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INSTRUCTIONAL GOALS

The Board believes that the following objectives are necessary if the District is to reach their goal of providing a salable attitude and a salable skill for every graduate to:

1. develop and implement a competency-based education in the vocational, applied academic and academic subjects to facilitate entry into an ever-changing workplace;
2. introduce each student to constructive use of time, which will enhance personal goals and help to establish good moral character;
3. teach each student, on his/her level, those skills necessary for entry into the student's chosen vocation and preparation for further education or lifelong learning in vocational and technical education, college and university, or adult education programs;
4. promote in each student a feeling of confidence and security by:
 - A. providing the student with the basic tools for mental growth and
 - B. recognizing the worth of the individual by promoting self-esteem;
5. encourage each student to develop to the fullest of his/her abilities and capabilities, to enable them to function successfully in society and
6. stimulate and maintain in the student a curiosity, desire and enthusiasm for learning, which in turn promotes the purpose of school.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

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

ACADEMIC FREEDOM

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

It is the responsibility of the teacher to make certain that such access to materials presenting all sides of a situation is available and discussed; however, 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.

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the Board where such subjects or methods are deemed by the Board and/or District administrators to be educationally unsound, inappropriate for the age or maturity level of the students, or irrelevant to any valid educational objective. All instruction must conform to state academic content standards and the District's adopted courses of study. The right to free speech protected by the First Amendment does not extend to the in-class curricular speech of teachers made pursuant to their official duties. Accordingly, teacher speech in the classroom may be subject to reasonable controls as to appropriateness.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)
JB, Equal Educational Opportunities
Teacher Handbooks

SCHOOL YEAR/SCHOOL CALENDAR

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

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

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

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

[Adoption date: August 16, 2007]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL DAY

“School day” is defined as the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule.

[Adoption date: September 17, 2015]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement

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 staff to continue to investigate the causes of student and school staff involvement with drugs and alcohol and to develop suitable preventive measures when feasible.

The Board and the staff will continue to seek ways to educate students and school staff about the dangers of the misuse and abuse of drugs, alcohol and tobacco and they will support our students and staff who are resisting such use.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC Chapter 2925

3313.60; 3313.95

OAC 3301-35-04; 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students

JFCH, Student Alcohol Use

JFCI, Student Drug Abuse

FAMILY LIFE EDUCATION/SEX EDUCATION

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

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

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

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

[Adoption date: May 16, 2002]

[Re-adoption date: June 16, 2005]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

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

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE 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 and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

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

5. Least Restrictive Environment

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

6. Confidentiality of Data

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

7. Due Process

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

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs

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

[Approval date: September 16, 1999]

[Re-approval date: May 16, 2002]

[Re-approval date: September 16, 2010]

[Re-approval date: September 17, 2015]

REMEDIAL INSTRUCTION
(Intervention Services)

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

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

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.

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

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

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

[Adoption date: August 16, 2007]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

CROSS REF.: IKE, Promotion and Retention of Students

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. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who 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.

[Adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

CROSS REFS.: AC, Nondiscrimination
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

[Adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

CROSS REF.: IGBI, Limited English Proficiency

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

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

[Adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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.: IGE, Adult Education Programs (Tuition Waivers)
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKF, Graduation Requirements

CREDIT FLEXIBILITY

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

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;
2. allow for demonstrated proficiency options on an on-going basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count toward 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 (ODE) 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 ODE recommends that the Superintendent maintain a “library” of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

[Approval date: September 16, 2010]

[Re-approval date: September 17, 2015]

PRESCHOOL PROGRAM

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

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

[Adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3301.53
3313.646
3323.02
OAC Chapter 3301-37; 3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
IIA, Instructional Materials
IICA, Field Trips
JHCC, Communicable Diseases
JHF, Student Safety
JO, Student Records

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part- time basis and complete nonsectarian, no remedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: July 1, 2017]

[Re-adoption date: January 17, 2019]

LEGAL REFS.: ORC Chapter 3365
OAC 3333-1-65 through 3333-1-65-
11 3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

SATELLITE PROGRAMS

The Board believes that all students at our member schools, even those who do not wish to attend the career centers, should have the opportunity to enroll in career and technical education classes through participation in Vanguard-Sentinel satellite programs. Satellite programs, such as Vocational Agriculture, Family and Consumer Science, Marketing and others are career and technical programs housed at a member school but administered by the Vanguard-Sentinel Career and Technology Centers.

