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Adams County/Ohio Valley School District

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INSTRUCTIONAL GOALS

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

The Districts 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.

Legal Refs.: Ohio Const. Art. VI, § 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

Adopted: 3/29/01

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.

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 or sooner if state or federally mandated 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. The rotation schedule will be provided to the Board on an annual basis.

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

Revised & Adopted: 8/25/03
Revised & Adopted 12/17/01
Adopted: 3/29/01

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 humanities, 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 shall conform 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.

Cross Refs.: AC, Nondiscrimination
EDE, Computer/On-Line Services
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunity

Contract Ref.: Teachers' Negotiated Agreement

Adopted: 3/29/01

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar is prepared by the Superintendent/designee and presented to the Board for approval no later than April. The number of days and or hours 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.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities which are not on this calendar and are omitted through oversight, lack of advanced planning by staff, athletic leagues or other outside groups, or for some other acceptable reason, may be added. Such requests must be approved by the Superintendent.

Legal Refs.: ORC 3313.48 et seq.;
3313.62;
3313.63
3317.01

Cross Ref.: EBCD, Emergency Closings

Contract Ref.: Teachers' Negotiated Agreement

Revised & Adopted: 7/24/07
Adopted: 3/29/01

Adams County/Ohio Valley School District

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.

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.

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

Contract Ref.: Teachers' Negotiated Agreement

Adopted: 3/29/01

Adams County/Ohio Valley School District

ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

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

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

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

Legal Refs.: ORC 121.22
3311.29
3313.53-3313.531; 3313.641

Cross Refs.: IGBJ, Title I Programs
IGBI, English as a Second Language
JECBD, Intradistrict Open Enrollment

Revised & Adopted: 6/28/2004
Revised & Adopted 9/23/02
Adopted: 3/29/01

CURRICULUM DEVELOPMENT

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

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

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

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

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

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.

Legal Refs.: OAC 3301-35-02; 3301-35-03

Cross Ref.: ABB, Staff Involvement in Decision Making (Also GBB)

Contract Ref. Teachers' Negotiated Agreement

Adopted: 3/29/01

PILOT PROGRAMS AND EVALUATION

In order to improve instruction or examine other programs the Board may grant approval for a pilot program.

The following items should be included in the application to the Board for approval:

1. Cost of implementing and maintaining program in excess of \$500.00.
2. The program involves more than one classroom of students.
3. The pilot program is to be used in place of the adopted curriculum or materials.

The following criteria must be included when requesting a pilot program:

1. Pre/post tests must be included in the pilot process.
2. Data analysis beyond anecdotal statements must be included. (Examples: Iowa Test of Basic Skills, Ohio Proficiency Tests, Teacher Rubric Assessments)
3. Pre/post survey of students, teachers and administrators must be part of the evaluation process.

Adopted: 3/29/01

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. The Board will be provided a schedule. 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.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration so that Board members may have opportunity to review the proposed program.

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 Board expects the professional staff to implement courses of study as defined in this policy to promote the educational goals of the District and comply with legal requirements. The Superintendent submits each course of study to the Board for its recommendation and adoption. Each course of study in the core content areas of Social Studies, Science, Mathematics and English Language Arts as well as the non-core subjects of Fine Arts, Foreign Language and Technology include a foreword, a table of contents, an introduction, a philosophy, program and subject objectives, scope and sequence evaluation procedures and suggested resources.

The Ohio Department of Education K-12 Academic Content Standards will serve as curriculum guides for the following core areas: Social Studies, Science, Mathematics, and English Language Arts, for use until such time as they are revised or updated by the Ohio Department of Education. Curriculum maps and power standards will be used for all core courses in addition to the Ohio Department of Education K-12 Academic Content Standards. The curriculum maps and power standards will be considered living documents, to be adjusted as needed for the benefit of the instructional process.

The following Ohio Department of Education K-12 Academic Content Standards will be used as the course of study in any of the non-core classes offered in the following subject areas: Fine Arts, Foreign Language and Technology, for use until such time as they are revised or updated by the Ohio Department of Education. Curriculum maps will be used in addition to the Ohio Department of Education K-12 Academic Content Standards.

In addition, there are some subjects/classes which do not have state content standards available. In those classes, curriculum maps will fulfill the requirement for the course of study. In subjects where state standards were not available, the following source was used to establish grade level objectives for the curriculum maps, Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 2nd Edition, produced by the Mid-Continent Regional Education Laboratory (McRel) and Association for Supervision and Curriculum Development.

Legal Ref. OAC 3301-35-03

Revised & Adopted: 3/23/06

Adopted: 3/29/01

HUMAN RELATIONS EDUCATION

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

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

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasizes the similarities and likenesses of people of various backgrounds and cultures.
3. The staff annually refreshes its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations.
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 students 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.

Legal Refs.: ORC Chapter 4112
5903.01(G)
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 Opportunity

Revised & Adopted: 6/23/08
Adopted: 3/29/01

Adams County/Ohio Valley School District

**OCCUPATIONAL EDUCATION
CAREER-TECHNICAL EDUCATION**

Career Education

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

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

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

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

Career-Technical Education

Career-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 each vocational student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, the Ohio Administrative Code provides a list of educational programs may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills:

The educational program is administered by the Career-Technical Programs Director.

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

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

Revised & Adopted: 12/18/06

Adopted: 3/29/01

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, alcohol and tobacco 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.

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

Adopted: 3/29/01

FAMILY LIFE/SEX EDUCATION

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility in assisting their children in developing positive 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.

The board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values which will result in responsible decision-making and behavior which will contribute to the well-being of the individual, the family, and society.

In addition to the requirements listed below, no changes shall be made to the school district's family life/sex education curriculum unless notice of such action has been given to parents, teachers of the courses, school advisory committees, principals, superintendent, and any other concerned citizens at least thirty (30) days prior to the board meeting at which such changes are to be discussed or implemented.

1. Abstinence shall be the principle instructional approach in all classes. The board believes that the principles of abstinence, self-control and self-discipline, are important in all areas of students' and adults' lives. Instruction in sex education emphasizes the health benefits of abstinence.
2. Instructional materials which are to be used in family life/sex education which are consistent with the abstinent message and which have not been previously approved shall be approved by the superintendent and/or principal before teachers use them in the classroom.
3. Instructional materials to be used in family life/sex education will be available for review by the parent or guardian during school hours.
4. Student questions regarding contraceptive methods may be answered, but responses must include the pros, cons, and risks of each method in question. The message shall be stressed that premarital sex is risky, that there is no contraceptive that is 100% effective and that contraceptives do not make sexual activity safe.
5. With parental or guardian consent more thorough and systematic contraceptive information will be provided by a health professional within the context of the following separate, specially designed classes: GRADS, Family Relations, and Occupational Work Experience.
6. Professional personnel who provide instruction in family life/sex education will have professional preparation in the subject area, either through pre-service or in-service education.
7. If a parent/guardian requests that his/her child not participate in a given aspect of this course, an alternate educational assignment will be arranged for that student with the approval of the principal.

