions:

1. Each page will contain a statement indicating the date the site was last updated.
2. Password restricted areas are prohibited.
3. Links to staff or student "personal" web pages will not be included. "Personal" is defined as any page that was constructed and posted outside the Tri-County Computer Association domain.
4. Links provided on District or building pages must be appropriate and relevant to the purpose of the web page or must serve as a curriculum enhancement. These might include sites that are historical, provide educational services or resources, provide information on cocurricular activities.
5. Classroom projects (group) may be posted with teacher authorization. Individual projects may be posted with author consent without author name. Student (author) name will only be referenced with written parental consent. The written permission slip is to remain on file with a hard copy of the page posted.
6. Care should be used to keep pages easy to read and fast loading. Large graphics, sound or video files should be avoided.

Protect Privacy – At no time shall any staff or student personal information (home address, e-mail address, or phone number) appear on published materials. All contact information should identify the webmaster. Staff photos will be used only with written consent.

Partnerships

The District appreciates the support of area businesses and individuals. The District web page may be used as an area to recognize such support. Advertisements will not be permitted. Approval by the Superintendent must be obtained before posting any partnership credit.

Personal Responsibility

Deliberate tampering with or misuse of District network services, equipment or publication will be considered vandalism and will be handled as such. The building administrator will address all violations.

[Adoption date: February 24, 2003]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC § 1232g
ORC 149.41; 149.43
3313.20

Norwayne Local School District, Creston, Ohio

OAC 3301-35-02(B)(4)(b); 3301-35-03(E)

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

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PARENT'S OR GUARDIAN'S AGREEMENT

Student's Name

To be read and signed by parent(s) or guardian of students who are under 18:

I hereby give publishing permission for my student's photo, digital image, and/or project to appear on the North Central Local School District web page. In accordance with student safety standards, I understand that his/her name and no identifying information will appear on the same page as the herein referred to photo, digital image or project.

Parent or Guardian name(s) (PRINT CLEARLY)

Home phone

Parent or Guardian signature(s)

Date

Address

COMMUNITY INSTRUCTIONAL RESOURCES

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03(J)

FIELD TRIPS

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

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

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

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

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

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

Expenses

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

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

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

Travel Vendor Compensation

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

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

[Adoption date: February 24, 2003]

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

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

FIELD TRIPS

Educational Field Trip

1. One field trip per subject class per year during the school day shall be allotted in grades 7-12, except in vocational areas where additional trips may be scheduled through the principal's office. Two field trips per year during the school day may be allotted in grades K-6. Walking distance or in-town trips and/or activities limited to regularly allotted class time may be approved as additional trips for grades K-12.
2. All trips over 30 miles one way or more than one hour traveling time away shall be an exception and, therefore, must be approved by the Board. All field trips within the Cleveland-Akron area shall be considered within the time limit.
3. Every effort shall be made to complete all field trips taking place during the school week by 9:30 P.M.
4. Scheduling and completion of all field trips shall be effected no later than May 15 of each year. In extenuating circumstances, the Superintendent may grant exception to this regulation.
5. A Field Trip Request form and a Field Trip Description form must be submitted to the building principal at least two weeks prior to the proposed date(s). Final approval/disapproval must be received within one week prior to the proposed date(s).
6. Field trips shall be scheduled only if school-approved transportation is available. This means that vehicles, drivers and operating money must be available.
7. Written parental consent is required of all students participating in the field trip. Board-adopted Field Trip Permission slips shall be completed and filed with the building principal at least one day prior to the trip.
8. In order to participate in a field trip, the student in grades 7-12 must be passing each course and must receive permission from each subject teacher.
9. Class participation must be at a minimum level of 75%.
10. No person other than the teacher, students or authorized chaperones shall accompany field trips. Names of authorized chaperones shall be filed with the building principal at least two days prior to departure.
11. The teacher shall act as supervisor of the chaperones and shall instruct them regarding necessary field trip procedures.

12. Students participating in a field trip shall at all times be under the supervision of a classroom teacher, and school-approved conduct shall be maintained at all times.

13. The principal of the school involved has the responsibility and the authority to cancel a scheduled field trip.
14. The responsible teacher shall complete the Field Trip Assessment form and file it with the building principal within one week following the trip.
15. The teacher in charge shall assume responsibility for the Emergency Medical forms on all children while on the field trip.

