

## SECTION I: INSTRUCTION

---

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC	School Year
ICA	School Calendar
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFD	Curriculum Adoption
IGA	Basic Curricular Program
IGAB	Human Relations Education
IGAD	Occupational Education (Career and Technical Education)
IGAE	Health Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education
IGAI	Sex Education
IGBA	Programs for Students with Disabilities
IGBB	Programs for Gifted and Talented Students
IGBE	Remedial Instruction (Intervention Services)
IGBEA	Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
IGBG	Home-Bound Instruction
IGBH	Alternative School Programs
IGBI	English Learners
IGBJ	Title I Programs
IGBL	Parental Involvement in Education
IGBM	Credit Flexibility
IGCB	Experimental Programs
IGCD	Educational Options (Also LEB)
IGCDA	Tutorial Program (Also LEBA)
IGCF	Home Schooling
IGCH	College Credit Plus (Also LEC)

## SECTION I: INSTRUCTION (Continued)

IGD	Cocurricular and Extracurricular Activities
IGDB	Student Publications
IGDC	Student Social Events
IGDF	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGEE	Awarding of High School Diplomas to Veterans of War
IHA	Grouping for Instruction
IHB	Class Size
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAC	Media Center Materials Selection and Adoption
IIBH	District Websites
IIC	Community Instructional Resources (Also KF)
IICA	Field and Other District-Sponsored Trips
IICC	School Volunteers
IJ	Guidance Program
IK	Academic Achievement
IKA	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFB	Graduation Exercises
IL	Testing Programs
IM	Evaluation of Instructional Programs (Also AFE)
INA	Daily Lesson Plans
INB	Teaching About Controversial Issues
IND	School Ceremonies and Observances
INDA	Patriotic Exercises

## INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

[Adoption date: April 11, 2005]

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

**THIS IS A REQUIRED POLICY**

Three Rivers Local School District, Cleves, Ohio

## INSTRUCTIONAL OBJECTIVES

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

A standards-based curriculum is developed and implemented according to the requirements established by the Ohio Administrative Code.

Courses of study are reviewed and updated as needed under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

## ACADEMIC FREEDOM

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

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

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

[Adoption date: April 11, 2005]

CROSS REFS.: AC, Nondiscrimination  
EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)  
INB, Teaching About Controversial Issues  
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

**THIS IS A REQUIRED POLICY**

## SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval by the spring of each year. 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 consults with other administrators in districts in the geographical area. He/She provides opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482; 3313.483; 3313.62; 3313.63  
3317.01

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

**THIS IS A REQUIRED POLICY**

## 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 State law and the State Board of Education procedures.

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482  
OAC 3301-35-06

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

## ORGANIZATION OF FACILITIES FOR INSTRUCTION

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

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

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

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

[Adoption date: April 11, 2005]

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

CROSS REFS.: IGBI, English Learners  
IGBJ, Title I Programs  
IHA, Grouping for Instruction  
JECBD, Intradistrict Open Enrollment

**THIS IS A REQUIRED POLICY**



## 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 is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders is considered by the Board. 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 credentialed 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. The credentialed staff is expected to play an active role in curriculum development.

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

[Adoption date: April 11, 2005]

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

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)  
ABB, Staff Involvement in Decision Making (Also GBB)  
BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

**THIS IS A REQUIRED POLICY**

Three Rivers Local School District, Cleves, Ohio

## CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the credentialed 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 curriculum development to the Superintendent/designee. The Board considers and acts on new courses and programs as recommended by the Superintendent/designee. It officially approves courses of study for all subjects as required by State and Federal law.

The Superintendent/designee supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3301.07  
3313.60; 3313.602; 3313.90  
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

## BASIC CURRICULAR PROGRAM

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

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State law.

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

The curriculum responds to the wide range of developmental needs, learning styles, abilities and English proficiency by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

[Adoption date: April 11, 2005]

[Re-adoption date: January 8, 2018]

LEGAL REFS.: ORC 3301.07  
3313.53; 3313.60; 3313.604; 3313.6021  
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

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

## HUMAN RELATIONS EDUCATION

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

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

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

[Adoption date: April 11, 2005]

LEGAL REF.: OAC 3301-35-04(B)(1)(6)

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

**THIS IS A REQUIRED POLICY**

Three Rivers Local School District, Cleves, Ohio

OCCUPATIONAL EDUCATION  
(Career and Technical Education)

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

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

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

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

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC Chapter 3303  
3311.16; 3311.17; 3311.18; 3311.19  
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911  
3317.024; 3317.16; 3317.17  
OAC Chapter 3301-61

Three Rivers Local School District, Cleves, Ohio

3301-35-04

CROSS REFS.: JN, Student Fees, Fines and Charges  
LB, Relations with Other Schools and Educational Institutions

## HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12); prescription opioid abuse prevention and anatomical gifts.

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

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

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

[Adoption date: February 13, 2006]

[Re-adoption date: May 11, 2010]

[Re-adoption date: September 8, 2015]

[Re-adoption date: March 29, 2017]

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

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

## DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with 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 involvement with drugs and alcohol and to develop suitable preventive measures whenever feasible.

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

[Adoption date: April 11, 2005]

[Re-adoption date: May 22, 2018]

LEGAL REFS.: ORC Chapter 2925  
3313.60; 3313.95  
OAC 3301-35-04; 3301-35-06

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

**THIS IS A REQUIRED POLICY**



## FAMILY LIFE EDUCATION/SEX EDUCATION

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

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

In addition to the requirements listed below, the policies and procedures 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 parents during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
3. Teachers who provide age-appropriate 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: April 11, 2005]

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

**THIS IS A REQUIRED POLICY**

## PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

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

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

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

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

[Adoption date: April 11, 2005]

[Re-adoption date: December 10, 2007]

[Re-adoption date: January 12, 2010]

[Re-adoption date: May 28, 2013]

[Re-adoption date: July 12, 2016]

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

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

**THIS IS A REQUIRED POLICY**

## 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. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. 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: April 11, 2005)

(Re-approval date: July 12, 2016)

**THIS IS A REQUIRED PROCEDURE**

## PROGRAMS FOR GIFTED AND TALENTED STUDENTS

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

Children who are gifted are identified annually by qualified professionals 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 State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
  - A. superior cognitive ability;
  - B. specific academic ability in one or more of the following content areas:
    - 1) mathematics;
    - 2) science;
    - 3) reading, writing or a combination of these skills and/or
    - 4) social studies;
  - C. creative thinking ability and/or
  - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