Member schools request that Vanguard-Sentinel Career and Technology Centers be the administrators of the program and the decision to accept or reject that request is made by the Superintendent of the Vanguard-Sentinel Career and Technology Centers. Member schools may elect to discontinue any program as a satellite program of the Vanguard-Sentinel Career and Technology Centers by requesting such from the Superintendent. Such requests will be honored by the Superintendent. The Superintendent has the authority to discontinue any program at the member school as a satellite program of the Vanguard-Sentinel Career and Technology Centers when it is in the best interest of Vanguard-Sentinel Career and Technology Centers or the member school district.

[Adoption date: February 19, 1998]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

SATELLITE PROGRAMS

Excess Cost and Guidelines

1. 50%/50% excess cost charges for satellite programs with 10 or more Full-Time Equivalents (FTEs). Vanguard-Sentinel Career and Technology Centers pays 50% of the excess costs and member school districts pay 50%. Programs with less than 10 FTEs, member districts will be responsible for making up the difference in costs to fulfill 10 FTEs.
2. June 1 shall be the deadline for turning over satellite programs to Vanguard-Sentinel Career and Technology Centers by the member school districts.
3. Member school district's request to take back satellite programs from Vanguard-Sentinel Career and Technology Centers will be honored. June 1 shall be the deadline for taking back satellite programs from member school districts.
4. It is at the discretion of the Superintendent whether or not to accept satellite programs and/or teachers of that program from the member school districts. The collective bargaining agreement gives present staff first priority for all vacancies or additional programs.
5. The Board will delegate to the Treasurer the responsibility of meeting with the treasurers/business managers of all member school districts participating in the "excess cost" program, upon request, to explain as a group and/or as individuals the shared cost program and billing process.
6. Excess costs shall be billed to member school districts on a quarterly basis with final adjustments made on the last quarter's billing as follows:

Sept. 1	Bill sent	fixed amount
Sept. 30	Payment due	
Dec. 1	Bill sent	fixed amount
Dec. 30	Payment due	
March 1	Bill sent	fixed amount
March 30	Payment due	
June 20	Bill sent	adjusted amount
July 20	Payment due	

7. Matching Fund Equipment monies shall be used if monies are available after priorities have been established by the Superintendent on recommendations from the directors and supervisor. All equipment requisitions for satellite programs shall have prior approval of the member school district's superintendents before purchases are considered.
8. The Supervisor of Satellite Programs shall be the only "administration" cost to member school districts and shall be paid as determined by the amount of time spent by the supervisor at each satellite program.
9. Any program with a combined FTE of 10 or less shall be given a warning of possible discontinuation of the program. The second consecutive year of low enrollment of 10 FTE or less may result in discontinuation of the program. Underfunded programs due to low enrollment shall be assessed by the Vanguard-Sentinel Supervisor of Satellite Programs, the Superintendent and the member school district superintendent on whether or not to continue the program, reduce the program to meet funding amounts or continue the program underfunded.
10. If revenue exceeds expenditures on a program-by-program basis, the excess costs for both Vanguard-Sentinel Career and Technology Centers and the member school district shall be \$0.00.
11. Contracts for satellite program services shall be sent to the member school district's superintendent in March and returned by May 31 if member school districts wish to contract for services. Contracts not returned shall indicate that services are no longer required and the program shall be returned to the member school district by June 1.

[Approval date: February 19, 1998]

[Re-approval date: May 16, 2002]

[Re-approval date: March 15, 2007]

[Re-approval date: March 20, 2014]

[Re-approval date: September 17, 2015]

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board believes that student activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board further believes that participation in any club activity should be on a voluntary basis and that student activity funds should be used for purposes which benefit the student body of the school.

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

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

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

The following guidelines will govern the student activity programs.