Educational Activity Trip

1. All trips over 30 miles one way or more than one hour traveling time away shall be approved by the Board. All field trips within the Cleveland-Akron area shall be considered within the time limit.
2. An exception to regulation #1 shall be activity trips to adjoining counties. Such trips shall be limited to Ohio High School Athletic Association (OHSAA) tournament activities.
3. Every effort shall be made to complete all field trips taking place during the school year by 9:30 P.M.
4. Scheduling and completion of all field trips shall be effected no later than May 15 of each year. In extenuating circumstances, the Superintendent may grant exception to this regulation.
5. A Field Trip Request form must be submitted to the building principal at least two weeks prior to the proposed date(s). With the exception of athletic events, other activities shall also fill out the Field Trip Description form and submit it with the Field Trip Request form. Final approval/disapproval must be received within one week prior to the proposed date(s).
6. Field trips shall be scheduled only if school-approved transportation is available. This means that vehicles, drivers and operating money must be available.
7. Written parental consent is required of all students participating in the field trip. Board-adopted Field Trip Permission slips shall be completed and filed with the building principal at least one day prior to the trip.
8. No person other than the teacher, students or authorized chaperones shall accompany field trips. Names of authorized chaperones shall be filed with the building principal at least two days prior to departure.
9. The teacher shall act as supervisor of the chaperones and shall instruct them regarding necessary field trip procedures.

10. Students participating in a field trip shall at all times be under the supervision of a teacher, and school-approved conduct shall be maintained at all times.

11. The principal of the school involved has the responsibility and the authority to cancel a scheduled field trip.
12. With the exception of athletic events, the responsible teacher shall complete the Field trip Assessment form and file it with the building principal within one week following the trip.
13. Expenses for the driver and for gasoline at the Board's specified rate may be paid by the activity group.
14. The teacher in charge shall assume responsibility for the Emergency Medical forms on all children while on the field trip.

(Approval date: February 24, 2003)

SCHOOL VOLUNTEERS

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

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: GBQ, Criminal Record Check

GUIDANCE PROGRAM

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

Guidance is based upon these broad fundamental principles.

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

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REF.: AFI, Evaluation of Educational Resources

ACADEMIC ACHIEVEMENT

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

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

Norwayne Local School District, Creston, Ohio

GRADING SYSTEMS

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

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

Promotion and retention are contingent upon a student's progress based on his/her ability to express the material learned in a written and oral form. The Board has set up uniform standards for a grading scale.

1. A = exceptional accomplishment; 4 grade points

Indicates the student has achieved course objectives in a superior manner or has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the subject/course.

2. B = above average accomplishment; 3 grade points

Indicates the student has achieved course objectives in highly satisfactory manner or has done work in quality and quantity above the standards set forth for a satisfactory grade in the subject/course.

3. C = average accomplishment; 2 grade points

Indicates the student has achieved course objectives in a satisfactory manner or has acquired the necessary information and skills to proceed in the subject/course.

4. D = below average accomplishment; 1 grade point

Indicates the student has not achieved the course objectives in a satisfactory manner, but has met the minimal standards for a passing grade.

5. F = failure to achieve; no credit granted

Indicates the student has not met course objectives and that insufficient progress in the subject does not merit credit in the subject/course.

6. P = passing, credit granted, but no grade point

Indicates conscientious effort, but achievement remains below grade level and/or minimal course objectives.

7. I = incomplete; no credit granted

When a student earns an "I" grade, he/she shall be instructed in writing by the teacher of the work required to remove the "I" grade. He/She shall receive this instruction and his/her report card simultaneously. An "I" grade automatically becomes an "F" if course work is not completed by the end of the next grading period.

8. NG = no grade appropriate because of nonacademic circumstances; no credit granted
9. ME = medical excuse; no credit granted

10. WP = withdrew (passing); no credit granted

11. WF = withdrew (failing); no credit granted

The only circumstance for altering a final grade is that of a clerical error. The only person, other than the classroom teacher, who can make this change is the building principal. The classroom teacher shall be notified of this change.