### District Plan for Identifying Gifted Students

The District adopts and submits to the Ohio Department of Education a plan for the screening assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two who grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and



10. an explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

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

### District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all children identified as gifted to receive available services offered by the District.
2. The District implements a procedure for withdrawal of children from District gifted programs or services, for reassessment of students and assessment for students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The gifted services currently available within the District and the criteria for receiving these services are:

1. Academic Program for the Talented for students identified in superior cognitive ability (grades 3-6);
2. AP and Honors classes available for students identified in a specific academic area and/or superior cognitive ability (grades 7-12);
3. differentiated instruction through cluster grouping within regular classroom setting (grades 5 & 6) and
4. cross-curricular enrichment services through cluster grouping provided for elementary students identified in any specific academic area and/or superior cognitive ability (K-4).

### 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 education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. 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
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

### Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC, including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

### Annual Report

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

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

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and procedures and follows the OAC rules regarding gifted education.

[Adoption date: April 11, 2005]

[Re-adoption date: January 9, 2006]

[Re-adoption date: February 11, 2014]

[Re-adoption date: May 22, 2018]

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

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

**THIS IS A REQUIRED POLICY**

REMEDIAL INSTRUCTION  
(Intervention Services)

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

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. 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 are provided intensive reading instruction immediately following the identification of a reading deficiency.

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

Intervention services are also offered to students who:

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

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

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

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

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

[Adoption date: April 11, 2005]

[Re-adoption date: July 9, 2007]

[Re-adoption date: May 28, 2013]

[Re-adoption date: September 8, 2015]

[Re-adoption date: February 8, 2016]

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

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading  
Guarantee)  
IKE, Promotion and Retention of Students

**THIS IS A REQUIRED POLICY**

READING SKILLS ASSESSMENTS AND INTERVENTION  
(Midyear Promotion for Third Grade Students  
Retained Due to Third Grade Guarantee)

In accordance with the Ohio Revised Code (RC) for the Third Grade Reading Guarantee Law (RC 3313.608), all students scoring below the promotion score on Ohio's Grade 3 ELA Test must be retained unless the student meets the exemption requirements (TGRG Guidance Manual). Retained students must be reported in EMIS as third-graders in all subject areas until the district promotes them to fourth grade. Students will meet the midyear promotion requirements and will be promoted to fourth grade, if they meet the Ohio Third Grade Reading Guarantee promotion score and/or meet an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.

[Adoption date: September 13, 2016]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3301.163  
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01  
OAC 3301-35-04; 3301-35-06

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

## HOME-BOUND INSTRUCTION

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 12101 et seq.  
ORC 3313.64  
3321.04  
3323.05; 3323.12  
OAC 3301-51-06

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

## ALTERNATIVE SCHOOL PROGRAMS

The Board may approve alternative school programs for students who do not benefit from the regular school program.

Alternative school programs:

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

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

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

[Adoption date: April 11, 2005]

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



## ENGLISH LEARNERS

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 are English learners are identified, assessed and provided appropriate services.

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

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner 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 English learner students 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.

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

[Adoption date: April 11, 2005]

[Re-adoption date: March 12, 2007]

[Re-adoption date: January 9, 2018]]

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  
IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs  
IGBL, Parent and Family Involvement in Education  
JB, Equal Educational Opportunities  
JK, Employment of Students

**THIS IS A REQUIRED POLICY**

## TITLE I PROGRAMS

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

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

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

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

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

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**



TITLE I PROGRAMS  
(Public School Choice)

Complaint Procedure

1. Complaints are directed to the Superintendent/designee.
2. Good faith attempts to resolve the complaint shall not exceed 30 days. In accordance with procedures established by the Commissioner, the state education agency may extend the 30-day limit due to exceptional circumstances.
3. The Superintendent/designee appoints a hearing panel composed of the District Title I Director, the Title I director from another district and any other person designated by the Superintendent.
  - A. The hearing panel attempts to clarify the issues and resolve the problem.
  - B. The hearing panel keeps records of all proceedings.
  - C. The complainant or the complainant's representative is permitted to present evidence and question witnesses.
  - D. A complaint that is not resolved within 10 working days is referred back to the Superintendent/designee.
4. Responsibilities of the Superintendent/designee:
  - A. The Superintendent reviews the records and the hearing panel proceedings within 10 working days.
  - B. The Superintendent notifies the complainant in writing of his/her decision regarding the complaint.
  - C. The complainant has the right to appeal the Superintendent's decision to the state education agency within 30 days after receipt of the written decision.
5. Actual expenses incurred, in accordance with the District policies, may be a part of the local budget for the Title I program, subject to review and approval by the Director of the Division of Federal Assistance.

(Approval date: April 11, 2005)

## PARENTAL INVOLVEMENT IN EDUCATION

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

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

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



14. developing methods to accommodate and support parental involvement for parents with special needs, such as limited English proficiency and
15. assessing the effectiveness of parental involvement efforts.

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.

[Adoption date: April 11, 2005]

[Re-adoption date: February 8, 2016]

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

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

**THIS IS A REQUIRED POLICY**

## PARENTAL INVOLVEMENT IN EDUCATION

### Title I

The District operates instructional programs funded through Title I of the No Child Left Behind Act (NCLB). Parents of students involved in such programs are expected to participate in the design and implementation of them.

The school provides opportunities for involvement. This involvement is provided in various ways and through the employment of activities such as, but not limited to, the following:

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

Although in any one year all of the activities listed may not be utilized, from time to time most or all will be.

Ideas from parents are welcomed by the District in all of its programs. This is particularly true in programs of the individualized instructional nature, including those funded through Title I of NCLB.

(Approval date: April 11, 2005)

## EXPERIMENTAL PROGRAMS

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

An experimental program must meet the following requirements.

