

BOARD OF EDUCATION

POLICIES

SECTION I

INSTRUCTION

IB 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 age and relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views.

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

Adopted: October 20, 2011

IC SCHOOL YEAR/SCHOOL CALENDAR

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

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

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

In Accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic school to which the District is required to transports students.

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

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

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

Adopted: May 24, 2007

Revised: March 20, 2014

ICA SELECTION OF VALEDICTORIAN AND SALUTATORIAN

At Indian Creek High School, for students graduating prior to 2022, the valedictorian of the graduating class will be the student(s) with the highest grade point average to the thousandths of a point. The salutatorian of the graduating class will be the student(s) with the next highest grade point average to the thousandths of a point. The students will be selected based on the grade point averages at the conclusion of their senior year.

| EXAMPLE A: | GPA | Class Rank | EXAMPLE B: | GPA | Class Rank |
|---------------------|-------|------------|--------------------------------|-------|------------|
| Smith | 4.213 | 1 | Smith | 4.301 | 1 |
| Jones | 4.201 | 2 | Jones | 4.301 | 1 |
| Williams | 4.199 | 3 | Williams | 4.299 | 2 |
| Thomas | 4.102 | 4 | Thomas | 4.299 | 2 |
| Richards | 3.943 | 5 | Richards | 3.924 | 3 |
| Valedictorian=Smith | | | Valedictorian=Smith & Jones | | |
| Salutatorian=Jones | | | Salutatorian=Williams & Thomas | | |

Students who earn identical grade point averages will share the same class rank position as do Smith/Jones and Williams/Thomas in Example B above. Richards in Example B would be third in class rank order.

Transfer Students: A student who transfers to Indian Creek High School at the beginning or during their senior year will be honored at their earned position. If this position is in the top ten, it will be shared with the Indian Creek High School student who was in this position prior to the transfer student's enrollment.

EXAMPLE:

| GPA | Rank | Senior Year Enrollees | GPA | Rank | |
|----------|-------|-----------------------|---------|-------|---|
| Smith | 4.301 | 1 | | | |
| Jones | 4.213 | 2 | | | |
| Williams | 4.019 | 3 | Johnson | 4.299 | 2 |
| Thomas | 3.999 | 4 | Joseph | 4.001 | 4 |
| Richards | 3.978 | 5 | | | |

Re-Adopted by Revision: January 15, 2004

Revised: April 16, 2015; July 19, 2018

IF CURRICULUM AND INSTRUCTION

Continuing curriculum study and development are necessary in order to ensure 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 are considered by the Board. Such planning must also take into consideration the legal requirements for students in base subjects.

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

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

The Board expects all professional staff to work together in evaluation the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have professional obligation to the educational program, including responsibility for working on curriculum committees. The professional 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.

Re-adopted by Revision: January 15, 2004

Revised: September 20, 2013; September 18, 2014

IFE CURRICULUM GUIDES AND COURSES OF STUDY

Curriculum guides shall be provided, as necessary, for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course.

The Indian Creek Schools and/or Jefferson County Educational Service Center will develop courses of study. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

- A. Courses of study shall establish the basis for curriculum and instruction.
 1. A course of study shall be adopted for each subject taught. Each course of study shall:
 - a. Comply with the provisions of O.R.C. §3313.60;
 - b. Be based on the philosophy of education and instructional goals;
 - c. Prescribe what is to be taught;
 - d. Specify subject matter objectives, learner outcomes, and proficiency objectives;
 - e. Establish a scope and sequence;
 - f. Provide a basis for pupil evaluation.
 2. Courses of study shall provide for the following topics to be a part of the curriculum: career education, citizenship, human relations education, multicultural education, energy and resource conservation education, and instruction in study and life skills.
 3. Courses of study shall be reviewed and up-dated at least once every five (5) years.
- B. Principals, department heads, and the Superintendent or designee shall see that optimum use is made of courses of study.
- C. The Superintendent shall maintain a copy of all courses of study offered by this District.

Re-adopted by Revision: January 15, 2004

IGAB - HUMAN RELATIONS EDUCATION

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

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

1. The curriculum for all students in grades kindergarten through 12 should present in context the accomplishments and contributions of the races and cultures of 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 annually refresh its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training.
4. The schools should 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 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.

Re-adopted by Revision: January 15, 2004

Revised: July 25, 2008

IGAE 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, including electronic smoking devices; venereal disease; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12); prescription opioid abuse prevention and anatomical gifts (organ and tissue donation).

The Board believes that an 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.

LEGAL REFS:

- ORC 3313.60
- ORC 3313.666
- ORC 3319.073
- OAC 3301-35-04
- OAC 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 and Mandatory Training

Adopted: November 18, 2021

IGAG TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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, including electronic smoking devices. Instructional units include sessions about the harmful effects of and legal restrictions against the use of drugs of abuse, alcohol and tobacco, including electronic smoking devices.

LEGAL REFS:

ORC Chapter 2925
ORC 3313.60
ORC 3313.95
OAC 3301-35-04
OAC 3301-35-06

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

Adopted: May 21, 1987

Re-adopted by Revision: January 15, 2004

Revised: November 18, 2021

IGAH 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 that contributes to the well-being of the individual, the family and society.

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

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

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.
2. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.

In accordance with Ohio Revised Code (RC) 3313.6011(C)(1), the course material and instruction in venereal disease must:

1. emphasize that abstinence from sexual activity is the only protection that is 100% effective against unwanted pregnancy, sexually transmitted disease and the sexual transmission of HIV;
2. stress that students should abstain from sexual activity until after marriage;
3. teach the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage;
4. teach that conceiving children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society;
5. stress that sexually transmitted diseases are serious possible hazards of sexual activity;
6. advise students of the laws pertaining to financial responsibility of parents to children born in and out of wedlock;
7. advise students of the circumstances under which it is criminal to have sexual contact with a person under the age of 16 pursuant to RC 2907.04 and
8. emphasize adoption as an option for unintended pregnancies.

Upon written request of the student's parent or guardian a student must be excused from taking instruction in venereal disease education.

If the District or a school offers additional instruction in venereal disease or sexual education not specified in RC 3313.6011(C)(1), all parents or guardians of students must be notified of such instruction. The notice includes the name of any instructor, vendor name when applicable and the name of the curriculum being used. This additional instruction is only provided to students for whom the student's parent or guardian has submitted written permission for their student to receive the instruction.

LEGAL REFS:

Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
ORC 3313.6011
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

Adopted: November 18, 2021

IGAL HIGH SCHOOL CREDIT PRIOR TO NINTH GRADE

The Indian Creek Local Board of Education believes that students should be offered an opportunity to be engaged in enriched learning and that this opportunity should be provided to students who are capable of doing high school work at an earlier time. Therefore, high school graduation credit may be awarded to students prior to the ninth grade for high school courses taken prior to the ninth grade. Furthermore, the teacher instructing the course must possess a license or certificate that is valid for teaching those high school courses.

Courses that may be taken for high school graduation credit prior to ninth grade will be identified as such in the junior high curriculum. The Board of Education approves curriculum and therefore designates which courses are high school courses that meet the requirements as per state standards and Ohio law.

Adopted: May 21, 1998

Re-adopted by Revision: January 15, 2004

IGB SPECIAL EDUCATION PROGRAM

The Indian Creek Local Board of Education, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with state and federal laws, rules, and regulations, does hereby resolve to implement the following policies:

I. CHILD IDENTIFICATION

It shall be the policy of this local educational agency that ongoing efforts will be 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.

II. PROCEDURAL SAFEGUARDS

It shall be the policy of this local educational agency that the child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free appropriate public education to the child.

III. MULTIFACTORED EVALUATION

It shall be the policy of this local educational agency to provide a multifactored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication; tests are used for their validated purposes; children are evaluated in all areas related to their suspected disability; testing is conducted by a multidisciplinary team; testing materials and procedures are not racially or culturally biased; tests are administered by trained personnel qualified in accordance with all federal regulations and state standards; tests are administered in conformance with the instructions provided by regulations and state standards; tests are administered in conformance with the instructions provided by the producer; and, that medical evaluation, when required as part of the multifactored evaluation, shall be provided at no cost to the parent by a licensed physician designated by the superintendent or his/her designee, when other no-cost resources are not available.

IV. INDIVIDUALIZED EDUCATION PROGRAM

It shall be the policy of this local educational agency that an individualized education program (IEP) will be developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in a planning conference. Parents of the child shall be strongly encouraged to participate in the planning conference. The IEP shall be reviewed and revised as often as necessary, but at least annually.

V. LEAST RESTRICTIVE ENVIRONMENT

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

VI. CONFIDENTIALITY OF DATA

It shall be the policy of this local educational agency that the confidentiality of personally identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction, and that one official of this School District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This local educational agency follows all federal regulations and state standards related to the confidentiality of data.

VII. DUE PROCESS

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

VIII. SURROGATE PARENT

It shall be the policy of this local educational agency that whenever the parent(s) or guardian(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the state, the child's rights shall be protected through the assignment of an individual (who shall not be an employee of the state education agency, local education agency, or intermediate educational unit involved in the education of the child) who will serve as the child's surrogate parent.

IX. TESTING PROGRAMS

It shall be the policy of this local educational agency that students with disabilities shall participate in local and statewide testing programs or be provided an alternate assessment. The determination shall be made at the IEP conference.

X. DISCIPLINE

It shall be the policy of this local educational agency that a child with a disability shall be disciplined only in accordance with state and federal law, rules and regulations.

The superintendent shall administer the local implementation of these state procedures in accordance with state and federal laws, rules and regulations, which will ensure fulfillment of the policies contained herein.

XI. IDEA Part B (Public Participation Policy)

The Indian Creek Local School District provides full and complete service to meet the educational and developmental needs of all eligible students with a disability in the District. To assist in providing such services, Indian Creek Local Schools receives Federal Part B IDEA funds and complies with the Federal Regulations outlined in 34 CRF Parts 300 and 302 (IDEA). In assuring compliance with 300.201 of IDEA, Indian Creek Local Schools provides for the Opportunity for Public Participation as defined in 300.165. Indian Creek Local Schools annually provides notice of public participation in the planning for the use of IDEA funds. Said meeting date, time and location will be determined by the superintendent and approved by the Board of Education, and prior notice of the meeting will be made available to the general public.

Adopted: December 16, 1982

Adopted Revised: June 27, 1996;

Re-adopted by Revision: January 15, 2004

Revised: June 15, 2011

Legal Reference:

Individuals with Disabilities Education Act, 20 USC 1400 et seq.

ORC Chapter 3323.

OAC Chapter 3301-51.

IGBA 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 Individual Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains 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.

Adopted: February 28, 2008

Revised: November 19, 2009; November 15, 2012; June 16, 2016

IGBA-R PROGRAMS FOR STUDENTS WITH DISABILITIES - REGULATIONS

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 extra 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 know 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.

Adopted: December 18, 2014

Revised: June 16, 2016

IGBB PROGRAMS FOR STUDENTS WHO ARE GIFTED

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

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

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 the Ohio Revised Code and Ohio Administrative Code. 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.
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 Students Who are Gifted

The Board adopts and submits to the Ohio Department of Education a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following;

1. 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;
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 whole 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 parent/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 for 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 Districts' 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 the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of 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 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 services likely to be provided to a student based on the nature of their identification are:

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

The services likely to be provided to a student based on the nature of their identification are:

| Areas of Identification | Grade Level | Service Setting | Additional Information |
|--------------------------------|--------------------|---|-------------------------------|
| Superior Cognitive | 3-4 | Pull-out with Gifted Intervention specialist or trained general education teacher | |
| | 5-8 | Cluster grouping with gifted intervention specialist or trained general education teacher | |
| | 9-12 | Differentiation in the classroom or College Credit Plus | |
| Reading/Writing | 3-4 | Pull-out with Gifted Intervention specialist or trained general education teacher | |

| | | | |
|-------------------|------|---|--|
| | 5-8 | Cluster grouping with gifted intervention specialist or trained general education teacher | |
| | 9-12 | Differentiation in the classroom or College Credit Plus | |
| Math | 3-4 | Pull-out with Gifted Intervention specialist or trained general education teacher | |
| | 5-7 | Cluster grouping with gifted intervention specialist or trained general education teacher | |
| | 8 | Acceleration into Algebra I | |
| | 9-12 | College Credit Plus | |
| Science | N/A | | |
| Social Studies | N/A | | |
| Creative Thinking | N/A | | |
| Dance | N/A | | |
| Drama | N/A | | |
| Music | N/A | | |
| Visual Art | N/A | | |

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

Superior Cognitive Ability

Score two standard deviations above the mean minus the standard error of measurement on an intelligence test, perform at or above the 95th percentile on a basic or composite battery of a nationally normed achievement test, or attain an approved score on an above level grade-level standardized, nationally normed test.