1. Student activities are those school-sponsored activities that 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 director and certificated staff, will have a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures will be accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program will receive the same attention in terms of philosophy, objectives, social setting, organization and evaluation which is given the regular school curriculum.

- 5 The directors of the Vanguard-Sentinel Career and Technology Centers in joint effort with the Treasurer will develop written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs.
- 6 The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
- 7 Activities must be open to all students, regardless of race, color, religion, sex, or national origin, ancestry, citizenship status, economic status, age, disability or military status.
- 8 Activities must not place undue burdens upon students, teachers or schools.
- 9 Activities should not interfere with regularly scheduled classes; this limitation will often require 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.
- 12 Students suspended from school are banned from extracurricular activities. 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 or direct a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education, State law and the Ohio Administrative Code.
- 14 Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
- 15 Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

[Adoption date: August 20, 1992]
[Re-adoption date: May 16, 2002]
[Re-adoption date: September 16, 2010]
[Re-adoption date: September 17, 2015]
[Re-adoption date: January 17, 2019]

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

CROSS REFS.: AFI, Evaluation of Educational Resources
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
JED, Student Absences and Excuses
JFCJ, Weapons in the schools
JGD, Student Suspension
JGDA, Emergency Removal of
Student JGE, Student
Expulsion JL, Student Gifts
and Solicitations JN, Student
Fees, Fines and Charges
KGB, Public Conduct on District
Property KK, Visitors to the
Schools Student Handbooks

STUDENT FUNDRAISING ACTIVITIES/FUNDS MANAGEMENT

The Board recognizes there is 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. activities in which schools may appropriately engage;
3. conducted under the supervision of teachers or administrators;
4. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
5. scheduled so as not to be unduly demanding on teacher and administrator time or work;
6. evaluated annually by teachers, administrators and students;
7. limited in number so as not to become a burden or nuisance to the community and
8. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building director with the approval of the Superintendent. Each director submits to the Superintendent a list of the proposed sales or fund drives that 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 Auditor of State's requirements.

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

1. The Treasurer will be authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer will be directly responsible for the proper accounting of student activities funds.

- 2 Requests for purchases from student activities funds can be made only by faculty advisors, assigned to an activity. These requests must be approved in writing by the director. Funds must be available before such purchases may be authorized. Expenses will be subject to Board approval.
- 3 An accounting of all student funds will be made monthly, and a report of all accounts will be made by the Treasurer. The accounting system will comply with the regulations of the Ohio Auditor. The system will separate and verify each transaction and show the sources from which the funds revenue is received, the amount collected, source, and the amount expected for each purpose.
- 4 When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Treasurer for the disposal of such funds. If the intent is not indicated, the balance will be transferred to the respective upcoming senior activity organization.
- 5 Procedures will be developed by the directors of the Vanguard-Sentinel Career and Technology Centers in joint effort with the Treasurer.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

[Re-adoption date: January 17, 2019]

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

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

STUDENT FUNDRAISING ACTIVITIES/FUNDS MANAGEMENT

The Board shall approve and adopt rules and regulations governing activity funds of the District. The policies governing activity funds have been drawn up by using the circular received from the Auditor of State, "A System of Accounting for the Use of Student Activity Programs in Ohio."

During the first six weeks of the school year each club shall submit a budget to the director's office. The budget shall include the following:

1. the objectives;
2. the means of financing and
3. proposed expenditures.

When requesting monies to be expended from the approved budget, such requests must list the line item of the approved budget. The following types of expenditures must be included in all budgets:

1. approved field trips;
2. social activities approved by the director and sanctioned by the school;
3. charitable projects;
4. expenses to state and national club activities (participants only);
5. supplies and assessments that would be necessary for a related school-approved activity;
6. jackets or uniforms (when such garments are to be used by members of the youth organization);
7. honorariums, gifts for speakers;
8. flowers for illness or death in the immediate family of a Vanguard-Sentinel staff member;
9. death or illness of a student or a member of his/her immediate family and
10. expenditures for banquets and meetings directly contributing to the planning and development of educational programs and/or award banquets.

All expenditures from any club fund must follow the same procedure as outlined in the requisition procedures.