Legal Refs: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
 ORC 3313.60
 OAC 3301-35-02
Cross Ref: IGAE, Health Education

Revised & Adopted 6/23/2003
Adopted 5/22/95

PROGRAMS FOR DISABLED STUDENTS

The Board is committed to providing education for all youth of compulsory age who are legal residents of the District. All disabled students of the District are identified, evaluated and placed in appropriate educational programs. Due process requirements, procedural safeguards and confidential treatment of information is adhered to as provided for in Ohio Department of Education Standards.

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 disabled students, the diagnosis of disabilities, the design of Individualized Education Programs (IEP) and plans for these students and for placement and evaluation procedures. All procedures are in accordance with Federal and State requirements.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for frequent re-evaluation of the students 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, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional children's model special education policies and procedures.

Legal Refs.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
 Education for All Handicapped Children Act; 20 USC 1401 et seq.
 Individuals with Disabilities Education Act; 20 USC 1401 1400 et seq.
 Rehabilitation Act; 29 USC 706(8), 794, 794a
 504 Regulations 34 C.F.R. Part 104
 Americans With Disabilities Act; 42 USC 12112 et seq.
 ORC 3313.50
 3323.01 et seq.
 3325.01 et seq.
 OAC 3301-51
 3301-55-01

Cross Refs.: ACB, Nondiscrimination on the Basis of Disability
 IGBJ, Title I Programs
 IL, Testing Programs
 JB, Equal Educational Opportunities
 KBA, Public's Right to Know
 State Department of Education, Special Education Policies and
 Procedures April 2003, Outline Version # 3
 Free Appropriate Public Education-101

Revised & Adopted: 12/21/09
Revised & Adopted: 6/28/2004
Revised & Adopted 5/27/2003
Revised & Adopted 12/17/2001
Adopted: 3/29/2001

PROGRAMS FOR DISABLED STUDENTS

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

1. Child Identification

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

2. Procedural Safeguards

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

3. Multi-factored Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities shall occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate schooling or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

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

9. Testing Programs

Students with disabilities shall participate in local and statewide testing programs to the maximum extent appropriate. Individual exemptions shall be determined only during an IEP conference.

Adopted: 3/29/01

IDENTIFICATION AND SERVICES OF GIFTED CHILDREN

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted must be provided opportunities to progress as their abilities permit. The Adams County/Ohio Valley School Board of Education 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 Section 3324.03 of the Ohio Revised Code and the Ohio Administrative Code.

- I. The district shall identify children of the district, in grades kindergarten through twelve, as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child can be identified as exhibiting:
 - A. Superior Cognitive Ability
 - B. Specific Academic Ability in one or more of the following content areas:
 1. Mathematics
 2. Science
 3. Reading, writing, or a combination of these skills
 4. Social Studies
 - C. Creative Thinking Ability
 - D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.
- II. The district shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted.

- IV. The district shall adopt and submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the district plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:
- A. The criteria and methods the district uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
 - B. The sources of assessment data the district uses to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted.
 - C. An explanation for parents 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 regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted.
 - E. Provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.
 - F. Procedures for the assessment of children who transfer into the district.
 - G. At least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.
 - H. An explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

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

Services for Children Who Are Gifted

- I. The district shall ensure equal opportunity for all children identified as gifted to receive and or all services offered by the district.
- II. The district shall implement a procedure for withdrawal of children from the district gifted programs or services and for reassessment of children.
- III. The district shall implement a procedure for resolving disputes with regard to identification and placement decision.

IV. Any district gifted education services shall be delivered in accordance with Ohio Revised Code and Ohio Administrative Code.

V. The district shall inform parents of the contents of this policy required by Section 3324.03 of the Ohio Revised Code.

District Plan for Services

The district adopts and submits to the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted. Instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated.

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 as a procedure for withdrawal of children from District gifted programs or 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 delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the content of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

Written Education Plan

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

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

Annual Report and Accountability

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

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

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

Legal Refs.: ORC 3324.01
 3324.02
 3324.03
 3324.04
 3324.05
 3324.06
 3324.07
 OAC 3301-51-15

Revised & Adopted: 9/22/08
Revised & Adopted: 12/19/2005
Revised and Adopted 1/27/00

REMEDIAL INSTRUCTION

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

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

Students who are reading below grade level at the end of the third grade are offered “intensive intervention” services during the summer following third grade.

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

Intervention services are also offered to students who:

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

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

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

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services which 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.

Legal Refs. ORC 3301.07; 3301.0710; 3301.0711(D) 3301.0712; 3301.0715
 3313.608; 3313.609;3313.6010; 3313.6012
 OAC 3301-35-02

Cross Ref: IKE, Promotion and Retention of Students

Revised & Adopted: 7/24/2007
Revised & Adopted: 9/26/2005
Revised & Adopted: 3/22/2004
Adopted: 3/29/2001

ADMISSION OF STUDENTS FROM NONCHARTERED OR HOME SCHOOLING

Students wishing admission into the district's schools who have been enrolled in nonchartered schools or home-education programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

The superintendent shall be responsible for the selection or development of the examination. Grade placement will be determined by the superintendent after evaluating the examination results. The superintendent shall, for the purposes of placement, consider transcripts, grades, and other pertinent data from the school attended, if any, and the (competency) examination results.

Records of students wishing to enter at the secondary level will be reviewed by the superintendent or designee for required graduation courses and credit. Courses listed on home schooling transcripts or on nonchartered school transcripts will be interpolated to the same course or comparable course offered by the district's schools. Courses will be entered on the student's district record with credit as decided by the superintendent or designee. Grades will be entered only as a Pass (P) or Fail (F). (An exception may be considered if the home schooling instructor on nonchartered school instructor holds a current certificate issued by the Ohio Department of Education.)

Students wishing admission into the district's secondary level schools will not be eligible for the Salutatorian or Valedictorian honor.

Legal Ref: ORC 3321.02

Cross Ref: 1005.7.1

Adopted 11/18/91

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.

The major objectives of such programs shall:

1. provide a setting in which individual guidance and challenge can be provided for each student;
2. develop an instructional program which assists each student to overcome academic deficiencies and personal 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 provides each student with the skills necessary to become a self-supporting citizen.

To help achieve these objectives, 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 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.

Legal Refs. ORC 3301.07
 3313.53
 OAC 3301-35-02; 3301-35-05

Adopted: 3/29/01

HIGH SCHOOL EQUIVALENCY PROGRAM

The Adams County/Ohio Valley Board of Education believes that completion of a standard academic or vocational program is the proper method for students to fulfill graduation requirements.