Specific Academic Ability in a Content Area

Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

Creative Thinking Ability

Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Department, on a test of creative ability or a checklist of creative behavior.

Visual or Performing Arts Ability

Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score, as established by the Department, on a checklist of behaviors related to a specific arts area.

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 schedules 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 make 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. 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 and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

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

Adopted: August 28, 2008;

Revised: September 18, 2008; May 15, 2017; November 16, 2017

**IGBB-F Indian Creek Local School District
Referral for Gifted Evaluation**

Student Name: _____ School: _____ Grade: _____

Check the area(s) for which this child is being referred for possible identification as gifted.

Superior Cognitive Ability

Please explain why you are referring this child for testing in this area. Be as specific as possible.

Specific Academic Ability

Mathematics Science Reading Writing Social Studies

Please explain why you are referring this child for testing in this area. Be as specific as possible _____

Creative Thinking Ability

Please explain why you are referring this child for testing in this area. Be as specific as possible.

Visual or Performing Arts Ability (ie. drawing, painting, sculpting, music, dance, drama)

Please explain why you are referring this child for testing in this area. Be as specific as possible.

Signature of Person Initiating Referral Position or Relationship to Child Phone Date

Equal access will be available to all students for screening, further assessment, identification, and placement for eligible services, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.

Adopted: May 19, 2011

IGBE 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 in accordance with all statutory timelines. 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.

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

LEGAL REFS.:

ORC 3301.07
 ORC 3301.0710
 ORC 3301.0711(D)
 ORC 3301.0712
 ORC 3301.0715
 ORC 3313.608
 ORC 3313.609
 ORC 3313.6010
 ORC 3313.6012
 ORC 3314.03
 OAC 3301-35-04
 OAC 3301-35-06

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

Adopted: May 21, 1998

Re-adopted by Revision: January 15, 2004

Revised: February 28, 2008; September 20, 2012; February 19, 2015; September 17, 2015;
November 18, 2021

IGBEA READING SKILLS ASSESSMENTS AND INTERVENTION

(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the 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 District annually evaluates the English reading skills of each K-3 student in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District 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 District 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 District 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 third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District 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 District.

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 Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

LEGAL REFS.:

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

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

Re-adopted by Revision: January 15, 2004

Revised: September 20, 2012; February 21, 2013; February 19, 2015; September 17, 2015;
 November 18, 2021

IGBEA-R READING SKILLS ASSESSMENTS AND INTERVENTIONS – REGULATIONS
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, 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 District 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 District 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 student;
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 District 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. These 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 District 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 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 District 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 District 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 District 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 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 District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear 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 District. These providers will be screened and approved by the District or by ODE.
 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.

Approved: November 21, 2013

Revised: February 19, 2015; September 17, 2015; November 18, 2021

IGBEB ACADEMIC PREVENTION/INTERVENTION SERVICES

The Board of Education authorizes and directs the Superintendent or designee to develop guidelines governing the conduct of academic prevention/intervention services for all grades and all schools throughout the School District that include, but are not limited to, all of the following:

- A. Procedures for using diagnostic assessments to measure student progress toward the attainment of academic standards and to identify students who may not attain academic standards;
- B. A plan for the design of classroom-based intervention services to meet the instructional needs of individual students using the state approved 3-Tier Model of Intervention;
- C. Procedures for the regular collection and use of student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services;
- D. The implementation of required prevention/intervention services.

Prevention/intervention services shall be provided in specific content areas for students who score below the proficient level on state/local assessments and/or are performing below expected levels of competence in relation to grade level/content area standards.

This policy and administrative intervention guidelines shall be updated annually in relation to:

- A. Use of Diagnostic/Achievement Tests and Results
- B. Intervention Guidelines/Procedures
- C. System Analysis
- D. Intervention Services Progress of Eligible Students

Re-adopted by Revision: January 15, 2004

Revised: June 28, 2007

IGBH EDUCATIONAL OPTIONS

The Indian Creek School District provides educational options to meet specialized student needs and interests.

Such options include:

1. Correspondence courses
 2. Educational travel
 3. Independent study
 4. Mentor program
 5. Tutorial program
 6. Summer school
 7. Armed Forces courses
 8. Distance Learning courses
 9. Alternative School Programs
- A. Correspondence courses, summer school courses, and tutorial programs will not be weighted, will earn credit, and will be included in the GPA.
- B. Educational travel, independent study, mentor programs and armed forces courses will not be weighted, will earn credit, but will not be included in the GPA.
- C. Distance Learning courses will not be weighted, will earn credit, and will be included in the GPA if taken on a graded basis or will not be included in the GPA if taken on a pass/fail basis.
- All failed courses increase the divisor by the credit value of failed courses, when determining the GPA.

Credit may be earned in several curricular areas approved by the Superintendent. Experiences of this type will create opportunities for students to move from the field back to the classroom.

The maximum amount of credit earned from all educational options (except armed forces courses) to be applied toward the meeting of graduation requirements from Indian Creek High School shall be six units. No more than four of the six credits may be taken from the list of required units for graduation.

Correspondence School Courses and Tutorial Work

1. All correspondence courses and/or tutorial work taken for credit toward a high school diploma must be approved by the principal of the high school *prior* to the actual beginning of the correspondence and/or tutorial work.
2. A tutorial program allows students to receive remedial and supplementary instructions to correct deficiencies or expand specific skills. The tutorial program is a form of individualized study that permits students to receive special instruction based on individual needs. The rule requires that a certified teacher provide instruction and evaluate pupil performance in a tutorial program.

Tutorial programs may also serve students who cannot attend school on a continuous basis for specified reasons such as parental travel, physical impairment, home responsibilities, or employment. Tutorial programs may also apply to instruction in areas of study that are not part of the School District curriculum.

 - a. Tutoring work taken for credit in courses being attempted for the initial time shall follow clock-hour requirement guidelines listed in the Minimum Standards for Ohio High Schools.
 - b. Tutoring work taken in courses that have been previously attempted and failed shall follow clock-hour requirement guidelines equal to one-half those listed in the Minimum Standards for Ohio High Schools.
3. Academic work on remedial correspondence or tutorial work for credit toward a high school diploma can be initiated immediately after the failure of the course.

4. Approved schools from which correspondence work can be taken are:
 1. The American School
 2. International Correspondence School
 3. University of Nebraska Correspondence Program and any other correspondence school or program approved by the Ohio Department of Education.
5. A diploma will be awarded by Indian Creek High School following the satisfactory completion of necessary correspondence work, only when all required courses have been passed and the verification of satisfactory completion based upon an official written transcript of grades from the correspondence school are received one week prior to the scheduled date of graduation.
6. A diploma can be earned from Indian Creek High School by following the stated guidelines only if at least the semester immediately prior to the termination of attendance was spent as an enrolled resident or tuition student of the high school.
7. Diplomas awarded will be dated according to the date of commencement immediately following the completion of all graduation requirements regardless of termination of attendance or previous class membership. These students are eligible to participate in the commencement exercise of their high school.
8. When students fall short of meeting graduation requirements by two (2) credits or less, they may complete the necessary requirements on or before December 31st of the calendar year during which they were to graduate. In these cases, diplomas will be dated according to the date of commencement for that calendar year.
9. Written official evidence in the form of official transcripts should be presented and placed on file in the permanent record of the student much the same as is currently being done with evidence of work completed by correspondence at least one week prior to the date of graduation.
10. Unless the state guidelines are followed and all requirements are met, there will be no awarding of diplomas from Indian Creek High School.

Educational Travel

Unique student needs or circumstances may suggest the value and appropriateness of educational travel in achieving specific objectives. Travel should be evaluated for purposes of grade promotion and high school credit in terms of the District philosophy, educational goals, and course of study. The rule requires that a certificated teacher evaluate pupil performance in educational travel.

1. Educational travel may encompass:
 - a. Travel as part of a group organized and supervised by school staff under the sponsorship of the Board of Education
 - b. Travel as part of an organized education group independent of Board of Education sponsorship
 - c. Travel that may be associated with extended family activities and/or employment
2. Educational travel is:
 - a. Appropriate for all grade levels
 - b. Frequently supplements rather than supplants the instructional program
 - c. Related to any field of study

Educational travel must be approved by the Superintendent prior to beginning said activity.

Independent Study and Mentor Programs

1. Independent study and mentor programs are not restricted to the very bright academic student. However, participating students should possess ability in the subject field that is selected.

2. The projects should be cooperatively chosen by the student and mentor or teacher, and professional knowledge and judgment as well as anticipated value to the student should be the basis for approval.
3. Project type, project length, form of the final report, credit and tentative date for completion of the project should be determined by the teacher **prior** to beginning the project.
4. Arrangement for supervision and evaluation sessions should be tentatively established prior to beginning the project.
5. Project supervision is to be done by a staff member who is certified in the subject area of the project.
6. Supervision of students working on projects should occur at least two times weekly, and is the students' responsibility to initiate arrangements for these sessions.
7. The level of difficulty or intensity of each project should be equal to or exceed the level of the corresponding subject area on the student's grade level.
8. No work on projects is to be completed during scheduled class time. Work should be done during study periods or out of school.
9. The principal and superintendent will approve of all projects prior to their beginning.
10. Grade and credit are to be given by a staff member who is advising the student in the subject area field of the project.
11. If credit is expected, the clock hours spent on the project are to at least equal the minimum hours mandated by the State of Ohio for regular classroom credit.
 - 30 clock hours for $\frac{1}{4}$ credit or 40 clock hours for $\frac{1}{4}$ credit (lab)
 - 60 clock hours for $\frac{1}{2}$ credit or 75 clock hours for $\frac{1}{2}$ credit (lab)
 - 120 clock hours for 1 credit or 150 clock hours for 1 credit (lab)
12. Upon completion of the project, a brief explanation of that project should be recorded in the student's permanent record folder.

Armed Forces Courses and G.E.D.

High school courses offered through the United States Armed Forces Institute by cooperating colleges and universities will be accepted for credits toward graduation as follows:

1. An official transcript must be received from the school offering the course. Credits granted must be in line with State Department Regulations and also North Central Association of Colleges and Secondary Schools requirements.
2. No more than six Carnegie units of credit or equivalent quarter hours may be granted for courses in the Armed Forces.
3. Elective credit may be given for classroom work completed in the same standards previously mentioned for correspondence credit.
4. Diplomas will be awarded by the Board of Education for armed forces veterans who complete the G.E.D. while in the military service and meet all of the following criteria:

Said Veteran must have:

- a. Achieved a standard score of 35 or better in each Test of the G.E.D. and an average score of 45 or better, confirmed by an official transcript from the G.E.D. center where the testing occurred;
- b. Successfully completed four (4) units of credit in accredited high schools, two (2) units of credit being successfully completed in the high school awarding the diploma;
- c. Successfully completed one (1) unit of credit in W.S. History;
- d. Reached his or her eighteenth birthday;
- e. Been a member of a class that has already graduated.

Individuals are permitted to take the G.E.D. Test without waiting until their class has graduated, if there is a written request from a parent, guardian, or court official and if the superintendent or his/her designee approves. In unique situations, both the superintendent and parent may view this as a meaningful educational option. In **all** situations, the superintendent of the School District that the student last attended has the final determination in the approval or disapproval for testing.

Summer School Credits

Summer school credits will not be accepted toward graduation unless approval by the administration has been given **prior** to registration for the course.

1. A student taking new credit units in a summer school program shall take no less than the minimum number of clock-hours of instruction required for each unit of credit in the Minimum Standards for Ohio High Schools.
2. Summer school work taken in courses that have been previously taken and failed shall follow clock-hour requirements established by the Board of Education.

Alternative School Programs

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

1. provide a setting in which individual guidance and challenge can be provided for each student;
2. provide an instructional program which assists each student 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.

