

SECTION I: INSTRUCTION

Section I of the EPS/NSBA policy classification system provides a repository for statements on the instructional program: basic programs, special programs, activities programs, instructional resources, and academic achievement.

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IAA	Instructional Objectives
IB	Academic Freedom
IC/ICA	School Year/ School Calendar
ID	School Day
IF	Curriculum Development
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IFE	Curriculum Guides and Courses of Study
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IGAB	Human Relations Education
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IIA	Instructional Materials
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IIBH	Educational Service Center's Website
IIC	Community Instructional Resources
IICA-R	Field Trips
IICC	School Volunteers
IK	Academic Achievement
IKA	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IL	Testing Programs
ILA	Competency-Based Education
IM	Evaluation of Instructional Programs (Also AFE)
INB	Teaching About Controversial Issues
IND/INDA	School Ceremonies and Observances/Patriotic Exercises
ING/ING-R	Animals in the Schools

INSTRUCTIONAL GOALS

It is the belief and policy of the Governing Board that the learning process must accomplish instructional goals in a manner which makes learning interesting, relevant, exciting and enjoyable. The Governing Board believes these goals can be accomplished only by dedicated teachers and staff who believe in the worth of youth, are committed to these goals, and are given the encouragement, means, freedom and guidance necessary to accomplish them.

The Educational Service Center'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 our 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, the maintenance of optimum physical and mental health and the establishment of sound moral, ethical and aesthetic values.

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

[Adoption Date: 5/28/96]

LEGAL REFS.: Ohio CONST. art. VI, § 2
OAC 3301-35-02; 3301-35-03

CROSS REFS.: ADA, Mission Statement
AE, Goals
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

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

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

A competency based curriculum will be developed and implemented in reading, mathematics, English composition, science, and citizenship according to the requirements established by the State Minimum Standards. All students are subject to these standards unless otherwise stated on their IEPs.

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

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

[Adoption Date: 5/28/96]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: ADA, Mission Statement
AE, Goals
AFE, Evaluation of Instructional Programs (Also IM)
IA, Instructional Goals

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing school year will be prepared by the Superintendent in consultation with the Superintendents of cooperating districts. The number of hours scheduled for students shall meet or exceed the requirements of Ohio law.

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

In preparing the calendar, the Superintendent will consult with other schools and districts in the geographical area. He may also provide opportunities for members of the staff to offer suggestions.

[Adoption Date: 5/28/96]

[Amended Date: 4/16/14]

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

SCHOOL DAY

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

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Governing Board approval.

[Adoption Date: 5/28/96]

[Amended Date: 4/16/14]

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

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary in order to ensure that the Wood County Educational Service Center meets the needs of the students in its schools.

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

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

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

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

[Adoption Date: 5/28/96]

[Amended Date: 10/14/14]

LEGAL REFS.: ORC 3313.21; 3313.212
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3310-35-06

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

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Governing Board expects the Educational Service Center's professional staff to implement courses of study which will promote the educational goals of the District and comply with State Board of Education Minimum Standards.

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

The Superintendent will supervise the evaluation of the Educational Service Center's curriculum. Courses of study will be evaluated periodically through various formal and informal methods. After evaluation, courses of study will be presented to the Governing Board for adoption or re-adoption. The Governing Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption Date: 5/28/96]

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

CURRICULUM GUIDES AND COURSES OF STUDY

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

Each course of study will include a table of contents, an introduction, a philosophy, educational goals, program and grade level subject objectives, and evaluation procedures. Each educator responsible for teaching any aspect of the course of study will be provided a copy for official use.

[Adoption Date: 5/28/96]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

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

The curriculum will be balanced, integrated and sequentially articulated, providing a foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Competency standards will be established in the areas of reading, science, citizenship, mathematics and English composition.

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

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

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

[Adoption Date: 5/28/96]

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

HUMAN RELATIONS EDUCATION

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

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

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

[Adoption Date: 5/28/96]

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

TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The schools must show no preference for one religion over another and must refrain from the promotion or description of any religion or of all religions; consequently, there will be no teaching of religion, as such, in the schools of this Educational Service Center.