The G.E.D. program has been designed to provide students with special circumstances the ability to obtain high school equivalency.

Approval of students to enter the G.E.D. program is to be determined by the Superintendent upon completion of the following criteria:

1. counseling sessions between the guidance counselor, principal, parents, and student;
2. individual factors relative to each student's specific needs;
3. permission of the student's parents or in the case of the student who is 18 years of age or older.

Revised & Adopted: 3/29/01
Adopted 3/14/88

LIMITED ENGLISH PROFICIENCY

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

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

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

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

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

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

Legal Refs: 42 USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C 1221 et seq.
34 CFR 200
OAC 3301-35-04; 3301-35-06; 3301-35-07
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04

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

Revised & Adopted: 12/18/06
Revised & Adopted: 10/25/04
Revised & Adopted: 6/28/04
Adopted: 9/22/2003

TITLE I PROGRAMS

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

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

Parent 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.

Legal Ref.: The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

Cross Refs.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, English as a Second Language
JB, Equal Educational Opportunities

Revised & Adopted: 9/22/08
Revised & Adopted: 6/28/2004
Revised & Adopted 9/23/02
Adopted: 3/29/01

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TITLE I PROGRAMS

The Board in conjunction with No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school 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 September 30th.
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 October 30th 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. Students/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 form low income families.”
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disables student/teacher ration will remain within state requirements and contractual limits.

Adopted: 6/28/2004

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PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

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

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

Cross Ref.: IGBI, Limited English Proficiency
IGBJ, Title 1 Programs
Student Handbooks

Revised & Adopted: 12/18/06

Adopted: 3/29/01

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.

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

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

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

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

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

Adopted: 09/28/2009

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CREDIT FLEXIBILITY

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

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

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

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

NOTE: THIS IS A REQUIRED REGULATION

Adopted: 09/28/2009

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SUMMER SCHOOLS

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

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

Summer school is under the direction of the Superintendent or his designee. 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.

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

Contract Ref.: Teachers' Negotiated Agreement

Adopted: 3/29/01

EXPERIMENTAL PROGRAMS

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

An experimental program must meet the following requirements.

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

Legal Refs.: ORC 3313.642
OAC 3301-35-02(D)

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

Adopted: 3/29/01

EDUCATIONAL OPTIONS

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

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

Independent study, distance learning, tutoring, educational travel, mentoring, correspondence courses, college courses and study abroad program 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.

In order to assure the students of our district that we are striving to provide them with more than the minimum standards set the State Board of Education, prior authorization to enroll in correspondence courses must be given by the Superintendent.

Final exams of correspondence courses needed to meet graduation requirements must be completed and grades received by the graduating school by May 15 of the year that the student is graduating.

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.

Legal Refs.: OAC 3301-35-01(D); 3301-35-02(C)
Cross Refs.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IHG, Independent Study
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

Revised and Adopted 8/26/02

Adopted: 3/29/01

EDUCATIONAL OPTIONS

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

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan which contains written measurable objectives must be submitted to, and approved by, the Superintendent.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan is based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
7. Such courses and programs do not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
8. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

Revised and Adopted 8/26/02

Adopted: 3/29/01

HOME SCHOOLING

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

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

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

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

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

The Superintendent shall approve the home 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 schooling 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.

Although students choosing home schooling are not the direct responsibility of Adams County/Ohio Valley Schools, the Board and staff share an interest in their education; therefore, the Superintendent may permit students receiving home school access to the following District services:

- Home schooled students may be permitted to take achievement, ability, criterion referenced and proficiency tests administered to students enrolled in the District in order to fulfill one of the student assessment options prescribed by the State rules. These tests are given at selected grade levels and must be taken during the regular administration of the test. The District will not pay for standardized testing outside the District.

The following applies to part-time enrollment of home –schooled students who may enroll either at the beginning of the school year or at the start of the second semester:

1. Home-schooled students in grades K-8 may be permitted to enroll on a part-time basis all school year, up to a maximum of two special subject areas such as art, music, or physical education.
2. Home-schooled students in grades 9-12 may be permitted to enroll on a part-time basis all school year, up to a maximum of two courses generating a total of two credits per year.
3. Home-schooled students may be permitted to participate in school-sponsored cocurricular and extracurricular activities if they are enrolled in the equivalent of two-year long courses. Participants in school-sponsored extracurricular interscholastic sports must meet eligibility requirements as determined by the Ohio High School Athletic Association (OHSAA) and the Adams County/Ohio Valley Athletic Code of Conduct.
4. Home-schooled students will receive no class ranking, nor can they participate in graduation ceremonies. Transportation to classes will be up to the parents of the home-schooled students.
5. Home-schooled students enrolled on a part-time basis are subject to all rules and regulations of the Adams County/Ohio Valley School District, including those pertaining to attendance, code of conduct and disciplinary sanctions.

Legal Ref: ORC 3321.04
3331.08
OAC 3301-34-01—3301-34-06

Cross Ref: JECBC, Admission of Students from Nonchartered or Home Schooling
JEG, Exclusions and Exemptions from School Attendance

Revised & Adopted: 3/24/03
Adopted: 3/29/01

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HOME SCHOOLING

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 schooling 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 schooling program.
3. If the Superintendent refuses a parent request for home instruction, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the District is located.
4. Academic assessment and remediation of home-schooled children should be performed in accordance with the Ohio Administrative Code.

Adopted: 3/29/01

PRESCHOOL POLICY

The Preschool Program shall be guided by written policies of the Adams County/Ohio Valley Board of Education which are consistent with applicable statutory requirements contained in the Ohio Revised Code and rules contained in the Ohio Administrative Code. Regulations appropriate for children enrolled in the programs shall include, but not be limited to:

1. staff;
2. cumulative records;
3. developmentally appropriate program planning;
4. health and safety;
5. admission;
6. attendance and discipline;
7. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
8. management of communicable diseases and
9. transportation and field trips. (Transportation to and from school is provided to identified handicapped children only.)

Legal Refs: ORC 3301.53
 3313.646
 3323.02
 OAC Chapter 3301-37; 3301-69-09

Revised & Adopted: 3/24/2008
Revised & Adopted: 10/25/04
Adopted 6/15/95

POSTSECONDARY ENROLLMENT OPTIONS

State law provides for student participation in the postsecondary enrollment option program (PSEOP) for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 9th through 12th grade students may 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 the necessary administrative guidelines to ensure that the PSEOP is operating in accordance with State requirements.