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

Three Rivers Local School District, Cleves, Ohio

## 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. 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. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;
2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or
3. 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: December 8, 2009]

[Re-adoption date: November 9, 2016]

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

3301-35-01

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, College Credit Plus (Also LEC)  
IGE, Adult Education Programs  
IKA, Grading Systems  
IKE, Promotion and Retention of Students  
IKEB, Acceleration  
IKF, Graduation Requirements

**THIS IS A REQUIRED POLICY**

## EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn 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 and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs  
IGCDA, Tutorial Program (Also LEBA)  
IGCH, College Credit Plus (Also LEC)  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

**THIS IS A REQUIRED POLICY**

## 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. Instructional objectives must align with the District curriculum requirements.
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 are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. 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. The written instructional plan includes a time for the evaluation of the educational option. Credits for approved options are assigned by the Superintendent according to student performance relative to stated objectives and considering time and work required. Continuance of the option is determined by the results of evaluation.

(Approval date: April 11, 2005)

**THIS IS A REQUIRED PROCEDURE**

## TUTORIAL PROGRAM

A tutorial program is an educational option involving work by an individual student under the direction of a credentialed teacher in accordance with Board policy.

The Superintendent may approve a tutorial program upon evidence that:

1. the parent has approved participation for any student under the age of 18;
2. an instructional plan has been submitted prior to student participation. The instructional plan includes;
  - A. instructional objectives;
  - B. an outline including major instructional activities, materials and environments and
  - C. a description of criteria and methods for assessing student performance;
3. a credentialed teacher provides instruction and evaluates student performance;
4. a maximum of six units of credit may be earned. No more than four of the six units may be applied toward requirements specified in (A) to (F) below.
  - A. English Language Arts, three units
  - B. Health, 1/2 unit
  - C. Mathematics, two units
  - D. Physical Education, 1/2 unit
  - E. Science, one unit
  - F. Social Studies, two units which include:
    - 1) American History, 1/2 unit
    - 2) American Government, 1/2 unit
5. the student meets with the teacher a minimum of 20 clock hours and be assigned additional work that makes a total of 60 clock hours for each 1/2 unit of credit granted and
6. the principal requires the tutor to submit a record of the work covered and a report of the quality of the work done.

[Adoption date: April 11, 2005]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06



CROSS REFS.: IGCB, Experimental Programs  
IGCD, Educational Options (Also LEB)  
IGCH, College Credit Plus (Also LEC)  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## HOME SCHOOLING

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

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

If the ESC Superintendent intends to deny the request for home schooling, 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 ESC Superintendent.

Upon substantial evidence of cessation of home schooling in accordance with the Ohio Administrative Code, the ESC 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 ESC Superintendent.

Home-schooled students must be enrolled in the District on a full-time basis in order to participate in cocurricular and extracurricular activities.

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3321.04  
OAC Chapter 3301-34

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

## HOME SCHOOLING

1. The ESC Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code.
2. If the ESC Superintendent approves the home schooling request, he/she shall do so in writing and maintain a file in his/her office containing a copy of the information supplied by the parent(s), a copy of the excuse for home schooling granted by the ESC 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 ESC Superintendent refuses a parental request for home schooling, he/she notifies the parent(s) of the right to a due process hearing before the ESC Superintendent, and of the right to appeal the ESC 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.

(Approval date: April 11, 2005)

## 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, nonremedial 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: April 11, 2005]

[Re-adoption date: April 26, 2011]

[Re-adoption date: September 8, 2015]

[Re-adoption date: March 29, 2017]

LEGAL REFS.: ORC 3313.5314  
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)

**THIS IS A REQUIRED POLICY**

## COLLEGE CREDIT PLUS

### District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

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

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

### Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

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

If a student completes a college 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 elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

#### High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
  - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
  - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
  - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
  - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.



### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

### 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 at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, 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 that he/she attends and the college/university in which he/she is enrolled.

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 a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

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 will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: April 11, 2005)  
(Re-approval date: April 26, 2011)  
(Re-approval date: September 8, 2015)  
(Re-approval date: July 12, 2016)  
(Re-approval date: March 29, 2017)  
(Re-approval date: January 8, 2018)

## 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 that involve students beyond the classroom and foster the values that 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 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 co-curricular and extracurricular activities.

### Pay-to-Participate for Extracurricular Activities

Participation fees are collected by each coach or advisor and turned in to the office to help defray the cost of extracurricular activities in the District.

These fees are supplemental only; they do not cover the entire cost of the program offered. Fees are payable by check or money order to Three Rivers Local School District. Receipts are issued for cash payments. Coaches and/or sponsors are responsible for tracking students' payments and for counting and turning in money on a daily basis.

Students who have unpaid or outstanding class fees prior to the beginning of the season or beginning of the activity are not eligible to pay "Pay-to-Participate" fees. All Pay-to-Participate fees must be paid before the first competition, performance, meeting, activity, etc. Pay-to-Participate fees are not reimbursed after the first competition, performance, meeting, activity, etc.

The following guidelines 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 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 as that 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, 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 student 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 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 and State law.
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.
16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled in does not offer;
2. the student is not participating in the activity in the student's district of residence:
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

### Volunteers

Volunteers for any assistant coaching or non-athletic supplemental positions must be recommended by the coach and/or principal. All volunteers are subject to BCII and FBI background checks and all other requirements set forth for coaches and sponsors by the District, ODE and OHSAA. All volunteers must be approved by the Board of Education.

[Adoption date: April 11, 2005]

[Re-adoption date: May 13, 2008]

[Re-adoption date: June 10, 2008]

[Re-adoption date: January 12, 2010]

[Re-adoption date: October 7, 2014]

[Re-adoption date: March 29, 2017]

[Re-adoption date: January 9, 2018]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;  
3313.664  
3315.062  
3319.16  
3321.04  
Chapter 4112  
OAC 3301-27-01  
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
DJ, Purchasing  
IGCH, College Credit Plus (Also LEC)  
IGDB, Student Publications  
IGDC, Student Social Events  
IGDF, Student Fundraising Activities  
IGDG, Student Activities Funds Management  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
JECBC, Admission of Students from Non-Chartered or Home Schooling  
JED, Student Absences and Excuses  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JL, Student Gifts and Solicitations  
JN, Student Fees, Fines and Charges  
KGB, Public Conduct on District Property  
KK, Visitors to the Schools  
Student Handbooks

**THIS IS A REQUIRED POLICY**

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

### Pay to Participate Program for Extracurricular Activities

Coaches and/or sponsors are responsible for collecting pay to participate fees prior to the first competition, activity, performance or meeting. Fees should be counted and turned in to the office to deposit on a daily basis. Individuals who pay in cash should be issued a receipt.