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

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

[Adoption Date: 5/28/96]

[Amended Date: 2/22/00]

LEGAL REFS.: U.S. CONST. AMEND, I.
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities

CAREER-TECHNICAL EDUCATION

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

Career-Technical 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.

Career-Technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter postsecondary occupational programs, and/or enter specific occupations directly from high school.

[Adoption Date: 5/28/96]

[Amended Date: 10/14/14]

LEGAL REFS.: ORC 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 3301-35-04
3301-61

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

HEALTH EDUCATION

The Governing 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) and dating violence prevention (grades 7-12).

The Governing 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 Governing 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: 7/19/11]

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

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

DRUGS, ALCOHOL AND TOBACCO EDUCATION/PREVENTION

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

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

[Adoption Date: 5/28/96]

[Amended Date: 4/24/07]

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

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

GOVERNING AUTHORITY
WCESC SCHOOL AND COMMUNITY-BASED ATOD PREVENTION PROGRAM

The Governing Board believes that alcohol, tobacco, and other drug prevention activities that go beyond the ATOD education offered in regular school programs are necessary to prevent the onset of ATOD use, abuse, addiction.

The Governing Board authorizes the development of the WCESC (Wood County Educational Service Center) School and Community-Based ATOD Prevention Program, which is offered in the schools in the Wood County district. The ATOD Prevention Program will have a coordinator who is responsible for its overall day-to-day operation. The coordinator's responsibilities will include:

- 1.) remaining abreast of ATOD prevention guidelines, policies, and directives on the federal, state, and local level.
- 2.) serving as liaison to clients, schools, and community agencies on ATOD prevention techniques.
- 3.) providing supervision instruction to on-site prevention specialists so they can help students become productive citizens through ATOD prevention techniques.

The Governing Board has approved the Policies and Procedures that are specific for the ATOD Prevention Services. (See the ATOD Prevention Services Policy and Procedure Manual).

The Governing Board will approve and revise, as necessary, WCESC policies for operating prevention services.

[Adoption Date: 12/18/07]

FAMILY LIFE/SEX EDUCATION

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

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

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units and materials will apply to any course(s) dealing with family life and sex education offered by the Educational Service Center:

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

[Adoption Date: 5/28/96]

[Amended Date: 11/25/03]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-02

DRIVER EDUCATION

The Educational Service Center provides elective driver education training for eligible students. The purpose of this comprehensive program is to provide all students an opportunity to participate in a State-approved driver education training course which gives the student an excellent beginning in becoming a responsible driver.

Under Ohio law, students may enroll in a commercial school for driver education training if a scheduling difficulty exists as defined below:

A student will be considered to have a scheduling difficulty if:

1. employed or engaged in traveling to or from his employment at the time the course is offered;
2. the principal of the student's high school determines the student is in a condition of hardship or
3. the principal determines that the driver education course conflicts with other courses which the student has scheduled.

A letter of authorization will be granted a student to enroll in a commercial school, provided that:

1. approval is secured from the principal prior to enrollment in a commercial school and
2. the student is at least 16 years of age.
3. the commercial school agrees to follow the district-approved driver education course of study.

[Adoption Date: 5/28/96]

LEGAL REFS.: ORC 3301.07; 3301.17; 3301.171
3313.37
3315.091
3317.024
4501.07
OAC 3301-81 et seq.

PROGRAMS FOR STUDENTS WITH DISABILITIES

All Students with disabilities, placed in Wood County ESC special educational programs, 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.** Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

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

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

All students with disabilities are required to be tested, and each student with a disability is considered individually relative to his/her participation in the Wood County ESC's educational and testing programs. Alternative assessments may be required. Students must make yearly gains towards 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.

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

[Adoption Date: 04/23/96]

[Amended Date: 11/21/00]

[Amended Date: 11/25/03]

[Amended Date: 04/19/04]

[Amended Date: 12/21/04]

[Amended Date: 02/23/10]

[Amended Date: 02/04/13]

[Amended Date: 08/23/16]

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

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

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all students are entitled to education commensurate with their particular needs, gifted and talented students served by the Educational Service Center must be provided opportunity to progress as their abilities permit. The Governing Board believes that these students require programs and/or services beyond those offered in regular school programs in order to realize their potential contribution to themselves and to society. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 programs.