- | | |
|-------------|---------------------------|
| Legal Refs. | ORC Chapter 3365 |
| | OAC Chapter 3301-44 |
| | 3301-83-01(C) |
| Cross Ref. | IGBM, Credit Flexibility |
| | IGCD, Educational Options |

Revised & Adopted: 3/28/2011
Revised & Adopted: 3/29/01
Adopted 12/18/95

ADMINISTRATIVE GUIDELINES POSTSECONDARY ENROLLMENT OPTIONS

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

Student and/or parent(s) are required to inform the high school guidance counselor of intent to participate by March 30 of the year in which the student wishes to enroll. Failure to inform the high school guidance counselor by March 30 deadline of intent to participate shall result in the student having to secure written permission from the Superintendent in order to participate in the program.

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;
3. enrollment options required by State law;
4. financial arrangements for tuition, books and materials and fees;
5. process of granting academic credits;
6. criteria for any transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course;, and the effect of the grade attained in the course being included in the student's grade point average, if applicable;
10. the effect of program participation on students ability to complete District graduation requirements, as well as participation in cocurricular and extracurricular activities;
11. academic and social responsibilities of students and parents relative to this program;
12. information about and encouragement the use of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

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

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

If a student completes a college 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.
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 to the State Board of Education by the student.
4. The students records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment options program are included in the students 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 receive credit toward high school graduation for up to the equivalent of four academic school years.
2. A 10th grade student may receive credit toward high school graduation for up to the equivalent of three academic school years.
3. An 11th grade student may receive credit toward high school graduation for up to the equivalent of two academic school years.
4. A 12th grade student may enroll for no 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. 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.
7. College courses for which five semester hours (7.5 quarter hours) are earned shall be awarded one Carnegie unit.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), 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 (Option B), the District is responsible for all costs associated with the course.
3. If a student fails a course, fails to complete the course due to class drop process, nonattendance, or failure to complete the assigned class work, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.

- B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
- C. Upon parent application and determination of need according to the provision of The National School Lunch Act, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
- D. No reimbursement for course costs, transportation costs or District liability are applicable if the student enrolls in a college course while he/she is also a full-time student in the District.
- E. If a student becomes responsible for the costs associated with a course they can not continue in the post-secondary enrollment option until all the costs are paid.

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. 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 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.

3. 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.
4. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed four courses during the prior grading period. The four courses may be a combination of high school and college courses.

Revised & Adopted: 3/28/2011
 Revised & Adopted: 12/21/09
 Revised & Adopted: 5/19/08
 Revised & Adopted: 3/29/01
 Adopted 12/18/95

COMMUNITY SERVICE LEARNING

The District encourages active student participation in community affairs in keeping with the tradition of volunteerism and civic responsibility. The implementation of a community service education learning activity provides students with opportunities and training to become 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, meaningful to the student, effectively use their skills, and comply with all applicable board policies.

If an elective community service learning course is offered for credit, such course must be in compliance with all requirements of the Ohio Department of Education.

Legal Ref: 3313.60; 3313.605

Cross Ref: IKF, Graduation Requirements
JGD, Student suspension
JGE, Student Expulsion

Revised & Adopted 3/23/2010

Revised & Adopted 4/25/02

Revised & Adopted 1/3/02

Adopted: 3/29/01

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

The following guidelines govern the student activity programs:

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

7. Activities must be open to all students, regardless of race, color, national origin, ancestry citizenship status, religion, sex, economic status, age or disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes; this limitation often requires conducting such activities beyond the regular school day if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Code of Conduct or the Code of Conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education, Ohio law, Ohio Administrative Code and Ohio High School Athletic Association.
14. Students (Grades 7-12) participating in any extracurricular activity must have a (cumulative) 1.5 grade point average the previous grading period, in order to be eligible to participate the next grading period.
15. Students participating in any extracurricular activity must maintain a passing grade in all classes in order to participate. Grades will be reviewed each Friday afternoon (end of day). Ineligibility to compete will be enforced Monday A.M. through Monday A.M. for those students having an "F" average in a subject. During the period of ineligibility the student may not participate in practice, camps, rehearsals, scrimmages, etc. It is the responsibility of the athletic director to provide teachers with student participation lists for extracurricular activities.
16. Any student who received an "F" in a class during the final grading period of the preceding school year may participate in practices, rehearsals, camps, scrimmages, etc. During the summer months and through the first week of the following school year. However, the student will be eliminated from any competition until passing grades in all subjects have been received at the end of the first week of school.
17. Any student who is ineligible to participate in competition, but participates in practices, will spend ½ practice time at a study table.

18. 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.

19. 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 an extracurricular activity, such removal may include all extracurricular activities in which the student is involved.

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

21. Resident students attending STEM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics.

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
JED Student Absences and Excuses
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
KGB, Public Conduct on District Property
KK, Visitors to the Schools
JN, Student Fees, Fines and Charges
Student Handbooks

Revised & Adopted: 12/21/09
Revised & Adopted: 09/28/09
Revised & Adopted: 6/23/08
Revised & Adopted: 3/24/08
Revised & Adopted: 12/20/04
Adopted: 3/29/01

ELECTIVE COURSES

For purposes of offering as many opportunities as possible to the students of the district, each high school will offer as many elective courses as possible with the staff that they have. The following guidelines will be followed:

1. Elective courses at the four “home schools” must have a minimum enrollment of ten students or written approval from the Superintendent/designee.
2. Elective courses must address the learning outcomes of one of the district’s adopted courses of study.
3. The teacher who teaches an elective course will be certified in the area of the course of study that contains the course’s learning outcomes.
4. Eleventh and twelfth grade elective courses that are taught at the Career and Technical Center will not be taught at the “home schools”.
5. Eleventh and twelfth grade students are permitted to enroll in the 9th and 10th grade level vocational courses taught at the “home schools”.

Revised & Adopted: 3/29/01
Adopted 9/25/95

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 paper reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
 - A. imminently threatens to disrupt the educational process of the school, to damage other individuals or to advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
 - B. threatens any person or group within the school or advocates unlawful discrimination;
 - C. advocates violation of the law or official school regulations;
 - D. is considered false or libelous, based upon available facts, and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. Publications are to abide by copyright laws.
4. 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.

Revised & Adopted: 8/25/03

Adopted: 3/29/01

Legal Refs.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

STUDENT FUNDRAISING ACTIVITIES

The Board recognizes a need for students to raise funds to conduct necessary school activities. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers, 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 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;
9. sensitive to direct competition with fund-raising efforts sponsored by recognized groups and organizations within the community;
10. participation shall be voluntary.

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 fundraising activities are handled by the Treasurer's office in accordance with the State Auditor's requirements.

In order to avoid competition or duplication with other school groups, fundraising projects shall require the approval of the principal and clearance from the business office. Applications for such projects shall be made on forms available from the Director of Business Affairs and the office of the building principal.