When a sales promotion is used as a source of acquiring funds, a sales projects intent form must be completed and submitted to the building director prior to initiating the fund-raising activity.

All monies collected from such activities must be deposited with the school cashier on a daily basis. No monies shall be withheld by an instructor for any reason.

[Approval date: August 20, 1992]

[Re-approval date: May 16, 2002]

[Re-approval date: September 16, 2010]

[Re-approval date: September 17, 2015]

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2. activities in which schools may appropriately engage;
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5. scheduled so as not to be unduly demanding on teacher and administrator time or work;
6. evaluated annually by teachers, administrators and students;
7. limited in number so as not to become a burden or nuisance to the community and
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[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

[Re-adoption date: January 17, 2019]

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

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

CONTESTS FOR STUDENTS

Well-organized and properly sponsored contests for students are encouraged; however, involvement of students in contests will be limited to those that are in accordance with the Ohio Board of Education Resolution Endorsing and Encouraging Youth Organizations in Career-Technical Education and must be approved by the administrator responsible for that activity.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REF.: ORC 3313.20

CROSS REF.: IGD, Cocurricular and Extracurricular Activities

ADULT EDUCATION PROGRAMS
(Tuition Waivers)

A tuition waiver will be presented, upon request, from the Director of Adult and Community Education to any employee of a Vanguard-Sentinel employee. The tuition waiver covers the cost of the published tuition only; the cost of laboratory fees and books must be borne by the employee.

A tuition waiver may also be issued to community service and charitable organizations who may use the waiver in auctions or other fundraising activities that further the purpose of the given organization and who use the waiver in such a manner as to inform and promote to the public the mission and goals of the Vanguard-Sentinel Career and Technology Centers.

Waivers will only be issued for participation in short-term supplemental classes, and will not be granted for full-time labor market-specific adult career-technical programs.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.532; 3313.54; 3313.58; 3313.641;
3313.644
OAC 3301-35-05

ADULT EDUCATION WAIVER OF FEES FOR PUBLIC SAFETY SERVICES

The Board has determined that it is appropriate for members of the Vanguard-Sentinel Career and Technology Centers' Adult Education instructional staff, who teach through the Public Safety Services program, to have the option of seeking a waiver of fees for their department, a business or a community organization.

The instructor who elects to teach a program at their department, a business or a community organization and also elects not to receive payment for their teaching time may submit the appropriate paperwork to request fees be waived for that training. However, fees are assessed to the organization for the use of the Public Safety Services' educational equipment (i.e., CPR manikins) or supplies (i.e., disposable masks/gloves), as used by and for the students under the direction of the instructor.

All requests for a waiver are submitted on the Program Initiation Request/Agreement form and approved by the Director of Adult Education or his/her designee.

[Adoption date: December 21, 2006]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

INSTRUCTIONAL MATERIALS

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

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

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

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

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

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

[Adoption date: August 20, 1992]
[Re-adoption date: May 16, 2002]
[Re-adoption date: August 16, 2007]
[Re-adoption date: September 16, 2010]
[Re-adoption date: September 17, 2015]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.21; 3313.212
3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IIAA, Textbook Selection and Adoption
KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

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

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

The director establishes textbook and/or curriculum committees that include representation of teachers who use the texts, other administrators and staff members. Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. The director will report the committee's recommendation to the Superintendent.

The final decision on the selection of textbooks will rest with the Superintendent, subject to official adoption by the Board.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3313.21; 3313.212
3313.642
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

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

COMMUNITY INSTRUCTIONAL RESOURCES
(Customer Services)

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

One of the major purposes of a career-technical school is to provide the youth of the District the opportunity to learn job entry-level skills in any one of many possible careers. For students to fully develop these skills they need practical experience; thus, to the extent that it provides needed practical learning experiences, the District will permit students to do customer service work at a minimal shop fee under conditions prescribed by the Superintendent and staff.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3315.07

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

CROSS REFS.: DFG, Income From School Shop Sales and Services
GBQ, Criminal Records Check

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. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

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

Nonschool-Sponsored Field Trips

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/designee.

[Adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

CROSS REFS.: IGDF, Student Fundraising Activities
IGDG, Student Activity Funds Management
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

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 career matters.