Students may not pay "pay to participate" fees if the student has outstanding or delinquent class fees. For fall sports and activities, delinquent fees pertain to all school fees up to and through the previous quarter of school. All other sports or activities, other than fall (which typically begin before the start of the school year), refer to the current school year and quarter. Pay to participate fees are nonrefundable after the first competition, activity, performance or meeting.

### Donations

Donations and contributions made by individuals and businesses or organizations for the purpose of helping individual students who cannot afford to pay the full amount of extracurricular activity fees are made to the Three Rivers Booster Association. The booster organization works collaboratively with other booster groups within the District, i.e., band, vocal, drama, etc. to develop an application and a process for students/families in which to apply for partial funding or a subsidy for the designated extracurricular activities.

Individuals or organizations who want to donate to fund a specific activity may either donate the full amount to the Board who then employs the person for the activity or may donate a specified amount of money to the booster organization. Both partial and full donations may be used to pay a stipend for individuals covering specific duties/responsibilities delegated to the individual by the head coach, head sponsor or as outlined in the Board-approved job description. Individuals employed through donated monies or volunteers must satisfy all requirements set forth by the Board.

### Timelines for Donation

Anyone who wishes to donate money to fund the full amount of an extracurricular activity supplement must make the donation prior to the beginning of the activity so the appropriate posting of the position, interviewing if applicable and background check may be completed on the individual. If the background check is not completed or other requirements have not been completed, the individual may not begin nor may the activity begin until all processing for the individual is complete and the person is Board approved.

(Approval date: April 11, 2005)



## STUDENT PUBLICATIONS

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

### School-Sponsored Publications

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

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
  - A. threatens to disrupt the educational process of the school, damage other individuals or 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 procedures;
  - D. is considered false or libelous, based upon available facts and
  - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

### Nonschool-Sponsored Publications

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

[Adoption date: April 11, 2005]

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

CROSS REFS.: EDE, Computer On-Line Services (Acceptable Use and Internet Safety)  
IIBH, District Websites  
KJ, Advertising in the Schools

## STUDENT SOCIAL EVENTS

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

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

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

[Adoption date: April 11, 2005]

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

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

## STUDENT FUND-RAISING ACTIVITIES

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

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

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent.

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811  
3315.062

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
IGDG, Student Activities Funds Management

Three Rivers Local School District, Cleves, Ohio

IICA, Field and Other District-Sponsored Trips  
JL, Student Gifts and Solicitations

**THIS IS A REQUIRED POLICY**

## STUDENT FUND-RAISING ACTIVITIES

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

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

1. All student fund-raising activities must be in compliance with State law and the requirements of the Ohio Auditor's Office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fund-raising activity, unless such an activity is part of an approved course of study.
3. Fund-raising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fund raiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fund-raising activity occurring on or off District premises must be approved by the Superintendent or his/her designee. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement which identifies the purpose of the fund-raising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.
6. Elementary students (K-5) do not sell items or solicit donations by going door to door.
7. All prizes, awards and incentives must be approved by the principal.
8. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise which is unsold and is resolvable by the supplier can be returned for full credit. The District is not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
9. Fund-raising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the credentialed staff shall supervise the activity at all times. his/her responsibility is to ensure that the service is provided in

a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.

1 of 3

10. Any fund raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
11. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and reported after the end of the fund raiser. The report should indicate:
  - A. cost of items or merchandise;
  - B. amount of money projected and amount of money raised;
  - C. any differences between the actual activity and the planned activity;
  - D. any problems that occurred and how resolved;
  - E. when and where funds are deposited and
  - F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
12. Donations to the District to be used for fund-raising activities must be approved by the Board or its designee.
13. Failure to follow these procedures could result in the suspension or loss of fund-raising approval.

### School and Community Service Project Definitions

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



- A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

- 1) skate parties
- 2) pizza parties
- 3) Mother's Day gifts
- 4) carnival for nonprofit

B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

- 1) concession stands
- 2) school pictures
- 3) book fairs
- 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

### 3. Community Service Projects

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

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

(Approval date: April 11, 2005)



## STUDENT ACTIVITIES FUNDS MANAGEMENT

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

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the procedures of the Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

## INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

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

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

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

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

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

Students in grades 9-12 are ineligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season. Exceptions to the ineligibility provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

[Adoption date: May 13, 2008]

[Re-adoption date: April 26, 2011]

[Re-adoption date: May 28, 2013]

[Re-adoption date: October 7, 2014]

[Re-adoption date: March 29, 2017]

[Re-adoption date: January 9, 2018]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539;  
3313.66; 3313.661; 3313.664  
3315.062  
3319.303  
3321.04  
3707.52  
OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)  
IGD, Cocurricular and Extracurricular Activities  
IGDK, Interscholastic Extracurricular Eligibility  
IKF, Graduation Requirements  
JECBA, Admission of Exchange Students  
JECBC, Admission of Students from Non-Chartered or Home Schooling  
JGD, Student Suspension  
JGE, Student Expulsion  
JN, Student Fees, Fines and Charges  
Student Handbooks

**THIS IS A REQUIRED POLICY**



## INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

A student may be excluded from participating in the activity if he/she has less than a 1.0 grade point average on a 4.0 grading scale.

The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, a high school student must have passed a minimum five one-credit courses or the equivalent in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

Seventh and eighth grade students are eligible to participate in athletics if they have passing grades in 75 percent of their classes.

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

## AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

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

The veteran is not required to take the high school equivalency tests approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

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

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

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

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

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

[Adoption date: April 11, 2005]

[Re-adoption date: November 9, 2016]

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

CROSS REF.: IGED, Diploma of Adult Education

## GROUPING FOR INSTRUCTION

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

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

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

[Adoption date: April 11, 2005]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: IE, Organization of Facilities for Instruction  
IHB, Class Size

## CLASS SIZE

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

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03  
OAC 3301-35-04; 3301-35-05

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

## INSTRUCTIONAL MATERIALS

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

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

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

1. materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information which enables students to make intelligent judgments in their daily lives;
4. 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 and library materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites; filmstrips, films, videotapes, audiotapes and recordings.