Legal Refs.: ORC 3313.20; 3313.51; 3313.53; 3313.811
3315.062
3319.08
5705.41; 5705.412

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

Adopted: 3/29/01

**FY 20_____ Fundraising Activity Budget Proposal
(011, 018, 200, & 300)**

Activity Title _____	Fund _____	Special Cost Center _____
Activity Purpose _____		
Sponsor _____		Building _____

Estimated Revenue

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Total Revenue \$ _____ (1)

Estimated Expenditures

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Total Expenditures \$ _____ (2)

Total Revenue Less Total Expenditures (line 1 – line 2) \$ _____ (3)

Actual Beginning Unencumbered Cash Balance From Previous Fiscal Year \$ _____ (4)

Anticipated Cash Balance at the End of FY 20_____ \$ _____ (5)

Activity Secretary's Signature _____	Date _____
Sponsor's Signature _____	Date _____
Bldg. Administrator's Approval _____	Date _____

**ADAMS COUNTY/OHIO VALLEY SCHOOLS
REQUEST FOR FUNDRAISING ACTIVITY**

Activity Program Fund _____ Activity Account Number _____ Date _____

Purpose of Fund Raiser _____

(Describe product to be sold, _____

reason for fund raiser) _____

Name of Vendor _____ Salesman _____

Address _____ Address _____

City/State _____ City/State _____

Phone _____ Zip _____ Phone _____ Zip _____

Starting Date _____ Ending Date _____

Product(s) to be sold _____

Item Description	Unit Selling	Unit	Unit
(Unit size, etc.)	Price	Cost	Profit

May unsold items be returned for credit? _____

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

Sellers: Students _____ Parents _____ Other _____

Who will sellers deliver monies to? _____

How will sellers be held accountable for their sale and goods? _____

Are the Student and Parent Agreement Form to be used? _____

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

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

Time of Sale _____

Location of Sale _____

Signed _____ Signed _____

Club Officer

Activity Sponsor

_____ Approved _____ Disapproved

Comments:

Principal's Signature _____ Date _____
(SIGNATURE INDICATES THAT FUND RAISER IS IN ACCORDANCE WITH PURPOSE AND POLICY STATEMENT)

_____ Acknowledged – Activity Sponsor _____ Date _____

_____ Approved – Superintendent or Designee _____ Date _____

_____ Disapproved – Superintendent or Designee _____ Date _____

NO COMMITMENTS MAY BE MADE UNTIL THE DIRECTOR OF BUSINESS AFFAIRS HAS GIVEN APPROVAL

Acknowledged – Treasurer _____ Date _____

Adopted: 11/25/02

**Final Report for all Approved Fundraising Activity Budgets
(011, 018, 200, & 300)**

This should be filled out when the project is completed. Completion Date _____

Activity Title _____ Fund _____ Special Cost Center _____

Activity (Revenue) Account No. _____

Name of Vendor(s): _____

1. **Revenue:** Total Deposited with the Treasurer..... \$ _____(1)

2. **Expenses:**

<u>Product Purchased</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL EXPENSES: \$ _____ (2)

3. Less Returns to the Vendor _____ \$ _____ \$ _____(3)

4. Total to be Accounted for \$ _____ (4)
(Cost of Purchases minus Returns: #2 - #3)

5. Total of unsold or unaccounted for: (Spoiled, eaten, gifts, etc.) \$ _____ (5)

Explain:

6. **Total Profit or (Loss)**..... \$ _____ (6)

(Total Deposited (1) minus Total to be Accounted for (4) minus unsold/
Unaccounted for (5)

(If there is a Loss, Please explain below)

Send completed form to Administration Office, attention: Treasurer's Office

Sponsor Signature/Date _____

Principal/building Admin. /Date _____

(Activities with ticket sales – fill out other side)

Final Report for Approved Fundraising Activity

TICKET SALES REPORT

This should be filled out when the project is completed. Completion date _____

Activity Title _____ Fund _____ Special Cost Center _____

Activity (Revenue) Account No. _____

RESERVED SEATS:

minus Last Number: _____
equal First Number: _____
Total Sales: _____ X \$ _____ = \$ _____

ADULTS:

minus Last Number: _____
equal First Number: _____
Total Sales: _____ X \$ _____ = \$ _____

STUDENTS:

minus Last Number: _____
equal First Number: _____
Total Sales: _____ X \$ _____ = \$ _____

TOTAL OF ALL SALES (Reserved + Adults + Students) _____ (a)

Total Cash \$ _____ **(-) Beginning Change \$** _____ = \$ _____ (b)

Cash short or Over (a) minus (b) \$ _____

Sponsor's Signature: _____ Date: _____

Send completed form to Administration Office, attention: Treasurer's Office

Adopted: 11/25/02

STUDENT ACTIVITY FUND MANAGEMENT

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

1. 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 activity fund.
2. Requests for purchases from student activity 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.
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. **Purchases must be made in accordance with Board Policy DJF.**
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.
5. Activity Sponsors, under the direction of the building principal, and Athletic Directors shall be responsible for:
 - A. preparation of budgets to be submitted annually to the Superintendent or his designee, and to the Board of Education for its approval;
 - B. supervising the activities of all groups/sports programs;
 - C. preparing all necessary documentation associated with the group/program;
 - D. athletic director's recommendations for necessary security personnel, as required, to ensure safe operation of athletic contests, and;
 - E. any other duties assigned by the building principal or authorized administrator.

Additionally, Activity Sponsors shall be responsible for:

- A. Writing duplicate receipts for all monies collected to the proper payor of such money.**
- B. Maintaining a cash journal which documents all revenues and expenditures for the student activity. The cash journal shall be maintained on forms prescribed/approved by the District Treasurer.**
- C. At the District Treasurer's request, provide copies of the duplicate receipts and cash journal maintained for inspection.**

Legal Refs. ORC 3313.25; 3313.51; 3313.53; 3313.811; 3315.062;
 05.41; 5705.412

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

Revised & Adopted: 4/25/2005

Revised & Adopted: 3/29/01

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

The Board may require that students pay reasonable fees to participate in an extracurricular activity.

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

In addition to the above, the Board requires those identified supplemental contract positions that supervise, direct or coach student activity programs to view the National Federation of State High School Associations' "Concussion in Sports" course.

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

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as 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. However, there are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Bylaws.