Kindergarten

In kindergarten the following marking code shall be used to indicate levels of achievement:

- 1 = Skill mastered
- 2 = Skill introduced – child progressing
- 3 = Skill introduced – child having difficulty

Levels of social development shall be indicated using the following code:

- S = Satisfactory
- I = Improving
- N = Needs improvement

The Alpha Time Program shall indicate specific letters the student is unable to recognize. The program shall identify initial sounds that the student cannot associate with the appropriate letters.

Grades 1-8

With the exception in grades 1-6 of fine arts, physical education and fifth grade instrumental music and with the exception in grade 1 for health, science, and social studies which shall use O [outstanding], S [satisfactory], and N [needs improvement], the following grading scale shall be used Districtwide:

A+ 99-100	B+ 91-92	C+ 82-83	D+ 72-73	F 0-64
A 95-98	B 86-90	C 76-81	D 67-71	
A- 93-94	B- 84-85	C- 74-75	D- 65-66	

Grades 9-12

1. Unweighted

The following grading scale will be used for the regular (unweighted) classes in grades 9-12:

A 95-100	B+ 90-91	C+ 82-83	D+ 72-74	F 0-64
A- 92-94	B 86-89	C 77-81	D 67-71	

B- 84-85

C- 75-76

D- 65-66

2 of 3

2. Weighted

The following classes have been designated as weighted classes (academically more challenging) and will be graded according to the weighted grading scale:

<u>English</u>		<u>Math</u>	<u>Foreign Language</u>	
AP English		Enriched Geometry	Spanish 3 and 4	
Enriched Language Arts		Enriched Algebra	French 3 and 4	
		Advanced Math		
		Calculus		
		Enriched Algebra I and II		
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-93	B 84-86	C 74-76	D 66-63	
	B- 80-83	C- 70-73	D- 62-60	

Quality Point Values – Grades 9-12

The following quality point values will be used for the purpose of determining class rank.

A 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A- 3.6	B 3.0	C 2.0	D 1.0
	B- 2.6	C- 1.6	D- .6

All students' (home school, postsecondary and Career Center) grade point averages will be calculated using these quality point values.

(Approval date: February 24, 2003)

STUDENT PROGRESS REPORTS TO PARENTS

Grade Reporting

The grading periods shall consist of two semesters divided into two nine-week periods. Grade cards shall be issued at the end of each nine-week period at all grade levels except kindergarten. Kindergarten students shall receive a Readiness Skills Report at the end of the first nine weeks; thereafter, they shall receive a report card.

Board-approved grade cards shall be used in informing parents of their child's progress in school.

Interim Reports

A Board-adopted Interim Report form shall be used to identify areas of needed improvement for students and to encourage parent-teacher conferences. Interim Reports shall be used at any time during a grading period when one or more of the following conditions exist:

1. Unsatisfactory or failing work.
2. The student's work does not measure up to his/her past achievement history or capability.
3. Other factors such as attitude, daily preparation, excessive absence, etc., are having a marked effect on the student's progress.

Three copies of this report shall be filed by the classroom teacher. Of the two copies sent to the parent, one shall be kept by the parent. The other shall be signed and returned to the teacher. The third copy shall be filed in the office and at the end of the year placed in the student's file. All copies of Interim Reports shall be expunged from the student's file at the end of his/her eighth-grade year but those of his/her high school years shall become part of his/her permanent record.

Once the parent has been informed of unsatisfactory achievement through the Interim Report or report card, it shall then become the responsibility of the parent in conjunction with the classroom teacher to further monitor the student's progress.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

Norwayne Local School District, Creston, Ohio

PARENT CONFERENCES

Professional staff members are urged to talk with parents as frequently as needed in regard to student progress or other concerns. It is the intent of the Board to utilize scheduled parent-teacher conferences as a primary means of communication on student progress.

These conferences, including those regularly scheduled in the fall and spring of each year, may be requested as needed by either the teacher or the parent. With the exception of emergencies approved by the principal, such conferences shall be scheduled by appointment.

Remedial teachers and regular classroom teachers have a close professional working relationship. Therefore, for the conference at the elementary level, reports from all appropriate professional staff members shall be filed with and presented by the subject area teacher. For example, the remedial reading teacher shall file his/her report with the child's regular reading teacher. Special subject area teachers, such as speech and hearing, learning disabilities, or music, shall schedule their own conferences.