Adopted: July 12, 1984

Revised: November 9, 1989; May 18, 1990; March 25, 1997; September 23, 2003; Re-adopted by

Revision: January 15, 2004; October 20, 2005

Legal Reference:

OAC 3301-35-06(G); 3301-35-04; 3301-35-09

ORC: 3313.53 through 3313.534; 3301.07

INDIAN CREEK LOCAL SCHOOL DISTRICT
APPLICATION FOR EDUCATIONAL OPTION

Student's Name: _____ Grade: _____

Address: _____

Name of Parent(s)/Guardian: _____

Options Desired:

Correspondence Course ()

Educational Travel ()

Independent Study ()

Mentor Program ()

Tutorial Program ()

I. OBJECTIVES:

II. OUTLINE OF MAJOR INSTRUCTIONAL ACTIVITIES, MATERIALS, AND ENVIRONMENTS:

III. A DESCRIPTION OF CRITERIA AND METHODS FOR ASSESSING PUPIL PERFORMANCE:

Anticipated credit to be earned: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Approved () Not Approved ()

Superintendent's Signature

IGBHB INNOVATIVE PROGRAMS

Innovative and research programs may be provided to meet the identified needs of pupils. Participation in such programs must receive the prior approval of the Ohio Department of Education and the Superintendent of Schools or designee with stated goals and criteria for evaluation.

Re-adopted by Revision: January 15, 2004

Legal Reference:

OAC: 3301-35-06(H)

IGBI ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)

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

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

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

Adopted: March 15, 2005

Revised: December 20, 2006; November 15, 2012; June 15, 2017; November 16, 2017

IGBJ TITLE I PROGRAMS

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

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

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials which build parents and family members capacity to improve their children's learning in both the home and school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents and family members 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 and family members of participating students;
4. develops partnerships by consulting with parents and family members regularly;
5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents and family members 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 these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

Adopted: June 22, 1989; Re-adopted by Revision: January 15, 2004

Revised: October 20, 1999; September 23, 2003; February 21, 2013; August 17, 2017

IGBL PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parent and family 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 and families in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism. All parents, family members and foster caregivers are encouraged to take an active role in the education of their children or foster children.

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

1. Encourage strong home-school partnerships.
2. Provide for consistent and effective communication among parents and family members or foster caregivers and school officials.
3. Offer parents and family members or foster care givers ways to assist and encourage their children or foster children to do their best.
4. Offer ways parents and family members or foster caregivers can support classroom learning activities.

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 parent and family involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

Adopted: May 20, 1992

Revised: October 20, 1999; Re-adopted by Revision: January 15, 2004; September 18, 2008
June 15, 2017

IGBM 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 regulations.

Adopted: March 18, 2010

Revised: August 18, 2016

IGBM–R CREDIT FLEXIBILITY - REGULATIONS

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

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

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

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

Adopted: March 18, 2010.

IGCB INNOVATIVE EDUCATION PROGRAMS

The Board believes that there are times when the use of innovative educational approaches may be more compatible with the goals of the District's educational programs or objectives. An innovative approach is a new, experimental or disruptive educational approach developed based on an identified need that seeks continuous improvement in student achievement or student growth. The approach should be workable and be tested and evaluated over time to gauge effectiveness. To this end the Board may apply to the Ohio Department of Education (ODE) for the use of innovative programs in the District. The District may only request an exemption for an allowable provision of Ohio Revised Code or Ohio Administrative Code. The application must be submitted in accordance with required timelines and include the following:

1. a detailed description of the proposed innovative pilot program, including how the program meets the ODE's definition of innovation;
2. measurable outcomes, performance indicators and method of evaluation;
3. anticipated costs or savings associated with the program, if any;
4. specific timelines for planning, implementation, and evaluation;
5. identification of the specific statutory provision and/or rules for which an exemption request is made;
6. rationale for each exemption request;
7. specific period of time for which each exemption is requested;
8. the potential impact of the proposed innovative pilot program on data reporting, student assessments, student learning, graduation requirements, compliance with Federal law, and/or any other areas that may be impacted;
9. a description of what will happen if the proposed pilot program fails;
10. a disclosure of whether the applicant is currently subject to any corrective action plan by ODE or the State Board of Education and
11. written consent of the teachers' union.

The District continues to comply with all statutory requirements from which an exemption is requested until such a time as the exemption is granted. If the District receives an exemption the Superintendent/designee must create an annual report and any other reports required by ODE.

An approved program may be terminated by the State Superintendent of Public Instruction or the District.

LEGAL REFS.:

ORC 3302.07
 OAC 3301-35-04
 OAC 3301-35-06
 OAC 3301-46-01

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

JN, Student Fees, Fines and Charges

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

Legal References: ORC 3302.07
OAC 3301-35-04
OAC 3301-35-06
OAC 3301-46-01

Adoption Date: 7-15-21

IGCC SCHOLARS PROGRAM

The Indian Creek Scholars Program is intended to encourage and recognize academic excellence of Indian Creek High School students (Grades 9-12).

| | | |
|---------|-------------|--|
| Awards: | Certificate | -one (1) semester of 3.50 or better |
| | Bronze Key | -three (3) consecutive semesters of 3.50 or better |
| | Silver Key | -five (5) consecutive semesters of 3.50 or better |
| | Gold Key | -seven (7) consecutive semesters of 3.50 or better |

1. The awards will be made during the second semester of the school year.
2. To earn an award, a student must have an average of 3.50 or better.
3. A certificate is given to any student the first time he/she has a 3.50 or better.
4. A bronze key is given for 3.50 or better for three consecutive semesters work, provided the student has already earned a certificate. The three semesters must be the semesters immediately preceding the presentation of awards.
5. A silver key is given for 3.50 or better for five consecutive semesters work. The five semesters must be the semesters immediately preceding the presentation of awards.
6. A gold key is given to any student for 3.50 or better for seven consecutive semesters work.
7. No student may be given more than one award at a time.
8. Students must carry at least four subjects each semester.
9. Early dismissal students must carry at least four subjects each semester in any combination of Indian Creek High School courses and early dismissal programs.
10. The eligibility of transfer students and exchange students will be judged from official transcripts of their school which will be equated, if possible, to courses offered at Indian Creek High School by a committee consisting of the counselors, administrators, and the coordinator.

NOTE: Due to the change from trimester to semesters in the 2015-2016 school year, the semester/trimester qualifications will be blended until the 2017-2018 school year. Students should check with the guidance office regarding qualifications during this transition period.

Adopted: October 15, 1981

Revised: December 21, 1989, November 21, 1996, May 22, 1997; June 18, 2015

Re-adopted by Revision: January 15, 2004

IGCH 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-time or part-time basis and complete eligible nonsectarian, non-remedial courses for high school and/or college transcript 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.

Adopted: March 17, 2011

Revised: May 21, 2015; June 21, 2018

IGCH-R COLLEGE CREDIT PLUS PROGRAM - REGULATIONS

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;
12. information about eligible courses;
13. information on CCP probation, dismissal and appeal procedures
14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and

15. the permission slip jointly developed by the Ohio Department of Education (ODE) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

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 and his/her parent also must sign and include in their application to the college, the permission slip developed by ODE and ODHE regarding the potential for mature subject matter in a course taken through CCP.

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.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible 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 eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) 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 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 meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;
2. meet an alternative remediation-free option as defined by the Chancellor of ODHE in consultation with the State Superintendent of Public instruction or
3. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and
 - A. have a cumulative high school grade point average (GPA) of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or
 - B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or
2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;
2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;
3. allow the student to participate in CCP on CCP probation or
4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty

and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

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 eligible 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: March 17, 2011

Revised: May 21, 2015; June 16, 2016; September 21, 2017; May 21, 2018; November 18, 2021

**COLLEGE CREDIT PLUS PROGRAM OPTIONS PARTICIPATION
ORC Chapter 3365**

*** Date:** _____

School: _____

Name: _____

Grade: _____

*** No later than March 30, unless special permission is received from the Principal**

This is to serve as notification that I intend to participate in the College Credit Plus Program. I understand it is my responsibility to notify my school if I do not gain post-secondary admission or fail to participate for some other reason.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

COLLEGE CREDIT PLUS COUNSELING REQUIREMENT
ORC Chapter 3365

Date: _____

High School: _____

Student Name: _____

For the current school year, the student is eligible to participate in the number of instructional periods listed below:

_____ First Semester

_____ Second Semester

_____ TOTAL HOURS

Signature of School Official

Date

I have read and understand the rules of the College Credit Plus Program. I have received counseling regarding them. I accept and agree to abide by them.

Student's printed name

Student's signature

Parent's signature (students under 18)

Date

Counselor's signature

IGD CO-CURRICULAR AND EXTRA-CURRICULAR 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 cocurricular and extracurricular activities.

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 extra-curricular 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

page 4

determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A student attending a nonpublic, community, STEM or STEAM school 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 the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

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.

LEGALREFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;
 33.13.664
 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 Flinds
Management IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-Chartered or Home Schooling
JED, Student Absences and Excuses
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the School

Re-adopted by Revision: January 15, 2004

Revised: February 28, 2008; July 25, 2008; February 21, 2013; November 21, 2013; September 18, 2014; February 22, 2017; December 21, 2017; November 15, 2018

EXTRA-CURRICULAR ACTIVITY PROGRAM
ANNUAL EVALUATION

NAME OF EXTRA-CURRICULAR ACTIVITY _____

NAME OF PERSON SERVING AS PRIMARY SPONSOR/COACH _____

NUMBER OF STUDENTS INVOLVED FOR THE CURRENT SCHOOL YEAR _____

APPROXIMATE NUMBER OF HOURS LOST THIS YEAR BY BOTH STUDENTS AND TEACHERS
IN YOUR EXTRA-CURRICULAR ACTIVITIES DURING SCHOOL TIME _____

SOCIAL AND EDUCATIONAL SKILLS GAINED BY STUDENTS:

A. _____

B. _____

C. _____

D. _____

E. _____

Please return this form to your BUILDING PRINCIPAL who will keep this report on file as required by Indian
Creek School District Policies.

ANNUAL STUDENT ACTIVITY REPORT*
SCHOOL YEAR
(To be filed with the building principal)

Name of Student Activity

Building

Number of Students Involved

Names of Coach(s)/Advisor(s):

Please provide the following information with regard to the student activity identified:

1. For the current school year approximately how many hours were lost by students and teachers during "school time" as a result of participating in the identified activity? _____
2. What are the goals and/or objectives of the identified student activity?
3. How is individual achievement determined with respect to the activity goals and/or objectives?
4. Please feel free to comment on any strengths, weaknesses, or recommendations regarding the student activities.

*In compliance with requirements of the State Board of Education, External Task Force on Extracurricular Activities, October 14, 1985

IGD-1 SUSPENSION FROM EXTRA-CURRICULAR ACTIVITIES

Student participation in extra-curricular activities is a privilege and not a right. The Superintendent, principal, or assistant principal may deny a student the privilege of participating in any particular or all extracurricular activities of the District or of a school of the District for up to one (1) full school year. The Superintendent, principal, or assistant principal must give the student written notice of the intention to prohibit the student from participating in extracurricular activities. The student shall be provided an opportunity to appear at an informal hearing before the principal, assistant principal, Superintendent or Superintendent's designee to challenge the reason(s) for the intended prohibition or to otherwise explain his/her actions. This hearing may take place immediately upon notification of the intention to prohibit. Whenever a student has attained eighteen (18) years of age the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian, the refusal will be noted in the presence of a witness. The principal, assistant principal, Superintendent, or Superintendent's designee is not required to permit the presence of counsel or follow any prescribed judicial rules in conducting the hearing. Appeal procedures do not apply. Violations of the Board Student Code of Conduct (Policy JFC), approved building-level codes of student conduct, Athletic Rules and Regulations (Policy IGDJB) and approved codes of conduct of the particular activity in which the student participates may result in student suspension from participation. The duration of the suspension from participation will be established by the administration.

Students who are expelled from school are banned from participation in or attendance at co-curricular and extra-curricular activities.

Students who are suspended from school may not participate in or attend any co-curricular and/or extra-curricular activity for the duration of the suspension.

Re-Adopted by Revision: January 15, 2004

IGDA STUDENT ORGANIZATIONS

Student organizations in the Indian Creek Local School District shall generally be encouraged when they meet the criteria of contributing to learning rather than detracting from it. Student organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program, and must be approved by the administration. When such organizations are truly contributive, their establishment and operation shall be facilitated in reasonable ways by District staff and through utilization of District resources.

The assignment of at least one faculty advisor/sponsor to each student organization shall be required, and complete financial records are to be maintained in an approved manner. Pupil participation should be defined and regulated, taking into consideration the educational and physical needs and abilities of the pupils and the relationship of the organization to the entire school program.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups that function apart from the schools.