Identification

Annually, gifted and talented students will be identified by professionally qualified persons using a variety of assessment procedures. The Wood County Educational Service Center follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. The Educational Service Center identifies children of the District, in grades kindergarten through 12, as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under Ohio Revised Code and Ohio Administrative Code. Accordingly, a child can be identified as exhibiting:
 - A. Superior Cognitive Ability
 - B. Specific Academic Ability in one or more of the following content areas:
 - 1) mathematics
 - 2) science
 - 3) reading, writing or a combination of these skills
 - 4) social studies
 - C. Creative Thinking Ability
 - D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted.

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 will be submitted to the Ohio Department of Education for approval. The identification plan includes the following:

- A. The criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
- B. The sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted.
- C. An explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socioeconomic background, children with disabilities and children for whom English is a second language.
- D. The process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted.
- E. Provision of an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services.
- F. Procedures for the assessment of children who transfer into the District.
- G. At least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.
- H. An explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

The District's plan to provide for the District to contact 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

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

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

Gifted Education Personnel

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

Annual Report and Accountability

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

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

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

[Adoption Date: 5/28/96]

[Amended Date: 7/24/01]

[Amended Date: 1/31/06]

[Amended Date: 12/16/08]

[Amended Date: 7/21/09]

LEGAL REFS.: ORC 3301.07
3313.21
3317.024; 3317.05
3324.01-07
OAC 3301-51-15; 3301-35-03

CROSS REF.: JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION
(Intervention Services)

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

The Governing 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 Wood County ESC 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.

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 District provides all remedial support required by law including those related to assessments and end-of-course examinations.

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 Governing Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption Date: 10/23/12]

[Amended Date: 4/28/15]

[Amended Date: 12/7/15]

[Amended Date: 11/26/19]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711 (D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 33136012; 3314.03
OAC 3301-35-04; 3301-35-06

CROSS REF.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

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

The ESC annually evaluates the English reading skills of each K-3 student and identifies students who are reading below their grade level. The reading skills assessment is completed by September 30, for students in grades one through three, and by November 1 for student in kindergarten. The ESC uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from students.

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

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

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

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

[Adoption Date: 10/23/12]
[Amended Date: 05/28/13]
[Amended Date: 10/14/14]
[Amended Date: 4/28/15]
[Amended Date: 12/7/15]

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

READING SKILLS ASSESSMENTS AND INTERVENTIONS
(Third Grade Reading Guarantee)

The Wood County ESC is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. 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 ESC uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the ESC provides written notification to the parents or guardian that includes:

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

For a student not reading at grade level, the ESC provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. The intervention services must:

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

For each student receiving required reading intervention, the ESC develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. Identification of the student's specific reading deficiencies;
2. A description of additional instructional services that ~~will~~ target the student's identified reading deficiencies;
3. Opportunities for the student's parents or guardians to be involved in the instructional services;
4. A process to monitor the implementation of the student's instructional services;
5. A reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. A statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade, the ESC provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. Has completed a master's degree program with a major in reading;
3. Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. Was rated "above expected value added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. Has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. Holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the ESC may provide a teacher who:

1. Has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. Holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade, the ESC may provide:

1. Reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Ohio Board of Speech-Language Pathology and Audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. A teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

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

1. Establish a district policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. Small group instruction
 - B. Reduced teacher-student ratios
 - C. More frequent progress monitoring
 - D. Tutoring or mentoring
 - E. Transition classes containing third and fourth grade students
 - F. Extended school day, week or year
 - G. Summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the ESC. These providers will be screened and approved by the ESC or by the Ohio Department of Education.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

[Adoption Date: 10/23/12]

[Amended Date: 05/28/13]

[Amended Date: 2/25/14]

[Amended Date: 7/22/14]

[Amended Date: 4/28/15]

[Amended Date: 12/7/15]

ALTERNATIVE SCHOOL PROGRAMS

The Governing Board, recognizing the worth and dignity of the individual, believes that appropriate educational opportunities must be provided for all students.