Prior to all scheduled meetings, each person evaluating the progress of a student for a parent-teacher conference shall fill out a Board-adopted Parent-Teacher Conference Record to be used when one or more of the following conditions exist:

1. Unsatisfactory or failing work.
2. The student's work does not measure up to his/her past achievement history or capability.
3. Other factors such as attitude, daily preparation, excessive absence, etc., are having a marked effect on the student's progress.

Two copies of the report shall be filed by the evaluator. One copy shall be placed in the subject teacher's file. The second copy shall be filed in the office and at the end of the year shall become part of the student's file. All copies of the student's Parent-Teacher Conference Reports shall be expunged from his/her file at the end of his/her eighth-grade year and after graduation.

Parents of students who are experiencing no difficulty need not schedule a parent-teacher conference. Prior to the fall/spring conference, the principal shall advise those parents of the intent of this policy through building newsletters.

[Adoption date: February 24, 2003]

HOMEWORK

Homework is school work which is done outside the classroom to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce and enhance school experiences.

Emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing “busy work” for the student, nor shall it be given for disciplinary reasons.

The immediate purpose of a specific homework assignment shall include at least one of the following:

1. Strengthen basic skills.
2. Extend classroom learnings.
3. Stimulate and further interests.
4. Reinforce independent study skills.
5. Develop initiative, responsibility and self-direction.
6. Stimulate worthwhile use of leisure time.

Homework assignments shall be planned in accordance with the following principles:

1. All assignments must have a legitimate educational goal. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the students.
2. Students shall understand not only what is to be done, but why and how it should be done.
3. Homework shall grow from classroom activities, such as projects, skill developments, problem solving, independent projects, etc.
4. Assignments shall be varied and shall require the use of a number of skills or an accumulation of skills.
5. Every homework assignment shall be evaluated in a proper and timely manner and shall become part of each student’s grade assessment as well as learning process.
6. Assignments shall not require the use of reference materials that are not readily available in most homes, school libraries, or public libraries.
7. Homework shall be a gradual and progressive experience for all students and shall, therefore, proportionally increase in complexity and amount with the maturity of the student.

8. Guidelines for identifying methods for measuring quality of homework assignments in various subject areas and/or grade levels shall be provided by the building principal as a resource person.

The teacher shall give proper instruction for assignments so the student will know what he/she is expected to accomplish. The teacher shall take time to explain the assignment thoroughly and encourage questions necessary for clear understanding, as explanation encourages independent study and research.

The teacher is encouraged to use the last part of the class period to begin the homework assignment for the next day and then allow students to begin working on it. Teachers shall supervise and assist students independently during this time.

The teacher is obligated to take time to evaluate and utilize the work that the students have done independently. There is little meaning to homework, and certainly only a limited amount of incentive for the student to do further assignments, if the teacher does not show appreciation for what the student has accomplished.

At the primary level (K-3), approximately 20% of the instructional program (all subject areas combined) shall be assigned to the area of homework. At all other levels, approximately 20% of the total grade for the subject shall be assigned to the area of homework. The District's grading system and the extent to which course work shall be reflected in this system shall be explained to all students at the beginning of the school year.

[Adoption date: February 24, 2003]

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

HOMEWORK

The following guidelines shall be used by all teachers in the District for assigning homework:

<u>Grade(s)</u>	<u>Frequency</u>	<u>Daily Amount</u>
K	Occasionally	Cutting out pictures, gathering leaves, etc.
1	1-2 times per week	15-20 minutes
2-3	2-3 times per week	20-25 minutes
4	3-4 times per week	25-35 minutes
5-6	Monday-Thursday	45-60 minutes
7-8	*Academic course Monday-Friday Nonacademic course periodically	20-30 minutes per subject
9-12	*Academic course Monday-Friday Nonacademic course periodically	30-40 minutes per subject

*Academic courses are those in which preparation for classes is done primarily outside of class; e.g., English, mathematics, social studies, etc.

Nonacademic courses are those which have investigative and/or manipulative classroom activities; e.g., science labs, vocational labs (home ec. and vo. ag.), industrial arts, typing, etc.

In advanced and/or specialized courses, extended assignments in addition to daily homework are required.