Re-adopted by Revision: January 15, 2004

IGDAB NATIONAL HONOR SOCIETY

In an effort to ensure the continuation of the high standards of the National Honor Society, an organization approved by the Board of Directors of the National Association of Secondary School Principals, the Board of Education requires that the chapter at Indian Creek High School be governed by the NHS national constitution.

The local chapter is free to write bylaws that are in conformance with the national constitution. In the bylaws, the chapter will specify which officers are needed, how they will be elected, when meetings will be held, and what obligations members have.

Levels of Control-Responsibilities

1. NASSP – the National Council and NASSP are responsible at the national level for chartering chapters, developing regulations that affect all chapters and providing service to local chapters.
2. Faculty Council – the faculty council is limited to five members, appointed by the principal plus the NHS advisor who serves as an ex-officio member.
The faculty council:
 - a. Determines the selection procedure for chapter membership.
Selection: an honor accorded by the faculty. Students MAY NOT apply.
 - (1) Scholastic eligibility is based on a cumulative scholastic average chosen by the faculty council in accordance with the national regulations. This cumulative scholastic average required eligibility is a 3.00 G.P.A.
 - (2) A description of the selection process must be given in an official school publication that is widely available to all students and parents (e.g. student handbook).
 - b. Selects students for NHS membership. (While other faculty members may be consulted, only those on the faculty council may select the members.)
 - c. Hears dismissal cases. No member may be dismissed from NHS without having an opportunity to appear before the faculty council.
3. Principal – It is the principal who reserves the right to approve all chapter activities and decisions, including selection and dismissal, except where an appeal has been made through normal school/District channels regarding dismissal. Principals are not eligible to be on the faculty council because of their role in the appeals process.
4. Chapter Advisors – The faculty member appointed advisor supervises all chapter activities. The advisor and the chapter officers comprise the executive committee and meet regularly to discuss chapter business and plan chapter meetings. The chapter advisor periodically reviews members for compliance with project, office, and meeting obligations. In the event that the members are not fulfilling their obligations, they are warned in writing by the advisor and given a time to make adjustments. If they fail to do so, they are subject to whatever disciplinary measures are deemed appropriate. The chapter advisor convenes the faculty council. The supervision of chapter and individual projects is an important function of the chapter advisor. Every member must contribute to the project(s) that are decided upon by the chapter. The advisor keeps all chapter records, including membership lists, chapter history, financial transactions, and activity reports. The activity report is submitted annually to the national office on the form provided. It is the responsibility of the chapter advisor to disseminate a written description of the selection process. This information should be published in a publication (school newspaper, student handbook, etc.) widely available to students and parents. A written description of the dismissal process must be available only to those who ask for it. The chapter advisor shall, of course, be willing to personally explain these procedures to students and their parents.

Each chapter must do a service project and members must be actively involved in service to school and community. NHS is not just an “Honorary” organization that selects students for honor and that’s all. Each chapter member is expected to be active in supporting the ideals of scholarship, character, leadership, and service.

Re-adopted by Revision: January 14, 2004

IGDDA CHEERLEADING POLICY

All Indian Creek cheerleaders will follow the Ohio High School Athletic Association guidelines for cheerleading activities at regular season contests sponsored by schools.

As per Section 10.1.0, pyramids and mounts by cheerleaders are prohibited. Individuals may not stand on another's shoulders or support another individual in any type of mount. As per section 10.1.2, mini trampolines are prohibited.

The high school principal or athletic director will notify schools that perform at our facility of our policy and request that their cheerleaders follow the same guidelines. This must be done in advance of scheduled events.

Re-adopted by Revision: January 15, 2004

IGDF STUDENT FUNDRAISING ACTIVITIES

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

1. Conducted by a recognized student group for the purpose of contributing to educational objectives.
2. Appropriate to the age or grade level.
3. Activities in which school may appropriately engage.
4. Conducted under the supervision of activity sponsors and administrators.
5. Conducted in a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities.
6. Not unduly demanding on teacher and principal time or work.
7. Evaluated annually by teachers, administrators and student.

The application of the above criteria for student sales and activities will be supervised by the building principal with approval from the Superintendent. Each principal will submit to the Superintendent a list of the proposed sales or fund drives in the schools that 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 framework of the above criteria.

Re-adopted by Revision: January 15, 2004

IGDG STUDENT ACTIVITY FUNDS MANAGEMENT

Definition

A student activity organization is defined as an extra-curricular group that is organized within a school for the purpose of promoting the education and morale of students in the areas which prepare young people for life. The student activity should provide experiences in the areas of educational, social, recreational, philosophical, or psychological foundations. These programs will represent an essential aspect of the educational experiences that should be made available to young people.

Creation of Organization

A student activity organization may be created by Board of Education approval. The organization will submit to the Board a philosophy that states:

- a. Name of organization
- b. Purpose
- c. Goals
- d. General statement of activities
- e. How the organization will raise money
- f. Legitimate expenditures of funds
- g. List of titles of officers and terms of office
- h. Where to go if organization is discontinued

The philosophy must be signed by the principal, sponsor, and at least two officers of the organization. Examples of organizations, which are eligible for approval, are:

1. Academic co-curricular activities, such as:
 - a. Foreign language clubs
 - b. Natural and physical science
 - c. Social studies clubs
2. Literary, forensic, and performing arts co-curricular activities, such as
 - a. Book clubs
 - b. Dramatic and speech clubs
 - c. Journalism clubs
3. Pre-occupational and pre-vocational co-curricular activities, such as
 - a. Business clubs
 - b. Vocational clubs
 - c. Trades and industrial education clubs
4. Interscholastic athletic and sports co-curricular activities, such as
 - a. Football
 - b. Basketball
 - c. Athletic associations
5. Intrасhоlаstіс and intramural athletic and sports co-curricular activities, such as
 - a. Aquatics
 - b. Basketball
 - c. Athletic Associations
6. Music co-curricular activities, such as
 - a. Marching band
 - b. Choir
 - c. Musical productions
7. Intrасhоlаstіс publications co-curricular activities, such as
 - a. School newspaper
 - b. Yearbook
 - c. Literary magazines

8. School and public service co-curricular activities, such as
 - a. Audio-visual assistant
 - b. School safety patrol
 - c. Student council
9. Honors and honor society, such as
 - a. National Honor Society
 - b. National Junior Honor Society
 - c. Local honor societies
10. Class organization
 - a. Senior class
 - b. Junior class
11. Fiscal responsibilities related to co-activities, such as
 - a. Staff
 - b. Bonding
 - c. Auditing

Revision of Philosophy

A philosophy statement of a student activity organization that has been approved by the Board of Education may be revised at any time by submitting a signed, revised statement for the Board's consideration.

Responsibilities

The Superintendent – principal – sponsor chain of command will direct planning, approval, and implementation of the organization's activities. The sponsor and students share in providing for the group purpose and accountability. In accordance with Ohio law, any financial transactions, management, and internal auditing are under the control of the Treasurer.

The sponsor and the organization's treasurer will be accountable for an accurate collection of funds, proof of cash, and accurate reporting to the Treasurer's office. Likewise, the sponsor and organization's treasurer will be responsible for expending funds in accordance with carrying out the purpose of the organization.

General Operation

The following general guidelines are in accordance with state regulations. Detailed guidelines fall under the authority of controls administered from the Treasurer's office.

Fund Raisers

After a fund raising project is approved through the Superintendent – principal – sponsor chain of command, the Treasurer's office is to be notified immediately, so procedures can be established to meet the auditor's requirements. The Treasurer's office must have ample time to review procedures before the event.

Receipts

All monies received by a student activity organization will be deposited daily. Each day's collection will require a proof of cash and deposit receipt. It is the responsibility of the sponsor and organization treasurer to determine procedures that prevent loss of funds. Any loss of funds will be the responsibility of the sponsor. The need for "change funds", such as for ticket sales, must be anticipated well in advance. No funds are to be held (not deposited) in anticipation of a need for change.

Purchasing

Expenditures must be incurred only after a submitted purchase order is properly approved and certified by the Treasurer and appropriations are encumbered. An organization cannot present a purchase order in an amount for which funds will not be available, in anticipation of sales, unless an advance of funds is authorized by another organization with the understanding that the lender bears the possible burden of loss if funds cannot be returned. This requires prior Board approval.

Paying

When invoices are submitted by the organization for payment, complete proof must be attached to verify the receipt of merchandise, completion of service, or other similar documentation (or receipts if the payment is a reimbursement). No checks will be issued before the merchandise is received or the service is completed. Payment will follow in a timely manner. Exception would be only for payments similar to registration or entry fees that are required to be paid in advance. Documentation for such expenditures also follows regular payment procedures.

All expenditures must be paid only by check and must be made under provisions of the philosophy of the organization and in fulfillment of obligation that reflect the “public purpose” as defined by the Board of Education. The “public purpose” from the Board of Education point of view is met when the expenditure benefits a current school group, rather than individuals, or achieves some school-oriented goal. As an example and explanation of how a charitable contribution to an individual would meet the requirements of “public purpose”, it is believed that the recognition of the needs of others and the understanding of people’s problems are an “essential educational experience that should be made available to young people.”

Petty Cash

For expenditures of very small amounts that cannot be anticipated in advance and cannot be charged, a small petty cash fund for the District will be available to all organizations. An example of a reasonable use of petty cash would be if a drama club was building scenery and suddenly realized a need for a box of tacks. The sponsor could authorize the purchase and with a receipt be reimbursed from the District petty cash fund. The expenditure would be charged against the organization’s funds. Use of petty cash must be reserved for similar “emergencies.”

Continuance or Dissolution

By October 10 of each school year, each organization must submit to the Board of Education through the Treasurer, a statement of continuance and a list of officers and sponsor. If an organization is not active for one school year and by October 10 of the following school year does not submit a continuance statement, the organization is dissolved and funds will be transferred as designated in the philosophy.

The Board of Education, recognizing that an activity or graduating class has raised funds to support its activities during school years, may have unexpended funds available after the close of school in the year of graduation or have become inactive. It is the Board's desire that these funds be used in any way that the class or activity may choose, after Board approval and in accordance with Circular 81-9 of the State Auditor's Office.

A financial report of the condition of student activity funds shall be submitted to the Board.

Re-adopted by Revision: January 15, 2004

IGDGA-1 DESTINATION IMAGINATION

A separate fund will be maintained for the operation of the Destination Imagination (DI) student activity. Money received from dues and fund-raisers will be deposited into the appropriate fund. All fundraising activities shall be in the name of the Indian Creek School District DI and shall be conducted according to District policy and procedures. There will be no individual team fundraising. It is imperative that all who benefit from the use of the funds are active in the fundraising, regardless of building assignment.

The Indian Creek School District will provide membership fees for each school team. The Indian Creek School District will provide the participation fee assessed by the region for each school team entered. The Indian Creek School District will provide the salary for the District Coordinator in accordance with the master agreement between the Board and the I.C.E.A.

Individual school building principals' funds should be utilized, as much as possible, to offset costs so that DI does not become a financial burden to participants. Team members shall be assessed a membership fee to offset the team challenge expenses. Membership fees shall be deposited into the DI fund.

The DI funds should be used to provide hotel costs, mileage, food costs and miscellaneous expenses as deemed appropriate for the teams advancing to State Competition. Unless otherwise noted in this policy, the Indian Creek School District expense reimbursement policy shall be followed in disbursement of these funds.

1. Prior to incurring the expense or obligation, requisitions shall be prepared;
2. When overnight travel occurs, food purchased by the DI Coordinator and coaches may be reimbursed up to a \$20 limit per person. Receipts must be provided.
3. Students may be given a cash payment for meals with the amount not to exceed \$20 per student. The DI Coordinator is responsible for receipt of and documentation of distribution of meal allowance for students.
4. Reimbursement will be provided for team members, no more than two coaches per team, and the DI coordinator.

Should a team advance to the Global Competition, reimbursement will be provided along the same aforementioned guidelines from the DI Fund. Individual school teams advancing to Global Finals are expected to assist in fundraising for the Global Competition.

Disbursement of money from the DI Fund will be made equitably among teams attending Global Competition. All money collected for the Global Competition will reflect total effort and not individual effort.

Re-adopted by Revision: January 14, 2004; October 18, 2018

Students in grades 9-12 are eligible for athletics for the first 50% of the maximum allowable regular season contests in the sports participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred. 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 the sports season and the student must finish fulfilling his/her transfer consequence for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contest in that sport. Exceptions to the eligibility provisions are outlined in the OHSAA by laws.

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 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

LegalRefs.:

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

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.