[Adoption date: April 11, 2005]

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

CROSS REFS.: EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)  
IIAA, Textbook Selection and Adoption  
IIAC, Media Center Materials Selection and Adoption

Three Rivers Local School District, Cleves, Ohio

INB, Teaching About Controversial Issues  
KLB, Public Complaints About the Curriculum or Instructional Materials

**THIS IS A REQUIRED POLICY**

## TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3313.642  
3315.17; 3315.171  
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

**THIS IS A REQUIRED POLICY**



## MEDIA CENTER MATERIALS SELECTION AND ADOPTION

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

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

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the Superintendent/designee.

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

## DISTRICT WEBSITES

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 schools 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 avenues for teachers to help students meet high standards of performance and
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/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 websites 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.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents, and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/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 website publications.

[Adoption date: April 11, 2005]

[Re-adoption date: February 8, 2011]

[Re-adoption date: January 24, 2017]

LEGAL REFS.: Family Educational 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)  
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.  
ORC 149.43  
3313.20  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGDB, Student Publications  
JO, Student Records  
KBA, Public's Right to Know  
KJ, Advertising in the Schools

## COMMUNITY INSTRUCTIONAL RESOURCES

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record Check  
IICC, School Volunteers

**THIS IS A REQUIRED POLICY**

## FIELD AND OTHER DISTRICT SPONSORED TRIPS

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

1. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
2. arouse new interests among students;
3. help students relate school experiences to the reality of the world outside of school;
4. bring the resources of the community natural, artistic, industrial, commercial, governmental, educational within the student's learning experience and
5. afford students the opportunity to study real things and real processes in their actual environment.

A field trip is defined as any planned journey by one or more students away from District premises, which is an integral part of a course of study and under the direct supervision and control of a credentialed staff member or any advisor as designated by the Superintendent.

Other District-sponsored trips are defined as any planned student travel activity which is approved as part of the District's total educational program and under the direct supervision and control of a credentialed staff member or any advisor as designated by the Superintendent.

The Superintendent/designee approves all other such trips.

Students are not charged for the cost of transportation to and from educational field trips on school days. Students may be assessed the cost of transportation to and from educational field trips on non-school days.

Students may be charged reasonable fees, including, but not limited to, admission fees, for field trips but no student is denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all District-sponsored trips remain under the supervision of the Board and are subject to its administrative guidelines.

The Board does not endorse, support or assume liability in any way for any staff member, volunteer or parent of the District who takes students on trips not approved by the Board or the Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the grounds of the District.

The Superintendent prepares administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips. These guidelines address:

1. the safety and well being of students at all times;
2. parental permission is sought and obtained before any student leaves the District on a trip;
3. each trip is properly planned, and if a field trip is integrated with the curriculum, evaluated and followed up by appropriate activities which enhance its usefulness;
4. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
5. each trip is properly monitored;
6. no field trip is approved unless it contributes to the achievement of specified instructional objectives;
7. student behavior while on field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
8. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;
9. provisions have been made for the administration of medication to those students for whom medications are administered routinely while at school;
10. provisions have been made at the trip destination and in transportation, if and when required to accommodate students and/or chaperones with disabilities and
11. arrangements for students not participating in the field trip have been made and appropriately shared with students, parents, administration and other building teachers who will assume responsibility for these students while/if the teacher of record is on the field trip.

A credentialed staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the credentialed staff member in charge notifies the administrative superior immediately.

[Adoption date: April 11, 2005]

[Re-adoption date: March 29, 2017]

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

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

**THIS IS A REQUIRED POLICY**



## FIELD AND OTHER DISTRICT-SPONSORED TRIPS

Field trips must be related to a course of study and therefore are a required part of instruction. If the trip cannot be directly related to a course of study, it should be considered a cocurricular or extracurricular activity. The following guidelines have been provided to help ensure the effectiveness of all field trips.

### General Procedures

1. All requests are submitted to the principal on the Field Trip Request form in advance of the scheduled trip with the number of staff members and chaperones who will accompany the students.
2. Upon approval of a trip, the principal forwards a copy of the pre-trip proposal to the Superintendent no later than three weeks prior to the trip.
3. Parental Consent Forms must be returned to the administration before the trip. A blanket authorization may be obtained for trips that consist of a series of trips during the school year.
4. The list of participating students must be posted five days prior to the trip.
5. A copy of Search and Seizure is to be provided to the person in charge of the trip for his/her use if a search of a student's possession becomes necessary.
6. A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge for all trips.
7. A list of any students to whom medication needs to be administered while on the field trip is secured by the teacher in charge from the school nurse.
8. Field trips may be denied for failure to comply satisfactorily with any one of the following reasons:
  - A. failure to comply satisfactorily with pre-trip requirements;
  - B. excessive cost or limited financial resources;
  - C. the students involved have generally been involved in other field trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip;

- D. excessive number of student trips on that particular day;
  - E. lack of availability of transportation or
  - F. inadequate arrangements for student safety and welfare.
9. Problems with the field trip should be brought to the attention of the principal immediately upon return. The principal informs the Superintendent of any major problems.
10. For every field trip there must be a ratio of teachers and chaperones to students as determined by the principal.
11. Prior to arrival at the destination, students and chaperones are to be made aware of:
- A. how they are to conduct themselves;
  - B. what time the bus leaves for the return trip;
  - C. where the bus is located for the departure and
  - D. any specific information that the students should know with reference to the area being visited.
12. At no time are students to be left ON THEIR OWN during the course of the field trip.
13. At least one staff member is to remain at the school after the return trip until all students have been picked up.
14. Any disciplinary problems are to be reported to the principal immediately upon returning to the school for appropriate action.

In the event of any emergency during a field trip, the bus driver should contact appropriate persons from his/her emergency list and the teacher in charge should contact the principal.

Because field trips are considered an integral part of a course of study and represent a significant cost to the District, it is essential that each trip be carefully planned, conducted according to the plan and then evaluated in terms of how well the learning purpose was accomplished.

### Planning for Field Trips

1. Will this proposed trip provide a valid learning experience and contribute directly to accomplishing an important learning objective within the course of study?
2. What environmental conditions at the site might make it difficult to gather important information?
3. What facilities or resources are available for guiding the data gathering and answering questions?
4. What health and safety risks are involved?
5. Are there students to whom medication needs to be administered while on this trip?
6. Is it worth the time and expense? i.e.,
  - A. Would another activity be just as effective?
  - B. Can the trip be made within the time available?
  - C. Will the experience provide a significantly new learning experience for a majority of the class?
  - D. Can the purpose be realized without undue inconvenience to students, parents, teachers and places visited?
  - E. Will the selection of places to visit produce ill feeling in the community (e.g., visit to chain store as against visit to corner store)?
  - F. Will the trip have parental and community support?