Therefore, the Governing Board may approve the establishment of alternative school programs for students who, because of special needs, cannot benefit from the regular school program. This may also include students who have been incarcerated or are awaiting adjudication at the Juvenile Residential Center or the Juvenile Detention Center.

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 will help each student overcome academic deficiencies, truancy and behavioral problems;
3. strive to improve each student's self-concept so that he recognizes his ability to succeed and play a contributing role in society;
4. provide an accepting environment in which respect and confidence will be 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 will be 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 an educational plan which meet the individual needs of students.

Selection of students to participate in the alternative school program will be 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. Adjudicated students may return to their regular schools with the approval of court authorities.

[Adoption Date: 5/28/96]

[Amended Date: 12/21/04]

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

PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

[Adoption Date: 5/28/96]

[Amended Date: 7/21/09]

LEGAL REF.: ORC 3313.472

EDUCATIONAL OPTIONS

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

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

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

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

Students enrolled in the Wood County Educational Service Center programs will follow the Educational Options Guidelines of the districts they attend.

[Adoption Date: 5/28/96]

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

CROSS REFS.: JN, Student Fees, Fines and Charges

HOME EDUCATION REGULATIONS

The Superintendent may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being instructed at home in accordance with the State Board of Education rules in the Ohio Administrative Code, 3301-34-01 through 3301-34-06.

1. The Superintendent should require the parent to provide all information listed in OAC 3301-34-03.
2. The Superintendent should approve the home instruction request in writing and should maintain a file in his office containing a copy of the information supplied by the parent, a copy of the excuse for home instruction granted by the Superintendent, papers showing how the qualification of the person instructing the child was determined, and all other documents relating to the child's home instruction program.
3. If the Superintendent refuses a parent request for home instruction, he should notify the parent of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the school District is located.
4. Academic assessment and remediation of home-instructed children should be performed in accordance with OAC 3301-34-04 and 3301-34-05.

[Adoption Date: 5/28/96]

LEGAL REFS.: ORC 3321.04
3331.08
OAC 3301-34-01--3301-34-06

CROSS REFS.: JEG, Exclusions and Exemptions from School Attendance

PRESCHOOL PROGRAM

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

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

[Adoption date: 7/24/01]

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

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
IICA-R, Field Trips
JHC, Student Health Services and Requirements
JHCCA, Acquired Immune Deficiency Syndrome AIDS (Also GBEA)
JHF, Student Safety
JO-R, Student Records

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 publications 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 regulations;
 - D. is considered false or libelous, based upon available facts; and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to suitability of material rests with the supervisor 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, place and manner of distribution or may be prohibited from distributing such publications.

[Adoption date: 6/19/2012]

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

CROSS REFS.: EDE, Computer Online Services (Acceptable Use and Internet Safety)
IIBH, District Websites
JF, Student Rights and Responsibilities

STUDENT FUND-RAISING ACTIVITIES/ACTIVITIES FUNDS MANAGEMENT

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

1. conducted by a recognized student group for the purpose of contributing to educational objectives;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers 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 teacher and administrator time or work;
7. evaluated annually by teachers, administrators and students, where appropriate;
8. limited in number so as not to become a burden or nuisance to the community and
9. in no direct competition with fund-raising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities will be supervised by the responsible administrator with the approval of the Superintendent. Each administrator will submit to the Superintendent a list of the proposed sales or fund drives in the schools which the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent will then indicate his approval or disapproval within the limitations of the above criteria.

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

[Adoption date: 7/24/01]

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

CROSS REFS.: IICA-R, Field Trips

INSTRUCTIONAL MATERIALS

As the governing body of the Wood County Educational Service Center, the Governing 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 Educational Service Center authority to recommend selection of instructional and library materials.

Materials for school classrooms and the Educational Service Center's Resource Library will be recommended by the appropriate professional personnel in consultation with the Superintendent, Directors, teachers, and other sources as needed. Final decision relative to purchase will rest with the Superintendent.

The Governing Board believes that it is the responsibility of the Educational Service Center to provide:

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

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

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the Educational Service Center.