Re-adopted by Revision: January 15, 2004

Revised: February 28, 2008; March 17, 2011; February 21, 2013; November 21, 2013;

September 18, 2014; February 22, 2017; December 21, 2017; November 1; November 15, 2018

LegalRefs.:

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

IGDJB ATHLETIC RULES AND REGULATIONS

The following rules apply to all athletic teams and team members. These rules have been developed by coaches, teachers, and administrators and will be enforced uniformly. The intent is to convey to our student athletes that it is in their best interest not to become involved in the use of drugs, alcohol, or tobacco.

Athletic participation is a privilege and not a right. Use of drugs, alcohol, or tobacco will not be tolerated. However, we are aware that chemical dependency is a disease and provisions have been made to provide intervention to allow for treatment of chemically related problems when they are suspected or evident.

THE RULE – A STUDENT ATHLETE WILL NOT BE IN POSSESSION OF, SELL, OR BE UNDER THE INFLUENCE OF ANY TYPE OF DRUG, ALCOHOLIC BEVERAGE, OR TOBACCO SUBSTANCE.

THE PENALTY – DURING A SPORT SEASON, DISMISSAL FROM THE TEAM DURING THE SEASON WITH THE LOSS OF ALL RIGHTS ASSOCIATED WITH BEING A TEAM MEMBER (i.e. banquets, awards, etc.).

DURING THE OFF SEASON, APPROPRIATE PREVENTATIVE ACTION WILL BE TAKEN BY THE ATHLETIC ADMINISTRATION BEFORE THE STUDENT WILL BE ALLOWED TO PARTICIPATE IN THE SPORT. FAILURE TO FOLLOW THE TREATMENT PLAN WILL RESULT IN THE STUDENT NOT BEING ALLOWED TO PARTICIPATE IN ATHLETICS.

PROCEDURE-

1. When it has been reported that a student athlete may have violated the rule the athletic director will be notified. The athletic director will notify the administration. Probable Cause and Due Process procedures will be maintained in all cases. Probable Cause is defined as a legitimate reason for the athletic department to take action. Hearsay alone is not to be considered Just Cause. Any and all investigative work will be done by the administration.
2. The athletic director will inform the principal, coach, and parent of the apparent violation. A meeting will be called with the parent, coach, athletic director, and principal. This meeting will be held within a reasonable amount of time to insure that the problem is addressed properly. If the parent does not wish to have a meeting, it must be documented by the athletic director.
The parent may have representation at this meeting. However, the parent must give the athletic director prior notice that a representative will be present. In the case of parent representation at the meeting, the athletic director and/or administration may also request representation.
3. If it is determined by the administration that the rule has been violated, an appropriate prevention and/or treatment plan will be developed in conjunction with the parent, health officials, and/or counseling personnel.

I have read the Indian Creek High School Drug, Alcohol, and Tobacco Rule and I will abide by the rule. This rule has been explained to me.

Student signature _____

Date _____

Parent signature _____

Date _____

IGDK INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of a program of extracurricular activities for students in grades 7-12 as an integral part of the total school experience for the students of the District and for the community. However, student participation in extracurricular activities is a privilege and not a right.

Interscholastic extracurricular activities are defined as pupil activity programs that a school or School District sponsors or participates in and that includes participants from more than one school or District. It does not include any activity included in the School District's graded course of study.

This policy applies to all students in grades 7-12.

As a condition for the privilege of participating in extracurricular activities, a student must have attained a minimum grade point average of 1.25 and received no more than one failing grade for any course in the District's graded course of study in the previous grade period. Any student whose cumulative grade point average falls below a 1.25 grade point average after a given grading period is ineligible to participate until the grading period after which the minimum 1.25 cumulative grade point average is re-established.

In addition, students participating in any program regulated by the Ohio High School Athletic Association (OHSAA) must also comply with any eligibility regulations and bylaws established by the Association. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent, that count towards graduation, in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

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

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

If a student's Individualized Education Plan (IEP) indicates that an exemption from this policy would be appropriate, such eligibility requirements shall be adjusted accordingly for the student. However, the OHSAA mandates may not be exempted by an IEP.

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

If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.

If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

Re-adopted by Revision: January 14, 2004

Revised: October 21, 2010; November 21, 2013; September 18, 2014

IGED ADULT DIPLOMA

State Law provides options for adult students to earn a high school diploma when the student has not already received a high school diploma or certificate of high school equivalency. The District may assist students in understanding options for a diploma in order to advance their educational and career goals. The District grants diplomas to adult students in accordance with all statutory requirements when completion of a pathway is verified.

LEGAL REFS.:

ORC 3301.0710

3301.0711

3313.531

3313.611

3313.645

3313.902

3314.38

3317.024

3317.231

3317.24

3345.86

OAC 3301-13-02

Revised: 7-15-21

CROSS REFS: IKF, Graduation Requirements
IL, Testing Programs

IGE AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

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

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

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

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

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification 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.

Adopted: February 22, 2007

IIA SELECTION OF INSTRUCTIONAL MATERIALS

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

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

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

1. materials 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 decisions in their daily lives;
4. diverse view points so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions, ethnic and culture 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, videotapes, audiotapes and recordings.

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

Re-adopted by Revision: January 15, 2005

Revised: May 24, 2007; September 18, 2014

IIAA TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

Adopted: November 17, 2011

Revised: September 18, 2014

IIAC LIBRARY-MEDIA CENTER MATERIALS AND BOOKS

Objectives of Selection

The primary objectives of the school's library educational media center is to supplement, enrich, and support the educational program of the school. It is the goal of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. To this end, the Board of Education of Indian Creek School District reaffirms the objectives of the Standards for School Media Programs, prepared jointly in 1969 by the American Association of School Librarians and the Department of Audiovisual Instruction, and asserts that the responsibility of the library-media center is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will help enable pupils to make intelligent judgments in their daily life.
4. To provide materials on all sides of controversial issues so that young citizens may develop critical analysis of all media under supervised guidance.
5. To provide materials representative of the many religious, ethnic, and cultural groups and cite their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in offer to assure a comprehensive collection appropriate for the users of the library-media center.

Responsibility of Selection

The Indian Creek Board of Education is legally responsible for all matters relating to the operation of its schools, including the selection of library-media center materials. The responsibility for the selection of instructional materials is delegated, by the Board, to the professionally trained personnel employed by the school system. Selection of materials involves many people: principals, teachers, librarians, supervisors, and media specialists. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally trained media personnel or librarian, pending approval of the principal.

Criteria for Selection

All materials being considered for purchase are approved on basis of:

1. Overall exposure
2. Timeliness or permanence
3. Importance of the subject matter
4. Quality of the writing/production
5. Readability and popular appeal
6. Authoritativeness
7. Reputation of the publisher/producer
8. Reputation and significance of the author/artist/composer/producer, etc.
9. Format and price

The priority of selection is determined by needs of the individual school based on knowledge of the curriculum, the existing collection in the library-media center, and requests from faculty and students.

Procedures for Selection

In selecting materials for purchase, the library-media specialist evaluates the existing collection and consults reputable unbiased, professionally prepared selection aids, as well as specialists from all departments and/or grade levels. The library-media specialist is also to follow these specific procedures:

1. Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.
2. Multiple items of outstanding and much in demand media are purchased as needed.
3. Worn or missing standard items are replaced periodically.
4. Out-of date or no longer useful materials are withdrawn from the collection.
5. Sets of materials and materials acquired by subscription are examined carefully and are purchased only to fill a definite need.

Challenged Materials

Occasional objections to a selection will be made by the public, despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials. The principles of freedom to read and of the professional responsibility of the staff must be defended, as well as the quality of the materials. Complaints about library-media center materials and books will be handled in line with Board Policy on complaints about instructional materials.

Re-adopted by Revision: January 15, 2004

IICA FIELD TRIPS

The Board of Education recognizes that field trips when used as a device 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 can supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips: (a) value of the activity to the particular class group or class groups; (b) relationship of the field trip activity to a particular aspect of classroom instruction; (c) suitability of the activity and distance traveled in terms of the age level; (d) mode and availability of transportation; and (e) cost.

For purposes of this policy, a field trip is defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of or supplements an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Students may be charged reasonable fees for field trips but no student shall be denied participation solely because of financial inability to pay, nor shall nonparticipation be penalized academically except where such participation is required as part of a credit course.

Participants in school events and field trips shall be held responsible for compliance with rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures as are applied during the regular school program.

Procedures shall be prepared for the operation of a field trip which shall insure that:

- A. The safety and well-being of students are protected at all times and emergency medical authorization forms are available for all participants;
- B. Parental permission must be obtained before any student is removed from school or the District for a field trip;
- C. The principal approves the purpose, itinerary and duration of each proposed trip;
- D. Each field trip is properly planned, integrated with the curriculum, and preceded and followed by appropriate activities which enhance its usefulness;
- E. The effectiveness of field trip activities is monitored and continually evaluated;
- F. No field trip is approved unless it contributes to the achievement of specified instructional objectives;
- G. Teachers are allowed a considerable degree of flexibility and innovation in planning field trips;
- H. Teachers are permitted to make on-site alterations to a trip itinerary.

In any instance in which the itinerary of a field trip is altered, the teacher in charge shall notify the administrative superior immediately.

There shall be no field trips scheduled during the first three weeks of school. Request for first semester field trips are due prior to October 1. Requests for second semester field trips are due prior to February 1.

Distance and Duration

1. Regular field trips are defined as those trips that take place within the community or to places near enough so that the trip can be accomplished during one school day. Field trips must be accomplished within a 9:00 a.m. to 2:00 p.m. time period (leave by 9:00 a.m.; return by 2:00 p.m.) for trips taking place during school days when the conveyance used is a school bus.
2. Extended field trips are categorized as follows:
 - a. School sponsored trips of several days' duration when school is not in session (e.g., a trip to Washington D.C.; language trips to Canada and Mexico).
 - b. Field trips and any trips involving more than one day's time while school is not in session.

Extended field trips while school is in session will not normally be approved. However, the Board will consider special requests for such trips when they are necessary, well planned, adequately chaperoned, and satisfactorily financed. Application for extended field trips must be made through the Superintendent and is subject to Board approval.

School vehicles are not to be used if the entire distance traveled outside the state is more than 240 miles.

The Board does not endorse, support, nor assume liability, in any way, for any staff member of this District who takes students on trips not specifically approved by the Board and Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without Board and/or Superintendent permission.

Re-adopted by Revision: January 15, 2004

IJ 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 plan is evaluated and submitted to the Board for adoption every three years.

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

Counseling services are provided by certified/licensed school counselors.

Re-adopted by Revision: January 15, 2004

Revised: March 16, 2006

Legal Reference:

ORC 3317.023; OAC 3301-35-04; OAC 3301-35-05; 3301-35-06

IJA CAREER ADVISING

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

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

The District will do all of the following:

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

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

Adopted: February 19, 2015

Revised: July 21, 2022

IKA GRADING SYSTEMS AND REPORTING STUDENT PROGRESS

The Board believes that students will respond more responsively to the opportunity for success than to the threat of failure. The District 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 administration and professional staff will devise grading systems for evaluating and recording pupil progress. The records and reports of individual pupils will be kept in a form that is meaningful to parents as well as teachers.

1. Grading systems will be as simple as possible and yet as meaningful as possible for the benefit of both teacher and student.
2. All teacher-grading systems will be explained in their entirety to all students assigned to that teacher at the beginning of the course.
3. Individual grading systems will be in writing and on file in the respective principal's office.
4. Grades earned will be available for student and/or parent viewing upon reasonable request.
5. Grading systems will be at least partially objective in nature whenever possible.
6. When subjective evaluation is part of a teacher's grading system, a written explanation of criteria used will be on file in the principal's office.
7. In classes where grades are earned largely by performance in activities or completion of projects (example: Art, Physical Education, Industrial Arts, Music) a written set of guidelines for evaluation will also be on file in the principal's office.
8. Grading systems may include a variety of scoring, numbering, lettering, or record-keeping techniques during the grading period. (examples: minuses, pluses, checkmarks, zeroes, percentages, numbers, etc.), but will finally yield only a full letter grade and minuses and pluses whenever necessary as a grading period or final letter grade.
9. Pluses and minuses will be used as an indicator in the record grade for a grading period or final grade.
10. Grades for various classroom activities will be proportionately weighted according to importance in the course and time spent on those activities. (example: tests and quizzes-60% written work and reports, class participation and homework-40%). The granting of grades for "extra credit" beyond the stated requirements of a given course is unacceptable.
11. It is the responsibility of the teacher to grade and record all tests. Students are not permitted to grade or score papers of their own or those of their peers if those results are to be recorded and used to determine any grades. Accurate and systematic recording into teacher grade books of evaluative marks and grades earned is expected and will no doubt prove to be professionally and personally advantageous in countless instances.
12. The amount and type of evaluative information recorded will vary dependant upon type of course, course content, teacher style and philosophy, grade level, etc. However, expectations in most courses will be at least one (1) evaluative mark per week and in many courses two (2) per week or 12-18 marks per term seems to be a reasonable expectation. Determination of grading period grades is more valid when more evaluative tools are used and results recorded.
13. Grades will not be used as a tool for discipline.
14. Grading systems will not be constructed to trap or confuse students, but should serve as a barometer to indicate the degree of proficiency attained or the amount of learning which has occurred.
15. Grading systems will not have as a major goal the attaining of "normal curve" or any other categorizing device for statistical, administrative, or public relation's purposes.
16. Grading systems will be carefully self-evaluated annually and changes should be a result of thoughtful consideration and need felt.