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

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

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

Legal Refs. ORC 2305.23; 2305.231
 3313.66; 3313.661; 3313.664
 3315.062
 OAC 3301-27
 3301-35-03(I)

Cross Refs. IGD, Cocurricular and Extracurricular Activities
 IGDK, Interscholastic Extracurricular Eligibility
 IKF, Graduation Requirements
 JECBA, Admission of Exchange Students
 JGD, Student Suspension
 JGE, Student Expulsion
 JN, Student Fees, Fines and Charges
 Student Handbook
 Ohio High School Athletic Association

Revised & Adopted: 3/28/2011
Revised & Adopted: 3/24/2008
Revised & Adopted: 12/20/04
Revised & Adopted: 12/15/03
Revised & Adopted: 3/29/01
Adopted 12/18/95

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

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

The Board prohibits students in grades 9 through 12 from participating in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

1. Students (Grades 7-12) participating in any extracurricular activity must have a cumulative 1.5 grade point average the previous grading period, in order to be eligible to participate the next grading period.
2. Grades for students involved with extracurricular activities will be checked at the end of the school day each Friday throughout the year for the activity season. Ineligibility to compete will be enforced Monday A.M. through Monday A.M. for those students having an "F" average in a subject. During the period of ineligibility the student may participate in practice, camps, rehearsals, scrimmages, etc. Any student who is ineligible to participate in competition, but participates in practices/rehearsals and camps will spend ½ practice/rehearsal time at a study table. It is the responsibility of the athletic director to provide teachers with student participation lists for extracurricular activities.
3. Any student who received an "F" in a class during the final grading period of the preceding school year may participate in practices, rehearsals, camps, scrimmages, etc. During the summer months and through the first week of the following school year. However, the student will be eliminated from any competition until passing grades in all subjects have been received at the end of the first week of school.

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

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

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

A student enrolling in the seventh grade for the first time will be eligible for the first grading period

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

Legal Refs. ORC 2305.23; 2305.231
 3313.535; 3313.66; 3313.661
 3315.062
 OAC 3301-27
 3301-35-03(I)

Cross Refs. IGD, Cocurricular and Extracurricular Activities
 IGDJ, Interscholastic Athletics
 JECBA, Admission of Exchange Students
 JFC, Student Conduct

Revised & Adopted: 9/27/10
Revised & Adopted: 3/21/05
Adopted: 3/29/01

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

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

1. The veteran left a 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, a diploma of adult education or a diploma from another school.

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

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

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

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.

Legal Ref: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616; 5902.02

Cross Ref: IGED, Diploma of Adult Education

Revised & Adopted: 3/26/07

Revised & Adopted: 3/23/06

Revised & Adopted: 3/22/04

Adopted: 10/23/01

INSTRUCTIONAL MATERIALS

As the governing body of the district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to the administrative and teaching staff of the district the authority to recommend selection of instructional and supplemental materials.

Materials for school classrooms will be recommended by the appropriate professional staff in consultation with the Superintendent and other sources as needed. The Superintendent will make a recommendation for purchase to the Board. In the case of textbooks, the final decision relative to purchase is subject to approval by the Board.

The Board believes that it is the responsibility of the district.

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

The above principles serve as guides in the selection of all instructional and library materials, textbooks, supplementary books, library books, videos, software, filmstrips, films and recordings.

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

Videos

In addition to the above-mentioned principles, the Adams County/Ohio Valley Board of Education believes in the use of videos for legitimate educational purposes, as well as for rewards/special occasions on a limited basis.

For educational purposes and or reward/special occasions the following requirements will apply:

1. Educational videos will be previewed by the teacher prior to the students viewing it.

2. Any scenes or language which are not acceptable in the classroom, will not be seen in the video.

2. The educational video will be of high quality, support courses of study adopted by the district, will be included in the teachers' lesson plans and subject to review by the principal.

4. Grades K-6 will show no videos which have a rating higher than "G".

3. Grades 7-12 will show no videos which have a rating higher than "PG", unless approved by the principal.

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

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

Revised & Adopted: 7/24/2007

Revised & Adopted: 9/22/2003

Adopted 2/27/95

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
4. 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 Superintendent will make a recommendation for adoption to the Board. The final decision relative to adoption and purchase is subject to approval by the Board.

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

Revised & Adopted: 12/17/2007

Revised & Adopted: 9/22/2003

Adopted: 3/29/01

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
5. 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 Boards policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

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

Adopted: 3/29/01

DISTRICT WEB SITE PUBLISHING

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

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

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

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

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

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

Advertising or Sponsorships

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

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

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

Cross Refs: EDE, Computer/On Line Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know
KJ, Advertising in the Schools

Revised & Adopted: 12/22/2010
Adopted: 3/29/01

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 Districts educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs a community instructional resource program designed to involve the citizens, institutions and resources of our community in the education of its children.

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

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

Legal Ref. OAC 3301-35-03(J)

Adopted: 3/29/01

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.

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.

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. These arrangements must include a contingency plan in case the trip is cancelled for any reason.

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

Revised & Adopted: 7/24/2006
Revised & Adopted 12/17/01
Adopted: 3/29/01

FIELD TRIPS

Eligible Participants

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

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

Distance and Duration

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

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

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

Parental Permission

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

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

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

Regulations Governing Field Trips

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

Evaluation of Field Trips

An evaluation shall be completed following field trips, with one copy going to the Superintendent's Office and one copy going to the Transportation Manager.

Revised & Adopted: 7/24/2006
Revised & Adopted: 10/27/2003
Adopted: 3/29/01

REQUEST FOR EXTENDED FIELD TRIPS

School: _____

Group/Class: _____ Date of Trip: _____

Group/Class Leader: _____

Number of students in Group/Class: _____ Number of Adult Chaperones: _____

(BCI background check required.)

Names of Adult Chaperones (if known):

Curricular or Co-curricular Purpose of Trip:

Trip details including description/itinerary & cost (may attach):

Contingency Plan in case of cancellation:

SCHOOL VOLUNTEERS

The Adams County/Ohio Valley 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 designee. The interests and abilities of the volunteers will be considered when making assignments.

Accountability for the program should include accurate record keeping at the building level and be submitted annually to the Superintendent's office. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

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

Legal Refs.: ORC 2744.01; 2305.23; 2305.231
OAC 3301-9-01; 3301-32-22(E)(4)

Cross Refs. : Criminal Record Check

Revised & Adopted: 10/25/04
Revised & Adopted: 3/29/01
Adopted 8/28/95

GUIDANCE PROGRAM

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

Guidance is based upon these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions are improvable. Equality of educational opportunity 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 choices 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 student's 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 every three years.

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

Counseling services are provided by certificated school counselors.

Legal Refs.: ORC 3317.023
OAC 3301-35-01; 3301-35-02; 3301-35-03

Cross Ref.: AFI, Evaluation of Educational Resources

Revised & Adopted: 3/23/06

Revised & Adopted 12/17/01

Adopted 3/29/01

ACADEMIC ACHIEVEMENT

The philosophies of the Board concerning academic achievement and students social growth and development are based on the premise that student's 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 students 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.
5. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

Legal Ref. OAC 3301-35-02

Cross Refs. AFI, Evaluation of Educational Resources
IKA, Grading Systems
IKAB, Student Progress Reports to Parents

Adopted: 3/29/01

GRADING SYSTEMS

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

The Board believes students respond more positively to the opportunity for success than to the threat of failure. 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 board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

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

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

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

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records 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.
6. 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.

The Superintendent develops procedures for grading which include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.