[Adoption Date: 5/28/96]

[Amendment Date: 10/14/14]

LEGAL REFS.: ORC 3313.21; 313.212;
3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

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

TEXTBOOK SELECTION AND ADOPTION

In adopting textbooks for use in the local districts, the Governing Board will carefully consider the rights, freedoms and responsibilities of students, parents and teachers. Efforts will be made to:

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

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the Educational Service Center.

The final decision on the recommendation of textbooks will rest with the Superintendent, subject to official adoption by the Governing Board in all cases.

[Adoption Date: 5/28/96]

[Amended Date: 3/24/98]

[Amended Date: 10/14/14]

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

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

EDUCATIONAL SERVICE CENTER'S WEBSITE

The Educational Service Center's website provides opportunities to inform and interact with the community, staff and school districts. The Educational Service Center's website:

1. gives the Governing Board opportunities to communicate its mission, goals, and policies;
2. allows the Educational Service Center to provide current and complete information;
3. gives the community a means to communicate effectively with the Governing Board and staff;
4. provides avenues for teachers to help students meet high standards of performance

Purpose and Use of Educational Service Center's Website

The technology coordinator is responsible for maintaining the Educational Service Center's website in accordance with the directives provided by the Superintendent.

Advertising or Sponsorships

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

The Governing 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.

[Adopted Date: 02/22/11]

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)
ORC 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
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 Educational Service Center'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: 12/21/04]

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

FIELD TRIPS

Eligible Participants

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

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

Distance and Duration

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

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

Field trips out of the State while school is in session are not normally approved. The Governing Board considers special requests for such trips when they are necessary to a curricular and co-curricular purpose, well-planned, adequately chaperoned and satisfactorily financed.

Parental Permission

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

Travel Vendor Compensation

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

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

[Approval Date: 3/30/00]

[Amended Date: 7/24/01]

LEGAL REFS.: ORC 117.10
ORC 3327.15
ORC 3301-35-01; 3301-35-03

CROSS REFS.: IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

SCHOOL VOLUNTEERS

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

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

Accountability for the program should include accurate record keeping at the office or classroom in the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, and types of services or donations made.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

[Adoption Date: 5/28/96]

[Amended Date: 7/24/01]

[Amended Date: 7/21/09]

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

CROSS REF.: GBQ, Criminal Record Check
GDBB, Support Staff Pupil Activity Contracts
IIC, Community Instructional Resources (Also KF)

ACADEMIC ACHIEVEMENT

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

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

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

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

[Adoption Date: 5/28/96]

LEGAL REF.: OAC 3301-35-02

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

GRADING SYSTEMS

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

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

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

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

The Governing Board recognizes that any grading system, however effective, is subjective in nature; therefore, there are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most scientific estimate by the teacher of the achievement of the individual in the subject as related to his group and his individual natural ability. A variety of evaluation measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he has not met stated minimum requirements.
3. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

The Superintendent develops procedures for grading which include the following:

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.
5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Governing Board.

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

[Adoption Date: 5/28/96]

[Amended Date: 2/22/11]

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

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

STUDENT PROGRESS REPORTS TO PARENTS

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

Written reports are provided to parents of children in grades Kindergarten through 12, four times per year; Pre-K, twice a year. Progress reports are sent to parents at the completion of each grading period. Supplementary reports are also required for students in danger of failing. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: 7/24/01]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

HOMEWORK

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

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

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

[Adoption Date: 5/28/96]

TESTING PROGRAMS

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

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

The Governing Board recognizes that all tests provide only a limited source of information about an individual student and should, therefore, be used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his work.

Each handicapped student will be considered individually as to his participation in the proficiency testing program and achievement /ability testing program.

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

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

[Adoption Date: 5/28/96]

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

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

COMPETENCY-BASED EDUCATION

Competency-based education measures student outcomes relative to the instruction provided. The Educational Service Center must state what will be taught, substantiate the results and pursue appropriate corrective/supportive action. The Governing Board expects the Superintendent, employing the talents of appropriate administrators and instructional staff as well as outside consultants when necessary, to implement within the Educational Service Center a program of competency-based education which meets and exceeds the OAC. Programs will be developed for the areas of reading, mathematics, English composition, citizenship, and science.