17. The following letter-grade and percentage-grade scale will be applied to all tests, term papers, homework and all other individual assessments used by teachers to evaluate pupils.

| | | | |
|--------|----|-------|----|
| 95-100 | A | 77-79 | C+ |
| 90- 94 | A- | 73-76 | C |
| 87- 89 | B+ | 70-72 | C- |
| 83- 86 | B | 66-69 | D+ |
| 80- 82 | B- | 60-65 | D |
| | | 50-59 | F |

Courses graded S and U may use S-

Students who make no effort to complete teacher assigned activities, written assignments, tests, or quizzes, will receive a zero in the teacher's official grade book. Interpretations of the above are as follows:

1. Unexcused absences
2. Excused absence – if no assignment make-ups are submitted
3. Submitting no work on tests, quizzes, assignments

Letter "E" grade is earned for exceeding attendance policy absence guidelines and designates repeating current grade level or courses.

18. To average final or yearly grades, substitute point value for letters. The same grades, if averaged by each teacher in the county, should give the final grade. The following table lists letter ranges and a value to be used in computing averages:

| <u>Letter</u> | <u>Range</u> | <u>Value</u> |
|---------------|--------------|--------------|
| A | 3.76-4.00 | 4.00 |
| A- | 3.51-3.75 | 3.63 |
| B+ | 3.26-3.50 | 3.38 |
| B | 2.76-3.25 | 3.00 |
| B- | 2.51-2.75 | 2.63 |
| C+ | 2.26-2.50 | 2.38 |
| C | 1.76-2.25 | 2.00 |
| C- | 1.51-1.75 | 1.63 |
| D+ | 1.26-1.50 | 1.38 |
| D | .66-1.25 | 1.00 |
| F | 0 - .65 | 0 |

Weighted Grades – Honors Courses – Applies only to students graduating prior to 2022

An elective course qualifies for weighted status as a result of being more demanding on the basis of:

1. Course content
2. Necessity of critical, analytical, and/or conceptual thinking
3. Prerequisite knowledge
4. Necessity for comprehension of ideas and self-learning
5. Requirements of independent study and/or outside research
6. The amount of study time required for success
7. Outside reading research note-taking
8. Overall expectations of excellence
9. Distinction as an Honors Course

Specific instructional criteria include:

1. Methods of testing – requires analysis and application of ideas (rather than memorization) and/or essay answers
2. Nature of textbook (should be at an above-average level)
3. Type of instruction (college format of discussion or lecture, as opposed to work sheets, busy work, etc.)
4. Requirements for overall excellence in both oral and written presentations
5. Necessity of building on previously learned concepts rather than learning isolated facts, list, etc.

The following grading scale is to be used in determining a student's grade point for a weighted course:

| | | | |
|----|------|----|------|
| A | 5.00 | B | 3.63 |
| A- | 4.63 | C+ | 3.38 |
| B+ | 4.38 | C | 3.00 |
| B | 4.00 | C- | 2.63 |

The following list of courses are considered "weighted" courses:

| | |
|---------------------------------------|--------------------------|
| *Algebra II and Trigonometry | *Distance Learning |
| *Analytic Geometry | *Genetics and Embryology |
| *Anatomy and Physiology | *Experimental Psychology |
| *AP English | *French III |
| *AP Biology | *French IV |
| *AP Calculus | *Honors Chemistry |
| *AP Economics | *Microbiology |
| *AP American History | *Organic Development |
| *AP World History | *Physics |
| *Calculus | *Pre-Calculus |
| *Biochemistry | *Solid Geometry |
| *Biology (BSCS) | *Spanish III |
| *Comparative Animal Anatomy (Zoology) | *Spanish IV |

Withdrawal From a Class

Students who wish to withdraw from a class have the following options:

WITHDRAW PASSING (WDP)

A student may withdraw from a class that he or she is passing between the end of the initial grading period for a course plus ten school days. A parent conference is required. The student's grade for that grading period will stand and be used for GPA computation for that grading period only. The transcript and report card will list the course with a grade of WDP. This grade will earn no Carnegie unit credit, and it will not be counted as a course for computing overall GPA. (For a course that meets for one trimester only, the WDP must be within five days after receiving a progress report.)

WITHDRAW FAILING (WDF)

Students may withdraw from a course with a failing grade at any time. A parent conference must be held to be sure the parent fully understands the consequences of withdraw failing. To withdraw failing means the student will receive an F grade in the course for that grading period only. This will be used for GPA computation for the grading period in which the student withdrew. At the completion of the school year, the student's report card and transcript will list the course with a final grade of WDF that will earn no Carnegie credit unit but will be counted as a course attempted for computing the student's overall GPA.

COURSE ELIMINATION

Students who are enrolled in a course may have the course eliminated from their schedule, report card, and transcript if it is dropped within ten (10) school days from the course's first meeting date. The approval to eliminate a course must come from the guidance office. The decision will be based upon graduation requirements, incorrect scheduling by the school, over-scheduling, or change of program. After ten (10) school days, a course may only be eliminated if the teacher recommends that the student lacks the ability to successfully complete the course and the guidance department can support this position by verifying the student's ability and achievement test scores. All course elimination procedures must be completed by the end of the grading period plus ten days.

In order for the student to obtain an adequate background for the eliminated course, a recommendation will be made by the Intervention Assistance Team for proper placement.

COURSE SUBSTITUTION

Students who are enrolled in a course may substitute an alternate course with similar course of study requirements. If the transfer to an alternate course is permitted, the grades earned in the original course will stand and be transferred to and averaged with the alternate course grades. To substitute a course requires teacher recommendation, Intervention Assistance Team recommendation when appropriate, guidance and administrative approval based upon the student's overall achievement and ability, test scores, and a parent conference. The initiation of this process is to be used only for students who are over-scheduled or who do not have the ability to successfully complete the course. This process must be done within five (5) days after receiving a progress report. Any grades given for the original course will be transferred to the substituted course and become part of the average for the alternate course grade.

FORGIVENESS

Should a student earn a "C+ or lower", a student may reschedule and retake a course with administrative approval in order to improve the final grade for the specific course. In this case, no additional credit may be earned, the lower grade will be dropped, and the higher grade will be placed on the student's transcript. Student Progress Report to Parents

The Board feels that it is essential for parents to be kept fully informed of their children's progress in school.

The following procedures will be used in reporting to parents:

1. Parents be informed regularly about progress their children are making in school. This shall be accomplished by a progress report issued at the approximate mid-point of each grading period and a report card issued at the conclusion of each grading period.
2. Even though a passing or satisfactory grade was issued on a progress report, grades may change prior to issuance of the report card or final grade. Parents must continue to monitor their student's progress. In the event that a passing grade was issued on a progress report, no failing grade may be given for the grading period, unless the parents were informed that the student's status has changed and there is a possibility that a failing grade will be earned by the student.
3. Conferences are scheduled with parents on assigned days. Other conferences will be arranged as needed and may be called for by the teacher or parent.

Re-adopted by Revision: January 15, 2004
Revised: November 17, 2005; July 19, 2018

Legal Reference:
OAC 3301-35-04(F)(1).

IKAA TESTING PROGRAMS

Classroom Tests

Tests used in classrooms to evaluate the performance or achievement of students should be teaching devices. Teachers are encouraged to use classroom tests as a means of evaluating the effectiveness of their instruction and to determine the degree to which the educational objectives are achieved.

In grades 7-12, the Board of Education advocates a comprehensive system of evaluating student performance in all classes to determine level of mastery and competence. Included as part of that evaluation will be at least one major exam (40 minutes minimum duration) worth 20% of the grading period or final grade. At the beginning of each school year when the teacher informs the building principal as to their proposed classroom rules and grading procedures, the teacher will also include a statement regarding their major examination plan. This statement must follow procedures and definitions outlined in this policy as follows:

- A. The exam(s) may be given at any time during the grading period.
- B. An exam evaluating a unit of completed work from the course of study or the adopted text will be considered the major exam.
- C. In classes not following the unit plan, an exam evaluating work completed in a total grading period will be considered the major exam.
- D. If more than one major exam is to be given in a grading period, the total value of these exams in determining the final grade shall not exceed 40%.
- E. Major exams may be given to cover a period of more than one class session if deemed appropriate by the classroom teacher, but such extended exams shall be considered to be one major exam.
- F. Teachers are to submit to the building principal the dates on which their exams are to be given at least two weeks in advance of their exam to avoid scheduling conflicts.

A copy of the major exam(s) must be submitted to the building principal before the students take the exam(s). This copy shall be received and placed in a teacher file.

It is the responsibility of the teacher to grade and record all tests. Students are not permitted to grade or score papers of their own or those of their peers if those results are to be recorded and used to determine earned grades.

Any teacher who feels that a particular subject area should be excluded from this policy may at the beginning of each year present to the building principal a written statement as to why that subject should be excluded from the policy. If the building principal denies exclusion, that teacher is bound to the above policy.

Individual Identification Tests

Individual identification tests needed or required for the evaluation and/or placement of a student shall be administered only by qualified persons and with the advance written permission of the student's parent.

Standardized and Criterion-Referenced Tests

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

- A. To evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
- B. To compare achievement of District students with achievement of students nationally as one means of evaluating student growth;
- C. To provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
- D. To provide general information about a student's educational progress and probable aptitude for school-related tasks; and
- E. To provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests will be 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.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests will 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/her work.

Test Results

Individual student test scores shall be discussed with the student's parents upon request but may be released only according to the Board's policy on the administration of student records. The Board may release group test scores on a school or District-wide basis.

The results (test scores) of tests for which students have paid a fee are the property of the student and may not be released to the public without the written approval of the student or his/her parent.

Re-adopted by Revision: January 15, 2004

Legal Reference:

O.R.C. §§3301.0710, 3301.0711, 3301.0715

O.A.C. Chapter 3301-7, 3301-13.

IKAB ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Indian Creek Local Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Indian Creek Local Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation

- a. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a District staff member who has knowledge of the referred child's abilities.
- b. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to District staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2. Acceleration Evaluation Committee

i) Composition

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

a. A principal or assistant principal from the child's current school;

b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);

c. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

d. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;

e. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriated use of academic acceleration may be substituted.

2. The acceleration evaluation committee shall be charged with the following responsibilities:

a. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

(i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

(iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

b. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

c. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

(i) placement of the student in an accelerated setting;

(ii) strategies to support a successful transition to the accelerated setting;

- (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - (iv) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- d. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of education options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
- e. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3. Accelerated Placement

- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
- (i) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - (ii) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases the principal shall direct the acceleration committee to consider other accelerated options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- b. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Adopted: May 22, 2006

Indian Creek School District – Referral for Acceleration

Student Name _____ School _____ Grade _____

Check the area(s) that this child is being considered for acceleration:

___ **Early Entrance to Kindergarten or 1st Grade** (specify) *Child's Date of Birth _____

(* if born after December 31, the referral must come from an educational or medical professional.)
Please explain why you are referring this child for acceleration consideration and testing in this area(s). Be as specific as possible. You may use the back of the page.

___ **Single Subject Acceleration** (specify)

___ Math ___ Science ___ Reading ___ Social Studies ___ Writing

Please explain why you are referring this child for acceleration consideration and testing in this area(s). Be as specific as possible. You may use the back of the page.

___ **Whole Grade Acceleration or Early Graduation** (specify)

Please explain why you are referring this child for acceleration consideration and testing in this area(s). Be as specific as possible. You may use the back of the page.