5. Students should be encouraged to evaluate their own achievements.
6. No grading systems should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

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

Legal Ref. OAC 3301-35-02

Cross Refs. IK, Academic Achievement
 IKAB, Student Progress Reports to Parents

Revised & Adopted: 9/27/10
Adopted: 3/29/01

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STUDENT PROGRESS REPORTS TO PARENTS

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

Progress reports are provided to parents of children in grades one through 12, at least four times per year. Supplementary reports are also required for students in danger of failing. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

Legal Ref. OAC 3301-35-02

Cross Ref. IK, Academic Achievement

Adopted: 3/29/01

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures are used in reporting to parents.

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

Adopted: 3/29/01

HOMEWORK

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

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

Legal Refs. OAC 3301-35-01; 3301-35-02

Adopted: 3/29/01

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote a student or to retain a student is made on the basis of the following: 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.
8. 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 the 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.

Legal Refs. ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;
 3313.608; 3313.609; 3313.6010; 3313.6012
 OAC 3301-35-02
Cross Refs. AFI, Evaluation of Educational Resources
 IGBE, Remedial Instruction (Intervention Services)
 IGCD, Educational Options (Also LEB)

Revised & Adopted: 9/26/2005
Revised & Adopted: 2/2/2004
Revised & Adopted: 2/28/2002
Adopted: 3/29/2001

ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing barriers to accessing appropriately challenging curriculum and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas:

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

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

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

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

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

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
Ohio Department of Education Model Acceleration Policy for Advanced Learners
Student Handbooks

Revised & Adopted: 9/22/08
Adopted:9/25/2006

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 Adams County/Ohio Valley School 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 Adams County/Ohio Valley School 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.

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

Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the 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 pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

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.

2) Acceleration Evaluation Committee

i) 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.
 - (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of 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:
 - (i) placement of the student in an accelerated setting;
 - (ii) strategies to support a successful transition to the accelerated setting;
 - (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - (iv) 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.
 - i) 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.
 - ii) 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.

Adopted: 5/21/2007

GRADUATION REQUIREMENTS

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

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

The requirements for graduation from high school are as follows.

<u>Minimum</u>		<u>Ohio Core Required Beginning</u>	<u>the class of 2014</u>
English Language Arts	4 units	English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	3 units	Social Studies, including one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences <i>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</i>	3 units
Mathematics	3 units	Math, including one unit of <i>Algebra II or its equivalent</i>	4 units
Personal Finance	½ unit	Personal Finance	½ unit
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Business/Technology or Fine Arts/Foreign Language	1 unit	Business/Technology or Fine Arts/Foreign Language	1 unit
Electives *	<u>6 units</u>	Electives **	<u>5 units</u>
Total	21.5 units	Total	21.5 units

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

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

Correspondence Courses

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

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

Coursework Prior to Ninth Grade

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

Students must complete all requirements for graduation before they will be permitted to participate in graduation ceremonies.

If make-up can be arranged, students may be admitted to the career and technical center without having fully completed the requirements. Admission will be contingent upon the approval of the high school principal, career and technical center director and the superintendent. While at the career and technical center, a student will receive two (2) years of English, one (1) year of American history/government, one (1) year of science, and one (1) year of math as well as his/her specific vocational training.

Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Prior to graduation students will have developed a Career Passport consisting of the following:

Section 1: Letter of Verification

A letter written by the school administrator verifying that the student was enrolled in their school.

Section 2: Resume

A resume or personal data sheet developed by the student.

Section 3: Validation of Performance

Part 1: Career Narrative

A one-page paper defining the students' career goal and how they have reached that conclusion.

Part 2: Evidence of Student Skills

The student's high school transcript.

Part 3: Verification of Employability Skills

A one-page paper that describes how the student exhibits two of the five SCANS competencies.

Additional Recommended Contents:

School profile describing the educational environment

List of student accomplishments

Letters of recommendation

Sports vita or other related vita

Documentation of other abilities

Documentation of community/volunteer service

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

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

Revised & Adopted: 6/27/2011
Revised & Adopted: 12/21/09
Revised & Adopted: 3/23/2006
Revised & Adopted: 7/7/2005
Revised & Adopted: 8/26/02
Revised & Adopted: 4/26/02
Revised & Adopted: 3/29/01
Revised & Adopted 8/24/98
Revised & Adopted 7/10/97

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Adams County/Ohio Valley High Schools. Students participating in the ceremony must meet the following requirements.

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Adams County/Ohio Valley School District Board of Education.
2. Students graduating early shall request participation in the graduation ceremony. Early graduates can only participate in the graduation exercises in the year of graduation.
3. All financial obligations to the 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.

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 diplomas.

Legal Refs.: ORC.: 3313.120; 3313.66; 3313.661

Cross Refs.: IKF, Graduation Requirements
JECBA, Admission of Exchange Students
Student Handbooks

Revised & Adopted: 6/26/2006

Adopted: 9/23/02

TESTING PROGRAM

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

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

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

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

Each disabled student is considered individually as to his/her participation in the Ohio Graduation Test (OGT) and Ohio Achievement Assessment Testing program and achievement/ability testing program.

The students in the Adams County/Ohio Valley Schools will participate in Ohio's Statewide Testing program according to Ohio's Accountability Plan as per State and federal mandates.

The district requires students to participate in both the fall and spring administration of statewide tests to fully benefit from the value-added and performance index aspects of Ohio's accountability system

Parents do have the right to refuse their child's participation in statewide testing. However, in accordance to ORC 3313.608, division M, "No school district Board of Education shall utilize any student's failure to attain a specified score on an assessment administered under this section as a factor in any decision to deny the student promotion to a higher grade level." AC/OVS in accordance with the law, may choose not to promote to the next grade level any student who does not take an assessment administered under this section or make up an assessment as provided by division (C)(2) of this section and who is not exempt from the requirements to take the assessment under division (C)(3) of this section.

As stated in the above section, if a parent requests for their child not to take the OGT or OAA test they must first be made aware of the:

- (1) possibility of retention;
- (2) request must be made in writing 2 months prior to testing dates stating a valid reason for the request, such as a medical emergency caused by circumstances beyond schools control

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.

- Legal Refs. ORC 3319.32; 3319.321
 OAC 3301-13-05; 3301-35-02
- Cross Refs. AFE, Evaluation of Instructional Programs (Also IM)
 IGBA, Programs for Disabled Students
 JO, Student Records
 H.B. 3-2003

Revised & Adopted: 7/25/2011
Revised & Adopted: 04/26/2004
Revised & Adopted: 10/27/2003
Revised & Adopted: 3/29/01
Adopted 10/09/90

TESTING PROGRAMS

In accordance with State law, the district's plan for testing security must:

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final make-up assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;
7. specify the procedure for determining whether to invalidate a student's assessment score
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

Adopted: 12/22/2010

FILE: ILLA

SECURITY FOR PROFICIENCY TESTS

The Adams County/Ohio Valley School District will administer Ohio Achievement Assessments and Ohio Graduation Tests in accordance with the Ohio Revised Code.