(Approval date: February 24, 2003)

PROMOTION AND RETENTION OF STUDENTS

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

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

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, “D” or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

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

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

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

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

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

[Adoption date: Date of manual adoption]

[Revised: June 13, 1988 & May 22, 2000]

[Re-adoption date: December 22, 2003]

[Revised: February 28, 2006]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0713; 3301.0715;
3313.608; 3313.609; 3313.6010; 3313.6012
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGCD, Educational Options (Also LEB)

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 (District) 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 will vary from student to student. The (District) 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 shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

I. Referrals and Evaluation

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

- D. Children who are referred to evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the 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 shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

II. Acceleration Evaluation Committee

A. Composition

- 1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

- a. A principal or assistant principal from the child's current school;
 - b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - c. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - d. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - 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 shall be charged with the following responsibilities:
- a. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - (1) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The Committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (2) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (3) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

- b. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- c. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - (1) placement of the student in an accelerated setting;
 - (2) strategies to support a successful transition to the accelerated setting;
 - (3) requirements and procedures for earning high school credit prior to entering high school (if applicable); 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 shall develop 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 shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3. Accelerated Placement

- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 - (1) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - (2) At any time 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 direct 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 will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- b. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Adoption date: February 19, 2007

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

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

GRADUATION REQUIREMENTS

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

Minimum	Ohio Core
4 Units – English Language Arts	4 Units – English Language Arts
3 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 Biology 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
1/2 Unit – Health	1/2 Unit – Health
1/2 Unit – Physical Education	1/2 Unit – Physical Education
6 Units – Electives*	5 Units – Electives**
20 Units – Total	20 Units - Total

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.

Post-Secondary Enrollment Options

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited post-secondary 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.

Correspondence Courses

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

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

Coursework Prior to Ninth Grade

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

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

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.

[Adoption date: December 22, 2003]

[Revised: June 25, 2007; June 28, 2010]

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, Post-Secondary Enrollment Options (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

GRADUATION REQUIREMENTS

To be eligible for graduation, a student must meet a minimum number of days in attendance and must have fully completed the subject and unit requirements as established by the State Department of Education, the Wayne County Board of Education and the North Central Local Board of Education.

Twenty one units of credit are required for graduation. Classification of students shall be based on the academic credits earned as follows:

- Freshman – a promotion from the eighth grade
- Sophomore – a minimum of 4.5 credits earned
- Junior – a minimum of 9 credits earned
- Senior – a minimum of 14 credits earned

Units of credit must be successfully completed in the following areas:

- Language Arts - 4 units
- Science - 2 unit (3 for class of 2004 and beyond)
- Social Studies - 3 units
- Mathematics - 3 units
- Health - 1/2 unit
- Phys Ed - 1/2 unit
- Electives - 8 units (7 for class of 2004 and beyond)

The following course subjects are required of each student:

- Language Arts - Language Arts 9, 10, 11, 12
- Social Studies - American Government and History I & II
- Phys Ed/Health - Physical education will be required of all students; however, a student may be excused on a yearly basis when a physical disability exists if he/she presents a doctor's statement.
- Electives - A complete list of all electives may be found in the parent/student handbook.

Requirements for Awarding Units of Credit

Academic courses shall require 120 in-class hours per year for one unit of credit. Academic courses are those in which preparation for classes is done primarily outside of class; e.g., Language Arts, mathematics, social studies, etc.

Laboratory courses shall require 150 in-class hours per year for one unit of credit. Laboratory courses are those which have investigative and/or manipulative classroom activities; e.g., science labs, vocational labs, etc.

Physical education courses shall be scheduled for a minimum of 120 in-class hours for one-half unit of credit.

Credit courses shall have at least two meetings per week.

Fractional units of credit may be awarded on a proportionate basis for courses of less than the minimum time required for one unit.

More than one unit of credit may be awarded on a proportionate scale for an academic course scheduled for more than 120 hours.

Students below the ninth grade may take advance work for credit, but such credit shall not be considered in calculating the 21 units required for high school graduation.

Military personnel seeking a high school diploma shall meet the unit and subject requirements described above.

It shall be the policy of the Board not to grant a diploma based upon the successful completion of the G.E.D. (General Educational Development) test except as provided for by State Department of Education regulations.

A student shall not receive a diploma nor participate in a graduation ceremony who has not met all of the graduation requirements. Any student who qualifies too late to participate in the school's graduation ceremony shall receive his/her diploma upon completion of the school's graduation requirements. The diploma shall be available by contacting the principal's office.