### Preparation for Field Trips

1. Teacher Preparation
  - A. Arrange through administration for consent to make trip prior to parental consent.
  - B. Make arrangements with authorities at the place of destination.
  - C. Plan transportation route, in detail, and arrange financing with the Director of Transportation, if necessary.

2. Student Preparation

- A. Make clear to students the learning purposes of the trip and how it contributes to their accomplishing particular learning objectives.
- B. Provide a transition from what they have been learning to what they will be learning through the trip.
- C. Work out with students the focus of their observations and questions for each category of information they are to gather on the trip.
- D. Help students organize any materials or references they may be using during the trip.
- E. Set up with students the standards of behavior and safety and emphasize that the student code of conduct applies to this trip.

Conduct of Field Trips

1. Gathering and Recording the Information

- A. Provide the guide with a clear idea of the purpose of the trip (set of questions prepared by teacher and students).
- B. Make sure all students are in a position to observe and to hear the guide's explanations.
- C. Arrange for questions to be asked periodically and be sure all students hear the responses to the questions.
- D. Provide opportunities for all or selected students to properly record the observations and information for later use in the classroom.

2. Classroom Follow-Through

- A. Guide students in the preparation of what they remember and what they recorded, then organize the information into useful categories.
- B. Have the students examine their data to correct any misinformation and to locate any gaps in the information that they will have to deal with through further research and data gathering.
- C. Ask students to analyze the data and form relevant conclusions based on their analysis.

- D. Provide a transition from these new learnings to what they will be learning next.
- E. Make sure students send appropriate thank you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

### Overnight Trips

The following guidelines are followed whenever a staff member seeks Board approval for a trip on which students are away from home for one or more nights.

The Superintendent will not recommend approval by the Board unless a plan based on answers to the questions on the Proposal Form for Overnight/Extended Student Trip has been prepared and approved by the principal(s) of the school(s) which the students attend. In addition, if the trip involves the use of a travel agent or tour provider to arrange for transportation, rooms or any other aspect of the trip, the staff member submitting the proposal must confirm that the company is:

1. licensed to operate in this state;
2. registered and bonded, if required by State law;
3. properly insured for the proposed trip, including a summary of the nature and extent of the coverage and
4. in compliance with Federal laws regarding accessibility for and rights of those with disabilities.

This information must be confirmed, in writing, and attached to the trip proposal. No trip involving a travel agent or tour promoter is approved without this confirmation and, therefore, will be considered a non-sponsored trip.

It is essential that no discussion of a trip with students is to occur until the trip proposal has been submitted and a determination made as to whether it will be sponsored by the District.

All requests are submitted to the Superintendent at least 30 days prior to the Board meeting at which approval is sought. The credentialed staff member in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals and obtaining written approval from each.

The proposal is reviewed by the Superintendent and submitted to the Board with his/her recommendation for or against approval.

Once approved, the credentialed staff member in charge is responsible for conducting the trip as planned. If changes in the plan are necessary, changes are submitted to the principal(s) for approval and/or for subsequent approval by the Superintendent or the Board.

Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any District-sponsored trip. In addition, each participating student and his/her parent is to sign the Responsibility Contract and submit it to the trip leader(s) prior to the trip.

(Approval date: April 11, 2005)

(Re-approval date: March 29, 2017)

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip \_\_\_\_\_

Proposed Departure Date \_\_\_\_\_ Return Date \_\_\_\_\_

Proposer \_\_\_\_\_ Position \_\_\_\_\_

Date by which response is needed \_\_\_\_\_ Proposal Date \_\_\_\_\_

Purpose

1. What is the major place to be visited or event to be attended?
2. How is the trip related to the educational program of the District?
3. In what ways will the students benefit?
4. In what ways will the District benefit?
5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Student and Staff

1. Which students (grade, class or organization) will be going?

2. How many students in total?
  
3. How many students are currently experiencing academic problems?
  
4. Which staff member will be in charge?
  
5. What previous experience has the staff member had in conducting overnight or extended field trips?
  
6. What other staff members will be going?
  
7. How many chaperones, in addition to staff members, will be going?
  
8. What are their names and affiliations with the students?
  
9. How many school days will be missed?
  
10. How will teachers be advised in advance that the students will be out of school?



School Work

1. How will missed work be made up?
2. What special assistance will be provided students with academic problems?

Itinerary

1. What is the destination?
2. What will be the mode of transportation? What liability insurance does the carrier have?
3. Where will the group be housed and fed?
4. What enroute or supplementary activities are planned?
5. What arrangements have been made for dealing with emergency situations?
6. What arrangements have been made for administering necessary medications to students while on this trip?

7. If tour guides are involved, what liability insurance do they carry?

### Finances

1. What is the estimated total cost and cost per student?
2. What is the source of funds?
3. How will the funds be collected and safeguarded?
4. How will any shortfall be made up or excess funds used?
5. What provisions have been made for students who are financially unable to pay any necessary costs?

### Communications

1. How will you communicate to parents prior to, during and after the trip?
2. List telephone numbers at destination and where group will be housed.

3. What information will be provided to the media and the community?

---

Signature of the Requestor

Date

Safety Plan and Procedures for trip have been reviewed and approved by School Resource Officer.

---

School Resource Officer

Date

Approved:

---

Principal

Date

---

Superintendent

Date

---

Board of Education

Date

## SCHOOL VOLUNTEERS

Volunteers can enhance the educational program by bringing diverse skills, knowledge and experience into the buildings and classrooms of the District. Volunteers can be utilized to provide individualized attention to students and/or to free teachers and instructional aides from clerical duties. Volunteers are not to perform supervisory duties over children, assign grades or discipline students.

Volunteers may be utilized at the discretion of the building principal. The training and indoctrination of the volunteers is the responsibility of the building principal.

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 2305.23; 2305.231  
Chapter 2744  
3319.39  
OAC 3301-9-01

CROSS REFS.: GBQ, Criminal Record Check  
IIC, Community Instructional Resources (Also KF)

## GUIDANCE PROGRAM

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

Guidance is based upon these broad fundamental principles.