Such programs will include subject objectives (what will be taught), student performance objectives (what the student will be able to do to demonstrate learning), evaluation procedures to determine program effectiveness and intervention techniques to provide for program improvement and to assist student improvement.

Provisions will be made for periodic assessment to be done in the areas of mathematics, reading, English composition, citizenship, and science. Competency-based tests selected as a part of assessment will be constructed so as to test those subject objectives established within the Educational Service Center.

The Governing Board supports the development of guidelines for the use of assessment results for improving instruction, program evaluation, intervention programs to assist students as needed, guidance programming and promotional decisions.

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

[Adoption Date: 5/28/96]

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

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will, on a regular basis, evaluate the effectiveness of the instructional program in achieving the Educational Service Center's educational goals and objectives. Annually, he will submit a report of his evaluative findings to the Governing Board for its consideration and action. The specific purposes of this report will be to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. These data may include:

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

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

[Adoption Date: 5/28/96]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs
ILA, Competency-Based Education

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs or affiliations of large groups of our citizens. They are issues on which conflicting views are held by political parties, by management and labor, by urban and rural and by other large groups of our people who disagree concerning proposed solutions to important problems.

Most of the Educational Service Center curriculum is composed of established truths and accepted values, but it also includes controversial issues. The public schools include the study of some important unsolved problems which involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues, students have four rights, which must be recognized:

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

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

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

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.

3. Consideration of the issue should receive only as much time as is needed to cover the issue adequately.
4. The issue should be current, significant, real and important to the students and the teacher. Significant issues are those which are of general concern to significant numbers of people, are related to basic principles, or are currently under consideration by the public and news media.

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

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

[Adoption Date: 5/28/96]

LEGAL REF.: ORC 2907.31

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Governing Board believes that special recognition should be given to national holidays. The building administrator 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 will be a part of the classroom work.

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

Religious Holidays and Observances

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

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; Consequently, no religious celebrations may be conducted by the public schools.
"Religious celebration" is defined as:
 - A. a formal observance, including worship or religious services of any kind, whether or not conducted by a clergyman. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
 - B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
 - C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs which have significance for a particular religion should not be sung or performed in the school during the period which coincides with the community celebration of the events portrayed in the music; however, festive songs that cannot be associated with a religious celebration will be permitted.
2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Governing Board does not require the daily recitation of the Pledge of Allegiance; however, the Governing Board encourages reciting of the Pledge on a regular basis as determined by the classroom teacher or building administrator.

The Wood County ESC is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

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

The Governing Board recognizes that beliefs of some persons prohibit participation in the Pledge, the salute to the Flag or other opening exercises; therefore, such persons are excused from participation.

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.

[Adoption Date: 5/28/96]

[Amended Date: 5/30/00]

[Amended Date: 2/23/10]

LEGAL REFS.: U.S. CONST. Amend. I, Establishment Cl.; Speech Cl.

ORC 5.23

3313.602; 3313.63; 3313.80

ANIMALS IN THE SCHOOLS

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

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

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

[Adoption Date: 7/19/11]

CROSS REFS.: EBC, Emergency/Safety Plan
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, the Supervisor approves the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes) wolves of wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under 16 weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.
2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.
3. Students may not bring personal pets to school at any time, for any purpose
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - a. no one is allergic to the animal
 - b. proper examinations and immunizations have been given by a veterinarian
 - c. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment
 - d. arrangements have been made for the proper care of the animal when school is not in session and
 - e. rules have been established for the handling and treatment of the animal
5. When live animals are used as part of a study, prior approval of the supervisor is required and the following rules apply:
 - a. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study
 - b. studies involving animals have clearly defined objectives
 - c. all animals used in the studies must be acquired in accordance with law
 - d. the comfort of the animal used in the studies is highly regarded and
 - e. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.
6. When animals are used as part of an experiment, such as dissection in a science course, the Supervisor/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.
7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.
8. Hand washing facilities are available and immediately used when animals are handled.
9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.
10. Animals are not permitted on surfaces where food or drink is prepared or consumed.
11. All animal feed is tightly sealed and labeled in containers separate from human food.

[Approval Date: 7/19/11]