The high school principal shall certify to the Board the eligibility of each student prior to the awarding of a diploma.

(Approval date: February 24, 2003)

EARLY GRADUATION

The number of courses and activities the student carries each year should be determined on the basis of need and capacity. In the interests of the social, as well as intellectual, well-being of the student, it is recommended that the student have four years of high school experience before graduation. In some cases, however, students may be allowed to graduate in less than the time recommended, provided that sound guidance procedures have been followed.

It is the goal of the District that each student attain a level of social development and intellectual well-being beyond the minimum requirements as set by statute. The Board believes that regardless of a student's mental aptitude, there is much to gain through shared experiences with the peer group in the high school setting.

If circumstances exist which seem to warrant early graduation, the principal, after careful consideration and discussions with the parents, the student and the counselor, may grant permission for early graduation, provided that:

1. The request for early graduation be made in writing by the parents to the high school principal. Such a request shall be made no later than 10 days before the opening of school of the student's fourth year.
2. No student may receive a diploma and/or participate in a graduation ceremony who has not met all the graduation requirements.
3. The student shall be ranked with the members of the class in which he/she originally started high school (except in the case of a student who has failed and fallen behind). This would mean that eleventh year students who graduate in June or August shall receive their final ranking when their original class graduates the following June. There shall be preliminary ranking after the eleventh year.
4. Awards of recognition shall be granted to students who have spent at least four years in grades 9 through 12.

The principal, before granting permission for early graduation, must carefully consider that:

1. The student has exhibited exceptional academic achievement and would benefit from attending an institution of higher learning.
2. The student has shown consistent social maturity.
3. The student has received his/her parent's written recommendation after a personal conference with the principal.

[Adoption date: February 24, 2003]

EARLY GRADUATION AGREEMENT

Date _____

The principal _____ has granted permission to _____
(name of student)

for early graduation, providing he/she meets the criteria as stated in the early graduation policy (Code IKFA).

The student shall complete the necessary requirements for graduation as of _____,
(date)

providing that scheduling of courses does not prohibit the student from meeting these requirements.

Early graduates may choose to participate/not participate in the graduation ceremony of _____.
(month/year)

Principal's Signature _____ Date _____

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

GRADUATION EXERCISES

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

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

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They will be required to attend school for the duration of the regular school year. Should their attendance be acceptable, they shall receive their diploma at the close of the last day of the regular school year.

[Adoption date: December 22, 2003]

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

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

TESTING PROGRAMS

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

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

Norwayne Local School District, Creston, Ohio

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

TEST ADMINISTRATION
(Security)

The high school Dean/guidance counselor is designated as the test security officer for that building, while the middle school/elementary Dean/ guidance counselor is the test security officer for those schools. The Deans/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: February 24, 2003]

LEGAL REF.: ORC 3319.151; 3319.99

TEST ADMINISTRATION
(Security)

The building test coordinator shall be 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 will be notified of the following in writing so as to ensure a secure testing environment.

1. A secure test environment must be established for testing.
2. No unauthorized persons may enter the testing area.
3. 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 will inform the building test coordinator. These two individuals will 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 will be taken.
4. By the first of October of each year, each district and participating school shall communicate to all employees and students the applicable written procedures and penalties established to maintain a secure testing environment in regard to proficiency testing.
5. Each joint vocational school district that has executed an agreement with one or more school districts to administer ninth and/or 12th grade proficiency tests must also establish and maintain a secure testing environment.
6. 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 representative from the vocational school will deliver completed/uncompleted testing materials to the school test administrator at the home school at the end of the testing windows.
7. 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 public address system or television monitor. Throughout testing, guidelines covered in the administration manual under Section I A-L will be 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.

8. Personnel who may be present during testing include all test administrators who have been previously in-serviced as to the rules and standards of test security.
9. At the elementary and middle schools, the classroom teacher shall be assigned as the test administrator for their class. They are responsible to the building test coordinator (elementary/middle school 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 will be responsible for redistributing testing materials for all following testing session(s). The building principal will turn over completed tests to the building test coordinator at the conclusion of all regular testing.
10. Personnel who may be present during testing include test administrators who have been in-serviced 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.