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

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3317.023

Three Rivers Local School District, Cleves, Ohio

OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REF.: AFI, Evaluation of Educational Resources

**THIS IS A REQUIRED POLICY**

## ACADEMIC ACHIEVEMENT

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

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

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

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

[Adoption date: April 11, 2005]

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

Three Rivers Local School District, Cleves, Ohio





## GRADING SYSTEMS

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

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

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

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**

## 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 credentialed staff.

Report cards are available to parents at the completion of each grading period. Interim reports are also required for students.

Teachers are encouraged to speak with parents directly via e-mail and telephone calls. Conferences with parents are also used as an integral part of the reporting system.

[Adoption date: April 11, 2005]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

**THIS IS A REQUIRED POLICY**

## HOMEWORK

Homework is assigned to improve student achievement and to evaluate student progress. All homework assignments will be meaningful and directly related to the curriculum. At the beginning of the school year, each teacher provides parents and building administrators with a written copy of their expectations for homework. These expectations should include information about the frequency of homework, the impact of homework upon the calculation of grades, the consequences if the homework is not completed and other pertinent information.

Homework that is assigned meets one or more of the following objectives:

1. to practice and reinforce skills and concepts taught in the classroom;
2. as preparation or introduction for material that will be taught;
3. to provide an opportunity to extend learning beyond the classroom;
4. to provide enrichment about a subject taught;
5. as an opportunity for creative expression and to encourage analysis, synthesis and evaluation of a lesson and/or
6. to complete unfinished classroom work or work that was missed due to absence.

When assigning homework, the teacher should clearly state the objective(s) of the assignment to the student and provide appropriate directions for achieving the objectives.

Homework should be assigned with the recognition that other teachers may also be assigning homework and that the amount of time required to complete the assignment is within the guidelines below. Feedback about homework should be provided to the parent on a regular basis.

General time guidelines for assigning homework to students:

Grade K-1 Students are asked to develop responsibility for doing some work outside of school. The amount of time varies.

Grade 2-3 Students may be assigned approximately 20-30 minutes of homework per night.

Grades 4-5 Students may be assigned approximately 40-60 minutes of homework per night.

Grades 6-8 Students may be assigned approximately 60-90 minutes of homework per

night.

Grades 9-12 Students may be assigned approximately 90-120 minutes of homework per night. Students in college prep classes and advanced placement classes may require more time for their homework.

1 of 2

The amount of time a student actually spends on homework varies according to the abilities of the student and with the student's class schedule. Make-up work from an absence may also cause these times to increase.

[Adoption date: April 11, 2005]

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

**THIS IS A REQUIRED POLICY**



## PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student in a grade is made on the basis of the following factors. The teacher takes into consideration: reading grade, 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. Guidelines 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, excluding summer school.
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. Documentary and anecdotal evidence should be available to justify retention.
7. A student with failing grades during any academic term may be provided with intervention services.

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,” as used in this policy, 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.

Students in the fourth, fifth, sixth, seventh or eighth grades may not be promoted to the next grade if they score limited proficient on one achievement test.

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

1. promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the next grade;



2. promotion to the next grade with “intensive intervention” in that grade or
3. retention in the current grade.

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.

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

[Adoption date: April 11, 2005]

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

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

**THIS IS A REQUIRED POLICY**



## ACCELERATION

Occasionally it may appear to a principal or teacher that a student should be double promoted; that is, he/she should skip a grade. Both social and emotional factors are involved along with the obvious consideration. This is not a permissible practice above grade 8 because of unit requirements.

In grades K-8, whenever it appears this may be a viable procedure, early identification of the student is a must. Not later than early in the second semester, the student being considered should be discussed with the principal and assistant superintendent. A recommendation based on a psychological evaluation is mandatory.

A staffing conference is held involving the teacher(s), principal and assistant superintendent. At this conference, all assessment data is reviewed and a determination of the student's placement is made.

In case of disagreement, the Superintendent makes this decision. Parental permission is then obtained if the decision is to permit double promotion.

It cannot be over emphasized that this procedure should very seldom be considered. It is a highly unusual solution to a student's problem. Results of research indicate that, with rare exceptions, children adjust more adequately and later achieve better in classes of children of like ages. Double promotions which alter this grouping tend to bring social, emotional and academic difficulties that are minimized only when children show unusually high social and emotional maturity. Research also shows that older children in a group have a greater chance of school success.

Subject acceleration may occur if the student has demonstrated exemplary achievement determined by an established set of criteria determined by content area teachers.

[Adoption date: April 11, 2005]

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

CROSS REFS.: IKE, Promotion and Retention of Students

## GRADUATION REQUIREMENTS

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

The requirements for graduation from high school are as follows.

<u>District Minimum</u>		<u>Statutory Graduation Requirements</u>	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History, one-half unit of World History and one-half unit of American Government	1.5 units	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies*	2 units	Social Studies*	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent **	4 units	Math, including one unit of Algebra II or its equivalent **	4 units
Fine Arts	1 unit		
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives *** <i>Class of 2021 and Beyond</i>	4 units <u>5 units</u>	Electives ***	<u>5 units</u>
Total (Class of 2019-2020) <i>Class of 2021</i>	20 units 21 units	Total	20 units

The statutory graduation requirements also include:

1. \* students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
2. \*\* students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
3. \*\*\* student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), 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 statutory graduation requirements;
4. units earned in social studies shall be integrated with economics and financial literacy and
5. passing all State-required examinations or State-approved alternative pathway (if available).

### Summer School

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

### Educational Options

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

### College Credit Plus and Postsecondary Enrollment Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus, or where applicable the former Postsecondary Enrollment Options Program, counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

### Correspondence Courses

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

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

### Course Work Prior to Ninth Grade

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

### Physical Education Exemption

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

### 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.

### Community Service

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

Graduation Requirements Opt Out

The District does not offer students the ability to participate in the Opt Out program.

[Adoption date: May 13, 2008]  
[Re-adoption date: July 24, 2012]  
[Re-adoption date: September 11, 2012]  
[Re-adoption date: September 8, 2015]  
[Re-adoption date: July 12, 2016]  
[Re-adoption date: March 29, 2017]  
[Re-adoption date: May 22, 2018]

LEGAL REFS.: ORC 3301.07(D)(3)  
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61  
3345.06  
OAC 3301-35-04  
3301-16-05

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

**THIS IS A REQUIRED POLICY**

## GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as State Law and, further, that our high school compares favorably with high schools in the state recognized for excellence.