Person Initiating Referral _____ Position/Relationship to Child _____

Address _____ Telephone _____ Date _____

Equal access will be available to all students for screening, further assessment, identification, and placement for eligible services including minority or disadvantaged students, students with disabilities and students for whom English is a second language.

IKAC GRADUATION RECOGNITION CLASS OF 2022 AND BEYOND

In an effort to recognize academic achievement, a Latin Honors System combined with recognition of performance on college entrance exams, will be in effect for students graduating from Indian Creek High School in 2022 and beyond. The Latin Honors System (Cum Laude) will recognize the academic performance of students at various levels, which rewards more students for their academic success. Performance on college entrance exams will recognize and reward student achievement aimed at taking the next step academically and in life. Additionally, this is more aligned with the way institutions of higher education recognize academic progress and achievement.

Under the Latin System, the Indian Creek School District Board of Education will confer the following honors to graduating seniors beginning with the class of 2022:

- Cum Laude - awarded to students with grade point average of 3.5- 3.699
- Magna Cum Laude - awarded to students with grade point average of 3.7 - 3.899 OR 3.9 - 4.0 WITHOUT 2 AP courses.
- Summa Cum Laude - awarded to students with grade point average of 3.9 - 4.0 AND have taken at least 2 AP courses.

There will be no weighting of any grades. The GPA will be calculated on a strict 4.0 scale.

Adopted: July 19, 2018

IKAE WEIGHTED GRADES - HONORS COURSES
For Students Graduating Prior to 2022

An elective course qualifies for weighted status as a result of being more demanding on the basis of:

1. Course content
2. Necessity of critical, analytical, and/or conceptual thinking
3. Prerequisite knowledge
4. Necessity for comprehension of ideas and self-learning
5. Requirements of independent study and/or outside research
6. The amount of study time required for success
7. Outside reading research note-taking
8. Overall expectations of excellence
9. Distinction as an Honors Course

Specific instructional criteria include:

1. Methods of testing - requires analysis and application of ideas (rather than memorization) and/or essay answers
2. Nature of textbook (should be at an above-average level)
3. Type of instruction (college format of discussion or lecture, as opposed to work sheets, busy work, etc.)
4. Requirements for overall excellence in both oral and written presentations.
5. Necessity of building on previously learned concepts rather than learning isolated facts, list, etc.

The following grading scale is to be used in determining a student's grade point for a weighted course:

| | | | |
|----|------|----|------|
| A | 5.00 | B | 3.63 |
| A- | 4.63 | C+ | 3.38 |
| B+ | 4.38 | C | 3.00 |
| B | 4.00 | C- | 2.63 |

The following list of courses are considered "weighted" courses:

- | | |
|---------------------------------------|--------------------------|
| *Algebra II and Trigonometry | *Distance Learning/TAP |
| *Analytic Geometry | *Genetics and Embryology |
| *Anatomy and Physiology | *Honors Geometry |
| *AP English | *French III |
| *AP Biology | *French IV |
| *AP Calculus | *Honors Chemistry |
| *AP Economics | *Microbiology |
| *AP American History | *Honors Option |
| *AP European History | *Physics |
| *Calculus | *Pre-Calculus |
| *Biochemistry | *Spanish III |
| *Biology (BSCS) | *Spanish IV |
| *Comparative Animal Anatomy (Zoology) | |

Re-adopted by Revision: January 15, 2004

Revised: July 19, 2018

IKB OUT OF SCHOOL ASSIGNMENTS (HOMEWORK)

The Board of Education 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 that have been taught, and complete certain projects such as the reading of worthwhile books and the preparation of research papers. Home assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

Guidelines

1. Homework is a valuable aid in helping students make the most of their school experience by: (a) strengthening academic skills, (b) reinforcing concepts learned in class, (c) helping learn responsibility, (d) developing positive study habits, and (e) helping parents stay aware of the students' work.
2. Homework is an independent activity, to be accomplished outside the school day and without teacher assistance, to reinforce concepts learned in class. Some homework may require parental help. The use of class time (5-10 minutes per period) may be utilized to begin or complete out of school assignments under the direction of the classroom teacher.
3. Unfinished class work or work missed due to absences, although accomplished outside the school day, is not included in the definition of homework.
4. Homework will be assigned based upon maturity and ability level of the students in a given class.
5. Teacher and parents may use the following schedules as guides to monitor student time devoted to homework:

Grades K - 2: 10 - 20 minutes each school night

Grades 3 - 6: 30 - 45 minutes each school night

Grades 7 - 12: The amount of homework will vary by subject area, may have deadlines that are weeks away, may need help organizing assignment, and may need help planning work times to meet established deadlines.

6. Coordination of homework assignments by departmental or subject area teachers will be monitored as to avoid an overload of homework on a given school night or weekend.

Responsibilities

STUDENTS ARE RESPONSIBLE FOR ...

- Noting and understanding homework assignments
- Completing homework
- Returning homework to school on required day
- Understanding that homework assignments may help determine their grades

PARENTS ARE RESPONSIBLE FOR ...

- Setting specific time and place
- Checking to make sure student completes homework
- Helping with directions
- Not doing the homework for the child
- Contacting child's teacher if concerns arise, student experiences difficulties, or enrichment assignments are needed.

TEACHERS ARE RESPONSIBLE FOR ...

- Assigning homework
- Providing homework explanation and direction required to ensure successful accomplishment of the work
- Checking students homework (graded, scored, and returned to students)
- Notifying parents if students are having problems with assignments
- Setting specific homework guidelines in each class depending upon student needs and abilities
- Sharing homework guidelines and responsibilities with Student/Parent Orientation and/or Open House activities at the beginning of each school year.
- Not using homework as a tool for punishment

Careful professional consideration shall be given to the availability of proper resources in the home to complete out-of-school assignments (instruments, books, equipment, etc.)

While these guidelines and responsibilities alone cannot insure the success of a home study program, the Board of Education and Administration believes that strict enforcement will go a long way toward making homework the significant learning experience it should be.

Re-adopted by Revision: January 15, 2004

OUT OF SCHOOL ASSIGNMENTS

(HOMEWORK)

STUDENT _____ GRADE _____ SCHOOL YEAR _____

SCHOOL _____

(P-2)

RESPONSIBILITIES

STUDENTS ARE RESPONSIBLE FOR ...

1. Noting and understanding homework assignments
2. Completing homework
3. Returning homework to school on required day
4. Understanding that homework assignments may help determine their grades

PARENTS ARE RESPONSIBLE FOR ...

1. Setting specific time and place
2. Checking to make sure student completes homework
3. Helping with directions
4. Not doing the homework for the child
5. Contacting child's teacher as needed

TEACHERS ARE RESPONSIBLE FOR ...

1. Assigning homework
2. Providing homework explanation and direction
3. Checking students homework (graded, scored, and returned to students)
4. Notifying parents if students are having problems with assignments
5. Setting specific homework guidelines in each class
6. Sharing homework guidelines and responsibilities at the beginning of each school year
7. Not using homework as a tool for punishment

STUDENT SIGNATURE _____

DATE _____

PARENT SIGNATURE _____

DATE _____

TEACHER SIGNATURE _____

DATE _____

IKC CLASS RANK, STUDENTS GRADUATING PRIOR TO 2022

Class rank is the numerical ranking of students in the same grade level. Class rank is determined by a student's grade point average. A student's grade point average is calculated by quality points assigned to final grades starting with the ninth grade year. These points are divided by the number of credits attempted, resulting in the student's grade point average. Grade point averages are calculated to the thousandth of a point and include all the courses the student takes, including any College Credit Plus courses.

Example: Student Jones

Math – A $1 \times 4 = 4$

Science – A $1 \times 4 = 4$

English – B $1 \times 3 = 3$

Soc. St. – B $1 \times 3 = 3$

Music – A $.5 \times 4 = 2$

Quality Points = $16 \div 4.5 = 3.56$

GPA = 3.556

Example: Student Smith

AP Calculus – A $1 \times 5 = 5$

BSCS Biology – A $1 \times 5 = 5$

English – B $1 \times 3 = 3$

AP Euro. History – B $1 \times 4 = 4$

Music – A $.5 \times 4 = 2$

Quality Points = $19 \div 4.5 = 4.22$

GPA = 4.222

GRADING SCALE

Regular Scale

A=4

B=3

C=2

D=1

F=0

Weighted Scale

A=5

B=4

C=3

D=1

F=0

Re-adopted by Revision: January 15, 2004

Revised: July 19, 2018

IKD HONOR ROLL

- A. Students in grades 4-12 only are eligible for Honor Roll status.
- B. Honor Roll lists indicating those students who have achieved Honor Roll status are to be compiled at the conclusion of each grading period.
- C. Honor roll certificates are to be awarded to each student achieving Honor Roll status at the conclusion of each grading period.
- D. Students in grades 4 through 6 must earn a cumulative 3.00 G.P.A. in all classes, including “satisfactory” progress in related arts classes (art, music, physical education), to be eligible.
- E. Students in grades 7 through 12 must have earned a cumulative 3.00 GPA for all courses taken to be eligible. In determining GPA, the actual value of a grade (e.g. C+, B-, etc.) is to be used. Grades are not to be “rounded off”.
- F. Students in grades 7 & 8 must also maintain “C or higher” grades in Related Arts courses to attain Honor Roll status.

Re-adopted by Revision: January 15, 2004

Revised: June 28, 2007

IKDA PRINCIPAL'S LIST

- A. Students in grades 4-12 only are eligible for Honor Roll status.
- B. Principal's Lists indicating those students who have achieved Principal's List status are to be compiled at the conclusion of each grading period.
- C. Principal's Lists certificates are to be awarded to each student achieving Honor Roll status at the conclusion of each grading period.
- D. Students in grades 4 through 6 must earn a cumulative 3.50 G.P.A. in all classes, including "satisfactory" progress in related arts classes (art, music, physical education), to be eligible.
- E. Students in grades 7 through 12 must have earned a cumulative 3.50 GPA for all courses taken to be eligible. In determining GPA, the actual value of a grade (e.g. C+, B-, etc.) is to be used. Grades are not to be "rounded off".
- F. Students in grades 7 & 8 must also maintain "C or higher" grades in Related Arts courses to attain Principal's List status.

Re-adopted by Revision: January 15, 2004

Revised: June 28, 2007

Legal Reference:

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

IKE PROMOTION AND RETENTION OF STUDENTS

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

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

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

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

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

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710, on the assessment is not promoted to fourth grade unless one of the following applies:

1. The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years, and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RD 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services under RC 3323.
 - b. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - c. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - d. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The

Legal Reference:

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

instruction includes and altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

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

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the district-level mid-year promotion policy.

Adopted: May 31, 1985

Revised: December 17, 1987 (implementation date – July 1, 1988); November 9, 1989; June 17, 1992; February 29, 1996; June 26, 1997; December 18, 1997; July 6, 2000; September 20, 2001; October 28, 2003; June 24, 2004; (Re-adopted by Revision: January 15, 2004); October 20, 2005; September 26, 2006; April 24, 2008; November 21, 2013; June 19, 2014; September 17, 2015

Legal Reference:

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

IKF GRADUATION REQUIREMENTS

The Board of Education 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 Indian Creek High School compares favorably with other high schools in the State that are recognized for excellence.

The requirements for graduation from Indian Creek High School, beginning with the class of 2014, are as follows:

| <u>District Minimum</u> | | <u>Statutory Graduation Requirements</u> | |
|--|----------|--|----------|
| English | 4 units | English Lang Arts | 4 units |
| History and government Including ½ unit of American History and ½ unit of American Government | 1 unit | History and government, including ½ unit of American History and ½ unit of American Government | 1 unit |
| Social Studies | 2 units | Social Studies | 2 units |
| Science with inquiring-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 |
| Mathematics Including one unit of Algebra II or its equivalent | 4 units | Mathematics including one unit of Algebra II or its equivalent | 4 units |
| Health | ½ unit | Health | ½ unit |
| Physical Education | ½ unit | Physical Education | ½ unit |
| Electives** | 5 units | Electives** | 5 units |
| Financial Literacy***** | | Financial Literacy***** | |
| Total: | 20 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 can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life science);

3. ***students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 15, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course by ODE as an alternative to Algebra II;
4. **** 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), financial literacy, 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;
5. *****financial literacy requirements
 - A. units earned in social studies shall be intergrated with economics and finacial literacy for students entering the ninth grade for the first time prior to July 1, 2022.
 - B. students entering ninth grade for the frist time on or after July 1, 2022 are required to complete one-half of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which the State Board of Education requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits.
6. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Fine and Performing Arts Seal

To earn the Fine and Performing Arts Seal, students will engage in theatre courses, choir courses, art courses, instrumental music, and/or jazz band. In order to earn the seal students will complete the course with a grade of B or higher.