(Approval date: February 24, 2003)

TEST ADMINISTRATION
(Security)

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 the fourth, sixth, ninth, and 12th-grade proficiency 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 Ohio Revised Code and to the provisions of this rule.
 - A. All proficiency 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. Proficiency 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 or building test coordinator.
2. The building test coordinator shall be 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 shall maintain a list of those professional staff members who will be administering the proficiency tests and the number of copies of each test that each person will need.
 - B. Each professional staff member shall sign for the number of copies of proficiency 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 will not distribute such materials to any person other than the student who shall be taking the tests.
3. Persons designated as examiners, in accordance with paragraph (e) of Rule 3301-13-02 of the administrative code, shall be 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.

- A. The building test coordinator shall store all completed proficiency tests and testing booklets in the same locked cabinet or room until time to return them to the NCS. This person shall be responsible for contacting UPS for return of all testing booklets to NCS.

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- B. Each principal, guidance counselor, or designated person shall be present when the proficiency test materials are picked up and shall ensure 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 proficiency records, with a copy maintained by the principal.
 - C. The building test coordinators will also act as the test security officers and shall ensure that their building(s) comply with all guidelines issued by the State for the proper administration, processing and handling of the proficiency tests and associated materials.
4. No person or District employee shall release, cause to be released, reproduce, or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral.
5. No unauthorized person shall be permitted in a testing room during any test session or be 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 shall be 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 District Board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to Section 3319.151 of the Ohio Revised Code.
 - C. Each school district and participating school shall 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 Ohio 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 shall 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 shall 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 Ohio Revised Code or in any other way assist a student 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 Ohio Revised Code has violated Division (1) of this section, the certificate of such teacher shall be suspended for one year. Prior to commencing an investigation, the Board shall give the teacher notice of the allegation and an opportunity to respond and present a defense.

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- C. (a) Violation of Division (1) of this section is grounds for termination of employment of a nonteaching employee under Division (C) of Section 3319.081 or Section 124.34 of the Ohio Revised Code. (b) Violation of Division (1) of this section is grounds for termination of a teacher contract under Section 3319.16 of the Ohio Revised Code.

8. ORC 3319.99 – Penalties

Whoever violates Division (A) of Section 3319.151 of the Ohio Revised Code is guilty of a minor misdemeanor.

- A. Adult students not attending the home high school may report to take any section(s) of the 9th Grade Proficiency Test to complete their graduation requirement. They must show photo identification prior to testing, must provide an official transcript of high school classes completed from previous high school(s), and must meet our graduation requirements to be presented a diploma upon passing needed sections of the 9th Grade Proficiency Test.

USE AND DISSEMINATION OF TEST RESULTS

Results of standardized tests shall be put to the best use possible by authorized staff members for purposes of evaluating and improving the educational program and analyzing the problems and achievements of individual children. However, test results for individuals shall be released only with the utmost discretion.

The test results of an individual child are confidential information. They may be released to authorized staff members and, upon request, to parents. A parent may see the test results of his/her own child, provided that a qualified professional staff member is present to interpret and explain the test scores in an individual conference.

Test results for a class, school, or the District may be released and used within the District for educational purposes. The Superintendent may grant approval for the release of test results to educational agencies and organizations for statistical and research purposes. He/She may also permit examination of this statistical information by citizens who request to study it. In all such cases, the information seekers shall also be provided with interpretative material that shall help them understand the test data.

[Adoption date: February 24, 2003]

USE AND DISSEMINATION OF TEST RESULTS

1. Individuals responsible for ensuring that all test security are met in the District and buildings, respectively:
 - A. The Norwayne High School Dean/Guidance Counselor is responsible for overseeing all aspects of the high school testing program in the District. This includes:
 - 1) Determining which students are required to take test(s).
 - 2) Receiving all testing materials from the Ohio Department of Education.
 - 3) Certifying all materials listed on the bill of lading.
 - 4) Delivering labeled materials to the appropriate secondary buildings.
 - 5) Ascertaining that appropriate plans have been made by building personnel to administer the test.
 - 6) Sending completed answer documents to a location designated by the Ohio Department of Education.
 - 7) Inventorying testing booklets and materials.
 - 8) Returning testing materials to the Ohio Department of Education.
 - 9) Keeping a record of students that pass or fail test(s) taken.
 - 10) Distributing labels and reports to appropriate secondary schools.
 - B. The secondary building principal or designee is responsible for the following:
 - 1) Inventorying all testing materials received for the ninth grade proficiency tests including numbered testing booklets, answer documents and administration manuals.
 - 2) If additional testing materials are needed, they should be requested from the Norwayne High School Dean/Guidance Counselor.
 - 3) Establishing building procedures for administering the tests. Please reference III.
 - 4) Ensuring that all testing materials are accounted for and returned as directed by the Norwayne High School Dean/Guidance Counselor.
2. Access to the test materials is limited to the following:
 - A. school employees working in the guidance department and
 - B. school employees at each building who are involved in the distribution, administration and collection of test materials.