The minimum requirements for graduation from high school are as follows:

<b>Class of 2018-2019</b>		<b>Class of 2021 and Beyond</b>	
English	4 units	English	4 units
Social Studies	1 ½ units	Social Studies	1 ½ units
American History	½ unit	American History	½ unit
Government	½ unit	Government	½ unit
World History	½ unit	World History	½ unit
Science	3 units	Science	3 units
Mathematics	4 units	Mathematics	4 units
Health	½ unit	Health	½ unit
P.E.	½ unit	P.E.	½ unit
Fine Arts	1 unit	Fine Arts	1 unit
Electives	4 units	Electives	5 units
<b>Total</b>	<b>20 units</b>	<b>Total</b>	<b>21 units</b>

The requirements for graduation include:

1. Elective units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies course not otherwise required;
2. Mathematics units must include one unit of Algebra II or the equivalent of Algebra II;
3. Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science;
4. Students must receive instruction in economics and financial literacy during grades 9-12 and
5. passing all required state examinations.



Each student is required to complete three units in another subject in addition to the English requirement.

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

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 an applicant can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.

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 shall be awarded. If no comparable course is offered, the District shall grant 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.

High school courses offered through correspondence courses are accepted for credit.

Algebra I successfully completed in the eighth grade shall count towards high school graduation credit.

(Approval date: April 11, 2005)  
(Re-approval date: April 2, 2007)  
(Re-approval date: July 12, 2016)  
(Re-approval date: May 22, 2018)

**THIS IS A REQUIRED PROCEDURE**

## GRADUATION EXERCISES

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

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Three Rivers Local Board of Education.
2. All financial obligations to the high school or Board must be paid.
3. All disciplinary obligations must be satisfactorily completed.
4. Participation in graduation rehearsal is required for participation in the graduation ceremonies.
5. Students participating in the ceremony must wear the prescribed cap and gown.
6. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.
7. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

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

## TESTING PROGRAMS

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

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

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

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

Each student with a disability is considered individually as to his/her participation in the testing programs.

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

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

[Adoption date: April 11, 2005]

[Re-adoption date: February 8, 2011]

[Re-adoption date: March 29, 2017]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729  
3319.32; 3319.321  
OAC 3301-13-05  
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

**THIS IS A REQUIRED POLICY**

## TESTING PROGRAMS

### Standardized Test Security Provisions

In order to protect the security of proficiency, achievement and ability tests, the following procedures are in place.

The assistant superintendent and building principal are responsible for test security within the District. No unauthorized person shall have access to any secure test materials at any time.

Testing materials are kept in a secure location (i.e., under lock and key or in the personal possession of those responsible) from the time of receipt at the District office or at the buildings up to the time of the testing. Test administrative booklets are distributed well in advance of the tests; the tests themselves are distributed to examiners by the principal/designee immediately before but not earlier than the morning of the day actual test taking begins. Only authorized examiners are to be present during testing. Authorized examiners include District and building administrators, teachers and designated instructional aides.

Test materials are counted before distribution to each examiner and upon being returned. The testing materials are returned to the building principal/designee for safekeeping immediately at the completion of the test administration. Test materials needed for make-up tests are obtained as needed from the building principal/designee immediately before the testing and returned as soon as the testing is completed. All test materials are kept secure upon receipt from the examiners until returned to the test scoring service or the District office storage facility.

Any suspected breach of security is reported immediately to the District test coordinator and investigator by the principal. Specific procedures for each investigation are determined on an individual basis as warranted by specific allegations and circumstances. All investigations ensure due process to the person/s being investigated. It is a breach of security for any of the following to occur:

1. test information to be released or reproduced in written, oral, electronic, photographic or other form;
2. cheating by a student or assisting a student to cheat or
3. other deeds or actions by an individual or individuals that undermine the integrity of the test program.

If there is evidence to conclude that cheating did take place causing the test results to be compromised, the papers in question are disqualified. Within 10 days of such finding, the Superintendent notifies the Director of Assessment at the Ohio Department of Education in writing of the finding and of the action taken.

In the event of a security violation by an employee, the District cooperates with the State Board pursuant to State law. A violation is punishable by a credential/license suspension for one year and is grounds for termination of employment for a credentialed or classified employee. The State Board gives notice of any intended action and provides an individual with an opportunity to respond and present a defense.

1 of 2

As required by the Ohio Administrative Code, the contents of this procedure are communicated annually by October 1 to all District employees in writing and to students via student handbooks and student assemblies.

(Approval date: April 11, 2005)





## EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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 educational testing program are used as a part of the evaluation.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

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

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

**THIS IS A REQUIRED POLICY**

File: INA

## DAILY LESSON PLANS

In order to facilitate student learning and classroom management, teachers are required to prepare written, daily lesson plans well in advance of classroom instruction. These lesson plans are to reflect the approved course of study, be well-developed and self-explanatory to the degree that a substitute teacher could use them.

Each of the following lesson plan components is to be addressed for each day of the week using an approved format which contains the following components:

1. objective(s) a statement of what is to be accomplished in the lesson
2. instruction how the lesson is to be taught
  - A. Method
  - B. Activities
  - C. Content
3. materials videos, workbooks, etc., to be used
4. assessment how the students are checked for understanding
5. assignment specific task given as homework or in-class work.
6. intervention supplemental action designed to remediate, reinforce or support student learning relative to specified performance objectives.

Lesson plans are maintained for the entire school year. Lesson plans are available for review by the building principal or assistant principal no later than the first workday of each week.

[Adoption date: April 11, 2005]

CROSS REFS.: GCE, Part-Time and Substitute Credentialed Staff Employment  
IGA, Basic Curricular Program  
IGBE, Remedial Instruction (Intervention Services)

## TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

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

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

[Adoption date: April 11, 2005]

LEGAL REFS.: ORC 2907.31  
OAC 3301-35-04

CROSS REFS.: IB, Academic Freedom

Three Rivers Local School District, Cleves, Ohio

KLB, Public Complaints About the Curriculum or Instructional Materials

## SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

### Religious Holidays and Observances

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

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

“Religious celebration” is defined as:

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

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

Patriotic Exercises

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

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

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

School Prayer

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

Moment of Silence

The Board 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.

[Adoption date: April 11, 2005]

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

**THIS IS A REQUIRED POLICY**