Guidance is based upon these broad fundamental principles.

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

The District's guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. Programs will assist students in developing good study habits and personal guidance that is in keeping with the principles of human dignity and equality.

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

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

CROSS REFS.: AFI, Evaluation of Educational Resources
IL, Testing Programs

CAREER ADVISING

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

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

The District will do all of the following.

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

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

[Adoption date: September 17, 2015]

LEGAL REF.: ORC 3313.6020

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

ACADEMIC ACHIEVEMENT

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

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

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

1. parents will be informed regularly, at least four times a year, about the progress their children are making in school;
2. parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. insofar as possible, distinctions will be made between a student's attitude and his/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 will provide a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so and
6. when grades are given, the school's staff will take particular care to explain the meaning of marks and symbols to parents.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

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

GRADING SYSTEMS

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

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

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

The administration and certificated staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that 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, is subjective in nature; therefore, there are fundamental principles that 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 will be used and accurate records are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

[Adoption date: August 20, 1992]
[Re-adoption date: May 16, 2002]
[Re-adoption date: September 16, 2010]
[Re-adoption date: September 17, 2015]

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

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

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole student. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which includes written reports and parent conferences and requires all appropriate staff members to comply with such a system as part of their teaching responsibility.

The Superintendent, in conjunction with appropriate teaching staff members, develops and maintains guidelines for reporting student progress to parents.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

HONOR ROLLS

Students attending Vanguard-Sentinel Career and Technology Centers are eligible to be included on their home school honor roll. Vanguard-Sentinel Career and Technology Centers will submit to the home schools the names of students eligible to be on the honor roll. The home school will handle any publication of names in the local newspapers.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

PROMOTION AND RETENTION OF STUDENTS

The Board agrees that the promotion of students rests with each student's home school; however, the administration and counselors of the District cooperate with the home school to make this an orderly procedure.

It is the desire of the Board to provide each student with successful learning experiences. The administration and faculty are directed to follow the philosophy that each student can and will be successful. When a student is unsuccessful, every effort will be made to remediate the identified deficiency.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;
3313.608; 3313.609; 3313.6010; 3313.6012
3314.03
OAC 3301-35-04; 3301-35-06

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

GRADUATION REQUIREMENTS

Students will graduate from their home schools; thus, they must meet home school requirements. Each student must, therefore, accept the responsibility of working with his/her home school counselor to be certain he/she meets home school graduation requirements. Vanguard-Sentinel Career and Technology Centers counselors will assist in this effort.

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

TESTING PROGRAMS

The Vanguard-Sentinel Career and Technology Centers Board cooperates with the member school districts in meeting the requirements of the State's testing program.

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

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

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

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 makeup 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.

[Approval date: May 16, 2002]

[Re-approval date: June 16, 2005]

[Re-approval date: September 16, 2010]

[Re-approval date: September 17, 2015]

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision-making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data which the Superintendent deems necessary.

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

[Adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: IA, Instructional Goals
IL, Testing Programs

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building director should encourage a discreet observance of these holidays that 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 will be 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 will 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 clergyman. 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; however, festive songs that cannot be associated with a religious celebration will be 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 encourages reciting of the Pledge of Allegiance to the flag on a regular scheduled basis as determined by the Superintendent. 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 the beliefs of some persons prohibit participation in the Pledge of Allegiance to the flag, the salute to the flag or other opening exercise, and therefore are excused.

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

School Prayer

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

Moment of Silence

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

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

Constitution Day

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

[Adoption date: August 20, 1992]

[Re-adoption date: May 16, 2002]

[Re-adoption date: June 16, 2005]

[Re-adoption date: September 16, 2010]

[Re-adoption date: September 17, 2015]

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

The Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC 5.23

3313.601; 3313.602; 3313.63; 3313.80

OAC 3301-35-04

ANIMALS IN THE SCHOOLS

Service Animals

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

[Adoption date: September 17, 2015]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
28 CFR 35.136(d)
ORC Chapter 3323
Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBC, Emergency Management and Safety Plans
JFG, Interrogations and Searches