3. Building procedures for administering the tests:

- A. The Ohio Department of Education has specified that the following tests will be given: reading, mathematics, citizenship, writing and science.

- B. The specific testing dates and order of testing are predetermined.
 - C. The monitor(s) shall return all testing materials to the building principal or designee.
 - D. Testing materials shall be inventoried at the building and boxed as per directions issued by the District Test Coordinators.
 - E. The principal or designee shall examine all completed student scannable documents for student name, school name, and other required identifying information.
4. With the exception of test materials specifically designated as “practice test” by the Ohio Department of Education, all test questions and all other materials which are considered part of the ninth grade proficiency 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 Ohio Revised Code.
- A. No person shall release, cause to be released, reproduce, or cause to be reproduced and secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral, which would constitute cheating by a student and/or assisting a student to cheat.
 - B. Proven violation of Sections 3319.151 and 3319.99 could result in suspension of certification of one year, termination of employment and/or a possible charge of minor misdemeanor for professional and/or support personnel.
5. The following procedures will be instituted to investigate an alleged violation of test security provisions and penalties for confirmed violations:
- A. The principal is obligated to report any/all alleged violations to the Superintendent in writing within five days of the alleged violation.
 - B. The North Central Superintendent or designee shall investigate all reported alleged violations of test security.
 - C. Within 10 days after determining that a test security violation has occurred following an investigation, the District shall notify the State Board of Education in writing of the finding and of the action taken.
 - D. Penalties for a confirmed violation will be determined by the State Board of Education as specified in Sections 3319.151 and 3319.99 of the Ohio Revised Code.

6. If it is determined that a violation of test security did occur after following the procedures specified in Section V, the report in Section V – Part C shall specify which student(s) test results was/were affected. If the State Board of Education rules that a violation did occur, the test results of the student(s) listed in the report will be declared invalid and so noted in each student's cumulative file.

(Approval date: February 24, 2003)

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

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

[Adoption date: February 24, 2003]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives

Norwayne Local School District, Creston, Ohio

II, Testing Programs

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

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

3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal.

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

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

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

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

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

[Adoption date: February 24, 2003]

[Revised: February 28, 2006]

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

ORC 5.23

3313.601; 3313.602; 3313.63; 3313.80

ANIMALS IN THE SCHOOLS

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

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

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

Prior to any use of animals, the administration should contact organizations such as the State Veterinary Association or the State Wildlife Society, regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world. The administration is responsible for developing regulations for the care and control of the animals.

[Adoption date: February 24, 2003]

CROSS REF.: JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

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

1. Students are to be instructed not to bring personal pets to school at any time for any purpose.
2. It is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - A. The animal is not venomous or vicious.
 - B. No one is allergic to the animal.
 - C. Proper examinations and immunizations have been given by a veterinarian.
 - D. Arrangements have been made for housing the animal safely, comfortably; cleanly and in a manner that does not disrupt the classroom environment.
 - E. Arrangements have been made for the proper care of the animal when school is not in session.
 - F. Rules have been established for the handling and treatment of the animal.
3. Whenever live animals are to be used as part of a study, prior approval of the principal is required and the following rules apply.
 - A. A science teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of the study.
 - B. Studies involving animals should have clearly defined objectives.
 - C. All animals used in the studies must be acquired in accordance with law.
 - D. The comfort of the animal used in the study should be of paramount importance.
 - E. When animals are kept on school premises over vacation periods, adequate housing must be provided and a qualified individual must be assigned care and feeding responsibilities.
4. If animals are to be used as part of an experiment, such as dissection in a science course, the administration should notify parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.

(Approval date: February 24, 2003)