Revised & Adopted: 7/25/2011
Adopted: 3/29/01

SECURITY PROCEDURES FOR Ohio Graduation Test (OGT) AND OHIO ACHIEVEMENT ASSESSMENTS (OAA)

The Adams County/Ohio Valley School Board recognizes the need for test security for achievement and graduation tests. All test questions and other materials including" but not necessarily limited to" reading passages, writing prompts, charts, graphs, and tables shall be considered part of the tests. The only exception to secure test materials shall be those materials specifically designated as "practice test" by the Ohio Department of Education.

I. Individuals responsible for ensuring that all test security provisions are met in the district and buildings shall be:

A. The District Testing Coordinator is responsible for overseeing all aspects of the OAA and OGT testing program in the district. This includes:

1. Receiving all testing materials from the Ohio Department of Education or its designee.
2. Inventorying number of cases of materials sent for each building.
3. Inventorying numbered test booklets sent as district overage.
4. Certifying all materials listed on the bill of order.
5. Seeing that test materials are delivered to the buildings.
6. Keeping all test materials locked in a secure place prior to their delivery to the buildings and after they have been returned to the Administrative Office.
7. Picking up test booklets from counselors after testing is completed.
8. Returning test materials to the Ohio Department of Education or its designee.
9. Distributing test results to appropriate school authorities.
10. Instructing each building test coordinator on Testing Ethics of which OGT and OAA information will be communicated to all staff members/volunteers involved in any form with test administration.

B. The building test coordinator (counselor and school psychologist) is responsible for overseeing all aspects of the OGT and OAA testing within that building. This includes:

1. Determining which students are required to take test(s).
2. Inventorying all test materials including numbered test booklets, answer documents and administration manuals after they have been delivered by the District Testing Coordinator. Reporting any discrepancies to the testing coordinator.
3. Keeping all test materials locked in a secure place while they are in the school building.
4. Supervising procedures for administering the tests. Please see III.
5. Delivering labeled materials to the appropriate test administrators.
6. Sending completed answer documents to a location designated by the Ohio Department of Education.
7. Keeping a record of students who pass or fail test(s) taken.
8. Distributing test results to parents and teachers.

II. Access to OGT and OAA test materials is limited to the following:

- A. Members of the administrative staff including superintendent, supervisors, principals, psychologists and counselors.
- B. School employees who are directly involved in the distribution, administration, and collection of test materials.

III. Building procedure for administering OAA/OGT tests:

- A. The specific testing dates and order of testing are predetermined. Only one test is given in any .
- B. A maximum amount of two and one half hours shall be given for each test administration. (Except for approved modifications).
- C. The student-test monitor ratio shall not exceed 30 to one. If the number of students in anyone group exceeds 30, a second monitor shall be assigned to the test group. All test monitors shall be employees of the school district.
- D. Each building will establish guidelines to determine when students who have finished the test are to be dismissed.
- E. The test monitor will make sure that each student is given one test booklet and one answer document.
- F. Following the completion of the test, the administrator of the test in each session shall return all testing material to the counselor/school psychologist. Students are not permitted to do this.
- G. Test booklets shall be inventoried and boxed in numerical order by the counselor/school psychologist.
- H. The counselor/school psychologist is responsible for establishing the make-up testing schedule for students who were absent when the tests were administered.
- I. The counselor/school psychologist shall examine all completed student scannable documents for student name, school name, and other required identifying information.
- J. The room used for administering OGT & OAA tests shall not be used for any other purpose while the tests are being administered.

IV. 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 OGT & OAA 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 any 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 for one year, termination of employment, and/or a possible charge of minor misdemeanor for certified and/or classified personnel.

V. The following procedures will be instituted to investigate an alleged violation of test security provisions and penalties for confirmed violations:

A. The test coordinator (counselor/school psychologist) is obligated to report any/all alleged violations to the principal in writing within five days of the alleged violation.

B. The principal shall investigate and report to District test coordinator all reported alleged violations of test security.

C. Within ten days after an investigation has determined that a violation has occurred, the District Testing Coordinator shall notify the State Department of Education in writing of the finding and of the action taken.

D. Penalties for a confirmed violation by a staff member will be determined by the State Department of Education or the State Board of Education.

E. Penalties for a confirmed violation by a student will be determined by the principal.

VI. If it is determined that a violation of test security did occur after following the procedures in section V above, the report in V. C. shall specify which student(s) test results was/were affected. If the State Department 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. The student shall be required to retake that portion of the test at the next testing session.

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of those 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 testing program are used as a part of the evaluation.

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

Cross Refs.: IA, Instructional Goals
 IAA, Instructional Objectives
 IL, Testing Programs

Adopted: 3/29/01

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 believes one's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom.

The Board believes that saluting the flag and reciting daily the Pledge of Allegiance help students to learn and to reinforce these principles. Therefore, the Board requires all students, grades pre-k through 12, to recite the pledge during the school day at a time and manner specified by the building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

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

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

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

Moment of Silence

The Board may provide for a moment of silence, at the discretion of the principal, 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.

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.

On September 17 of each year, the District shall participate in the celebration of Constitution Day. When the 17th falls on a weekend, the day of celebration will be announced.

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

Revised & Adopted: 12/21/09

Revised & Adopted: 9/26/2005

Revised & Adopted: 7/28/2003

Revised & Adopted: 10/28/2002

Adopted: 3/29/2001

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.

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animals use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

Service Animals

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.

Legal Refs: OAC 3701-54-07

Cross Refs: JFG, Interrogations and Searches
 EBAA, Reporting of Hazards
 EBC, Emergency/Safety Plan
 ECG, Integrated Pest Management

Revised & Adopted: 7/25/2011

Adopted: 12/17/2007

ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the building principal approves the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under sixteen weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.
2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.
3. Students may not bring personal pets to school at any time, for any purpose.
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - A. no one is allergic to the animal;
 - B. proper examinations and immunizations have been given by a veterinarian;
 - C. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
 - D. arrangements have been made for the proper care of the animal when school is not in session and
 - E. rules have been established for the handling and treatment of the animal.
5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:
 - A. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;
 - B. studies involving animals 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 is highly regarded and
 - E. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.
6. When animals are used as part of an experiment, such as dissection in a science course, the building principal/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.
 7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.
 8. Hand washing facilities are available and immediately used when animals are handled.
 9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.
 10. Animals are not permitted on surfaces where food or drink is prepared or consumed.
 11. All animal feed is tightly sealed and labeled in containers separate from human food.

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities. Service animals must:

1. be on a harness, lease or other tether or be under the control of the handler either through voice commands, signals or other means;
2. be housebroken and
3. be up-to-date on vaccinations.

In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.