Student Engagement Seal

Students will attend 45 hours of extra-curricular activities which may include athletic teams, clubs, organizations, or attendance at presentations given throughout the school year. This may include military presentations, college presentations and visitations, and career pathway fairs. Administrators may grant engagement hours at their discretion for upcoming events not yet planned.

Community Service Seal

Students will be required to participate in 45 hours of documented community service during the school year. (Students assigned community service by the court may NOT count those hours toward community service seals. An additional 45 hours of service will be required.)

A letter written by the person's community service supervisor and the nature of the person's community service should be included in a letter. Hours should be documented by both the student and the supervisor.

Students who earn an Academic Letter will earn the Community Service Seal.

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 PlusOptions

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 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.

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir 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.

LEGAL REFS.:

ORC 3301.07(D)(3)

ORC 3313.60

ORC 3313.6014

ORC 3313.603
ORC 3313.605
ORC 3313.61
ORC 3313.617
ORC 3345.06
OAC 3301-35-04
OAC 3301-16-05

CROSS REFS.:

IGBM - Credit Flexibility
IGCA - Summer Schools
IGCD (Also LEB) - Educational Options
IGCH (Also LEC) - College Credit Plus
IGCI - Community Service
IKFC - Graduation Plans and Students at Risk of Not Qualifying for a High School
Diploma
JN - Student Fees, Fines and Charges

Re-adopted by Revision: January 15, 2004;
Revised: April 24, 2008; November 19, 2009, December 15, 2011; May 24, 2012; September
18, 2014; May 21, 2015; September 17, 2015; February 22, 2017; November 18, 2021; August
18, 2022

IKFA EARLY GRADUATION

The following procedural guidelines shall be followed and requirements met by any student requesting to graduate in less than four years:

1. A written request form obtained from the counselor must be properly signed and submitted in duplicate by the parent or guardian by April 1 of the year prior to the year of expected early graduation.
2. A proposed schedule leading to the completion of graduation requirements must be submitted to the counselor by May 1 of that same year. Courses selected cannot be guaranteed since changes in the master schedule may alter course offerings.
3. A parent-counselor conference shall be held by June 1 of that same year with a written resume of that conference placed on file in the student's P.C.R.
4. Whether approved or not approved, the request shall be properly signed by student, parent, counselor and principal with one copy placed on file in the student's P.C.R. and the other retained by the student.
5. Basic requirements which must be met for approval are:
 - a. A grade point average of at least 3.00 at the time of the request.
 - b. All credits required for graduation shall be earned prior to completion of high school attendance.
 - c. No college level credits shall be counted toward high school graduation requirements.
 - d. Written assurance that the student will enter a formal post-secondary educational program or the military service immediately upon completion of high school.
 - e. Satisfactory high school attendance and citizenship have been obtained.
6. Early graduation students shall be officially withdrawn at the time of completion of requirements and re-entered immediately prior to graduation since graduation exercises occur only one time per year.
7. Early graduation students may participate in regular graduation and other senior activities and privileges but the responsibility of meeting deadlines and requirements rests with the student.
8. A student may abandon plans for early graduation at any time during the entire process.

Re-adopted by Revision: January 15, 2004

IKFAA GRADUATION REQUIREMENTS - OWE

The minimum graduation requirements for Occupational Work Experience (O.W.E.) students are distributed in the following manner:

| | Class of '99 | Class of '00 | Class of '01 |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| English..... | 3 units of credit | 3 units of credit | 4 units of credit |
| Social Studies..... | 2 ½ units of credit | 3 units of credit | 3 units of credit |
| Science..... | 1 unit of credit | 2 units of credit | 3 units of credit |
| Mathematics..... | 2 units of credit | 3 units of credit | 3 units of credit |
| Health & Physical Education... | 1 unit of credit | 1 unit of credit | 1 unit of credit |
| Electives..... | 14 ½ units of credit | 14 units of credit | 14 units of credit |
| TOTAL: | <hr/> 24 units of credit | <hr/> 26 units of credit | <hr/> 28 units of credit |

Course names of required courses will be determined by the high school curriculum and listed in the yearly curriculum used for scheduling purposes.

Beginning with the Class of 2002, graduation requirements will include those listed above plus:

1. Student electives of at least one unit, or two half units, from the areas of business/technology, fine arts and/or foreign languages, and
2. Units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction.

Furthermore, effective September 15, 2001, student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by a certified or licensed teacher and is designated by the Board as meeting the curriculum requirements.

Re-adopted by Revision: January 15, 2004

IKFB GRADUATION EXERCISES

The High School Graduation ceremony is a special event for the school, community, parents and students.

Every qualified graduate has the privilege to participate in a well-organized ceremony and receive the honor that he/she has earned. Since this is a school-sponsored event, all school rules and regulations apply.

A qualified graduate is a student who has successfully completed all State and Board requirements for graduation from high school. Only qualified students may participate in the graduation ceremony. If a student is serving a suspension or an expulsion on the date of the graduation ceremony, the student may not participate in the ceremonies.

Graduating students have the responsibility to follow all rules and regulations established by the administration. Graduating students who violate these rules and regulations will not be permitted to participate in the ceremonies. Graduating students who fail to behave properly during the graduation ceremony (as determined by the school administration) will not receive a diploma after the ceremony is completed. Graduating students who do behave properly will receive a diploma after the ceremony is completed. Administration will establish this procedure.

Any graduating student who does not receive a diploma as a result of inappropriate behavior before or during the graduation ceremony, will be required to appear with his/her parent or guardian before the Board of Education at its next regularly scheduled meeting. The student must satisfactorily explain his/her inappropriate behavior and the reason why he/she should receive a diploma before the diploma will be granted.

Re-adopted by Revision: January 15, 2004

IL 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 of 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.

NOTE:

A general policy on testing may cover functional literacy; if not, subcategories may be added to the Testing Programs category (code IL). To assist administrators in developing the required written testing security plan, a regulation follows this policy that details the requirements for the securing storing and administration of proficiency tests.

Senate Bill3 (2016) sets specific statutory limits for time spent on testing and preparing for testing effective July 1, 2017. The cumulative amount of time spent on the administration of the state achievement assessments for students in grades three through eight, the end-of-course examinations required in high school under the college and Work Ready Assessment System, and any assessment required by the district of school to be administered district-wide or school-wide to all students in a specified area or grade level now cannot exceed 2% of the school year. The cumulative amount of time used for taking practice or diagnostic assessments used to prepare for these assessments must be limited to 1% of the school year.

These limitations do not apply to the administration of assessments to students with disabilities; Advanced Placement and International Baccalaureate exams used as substitute exams for end-of-course exams in American History, American Government and Science; assessments for students who fail to attain a passing score on the third-grade English language arts assessment or additional assessments administered to students identified as gifted. The board may pass a resolution to exceed the statutory limitations. In order to pass this resolution, the board must conduct at least one public hearing on the proposed resolution prior to adoption.

Adopted: November 18, 2010

Revised: February 22, 2017

IL-R TESTING PROGRAMS - REGULATIONS

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

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

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to:
 - A. revealing to any student any specific question that the person knows is part of an assessment or in any other way assisting a student to cheat on an assessment
 - B. obtaining prior knowledge of the contents of an assessment
 - C. using prior knowledge of the contents of an assessment to assist students in preparing for the assessment
 - D. failing to comply with any rule adopted by the Ohio Department of Education (ODE) regarding security protocols for an assessment.

Employees may be subject to discipline, up to and including termination and/or sanctions from the State Board of Education for violation of these testing security requirements.
7. specify the procedure for determining whether to invalidate a student's assessment score;
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in ODE of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

Adopted: November 18, 2010

Revised: November 18, 2021

ILBA PROFICIENCY TESTING POLICIES

The Indian Creek Local Schools, in its program of Ohio Proficiency Testing, adheres to all rules, regulations and guidelines issued by the Ohio Department of Education. Questions or uncertain issues are verified and/or clarified when necessary through communication with the Bureau of Assessment and other appropriate state agencies on an as needed basis. The District, likewise amends and adjusts its testing program as appropriate and directed by the Ohio Department of Education. District coordinators and administrators maintain awareness of changes through attendance at related meetings sponsored by the Ohio Department of Education and the Jefferson County Educational Service Center. The document Rules of Proficiency Testing, which is published through the Department of Education contains a large portion of the needed guidelines.

Security Provisions

The following individuals are responsible for ensuring test security:

District Level: Assistant to Superintendent – Curriculum and Instruction

Building Level: Elementary and Secondary Principals

No Indian Creek Local School District employee or person associated with Indian Creek Local Schools shall release, cause to be released, reproduce, or cause to be reproduced, any secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral, teach students answers to specific test questions, change student responses on the answer sheet, or otherwise cheat or assist a student to cheat.

No unauthorized person shall have access to any secure test materials at any time such materials are in the Indian Creek Local School District. Authorized personnel will be:

1. Assistant to Superintendent – Curriculum and Instruction
2. Elementary and Secondary Level Principals
3. Employees designated and trained as test Examiners
4. Designated clerical employees assigned to and under the supervision of the Assistant to Superintendent and Building level Principals for the purpose of sorting and preparing materials for distribution to and from Examiners.

Procedures for Handling and Tracking Materials

1. The District Test Coordinator, upon receipt of materials, shall promptly open and verify the stated quantity. Discrepancies shall be reported to the State Department of Education immediately upon receipt. Materials shall then be sorted and sealed securely for distribution to buildings. A master inventory form shall be completed indicating date of receipt, quantity received, quantity to be distributed to each building. Until distributed to buildings, all materials will be stored in a secure location.
2. Materials shall be sent to each designated building using the intra-District mail service or special District mail service.
3. Authorized building-level personnel, upon receipt of materials, shall promptly open and verify the stated quantity. Discrepancies shall be reported to the Assistant to the Superintendent – Curriculum, immediately upon receipt. Materials shall then be sorted and sealed securely for distribution to test Examiners. A building level inventory form shall be completed indicating date of receipt, quantity received, quantity to be distributed to each Examiner. Until distributed to Examiners, all materials will be stored in a secure location.
4. Test Examiners shall personally check out and return all materials (test booklets, answer sheets, class roster and seating chart, irregularity report, defective test booklet(s), if any, and the statement of compliance) each day to the Building Test coordinators. Materials shall be alphabetized by the examiner, tallied and secured each day.
5. Examiners (and monitors) shall personally distribute and collect test materials to and from each student. Students leaving the testing room after materials have been distributed shall not be permitted to take any materials from the testing room. No student

- will be permitted to leave the testing room at the conclusion of the test until all testing materials are accounted for by the examiner.
6. Under no circumstances, except school safety evacuations or physical well being situations, should the examiner/monitor leave the testing location unsupervised. In the event of said emergency, students will place the answer sheet inside the test booklet and leave the materials on their assigned desk. The room will be locked by the test examiner.
 7. At the conclusion of the testing session, all test booklets and answer sheets shall be tallied on the master inventory form, secured, and dated for return to Central Office.
 8. Materials shall be sent to Central Office using the intra-District mail service.
 9. The District Test Coordinator, upon receipt of materials, shall promptly open and verify the inventory figures. Discrepancies shall be reported to Assistant to Superintendent-Curriculum and the affected building principal immediately upon receipt. Materials shall then be sorted and sealed securely for return to the State Department designated site(s).

Procedures for Investigating Alleged Violations of Test Security

1. During a test administration period
 - A. Test examiners/monitors suspecting a student of cheating shall investigate their suspicions using reasonable and non-disruptive methods. Such methods could include the visual comparison of student answer sheets, inspection of the immediate area surrounding the student, inspection of the person – hands, arms, observing for code signals being transmitted from one student to another, etc. Every attempt shall be made to insure that other students in the testing location are not disturbed.
 - B. When the examiner/monitor is positive beyond all reasonable doubt that a student(s) is cheating, the examiner/monitor shall either send the student to the school office accompanied by the roving monitor or retain the student(s) until the conclusion of the testing session and personally escort the student to the school office for a meeting with an administrator. In large group sites, where multiple monitors are assigned, a monitor will escort the student to the school office.
 - C. The student will be provided due process according to established District procedures.
 - D. Upon completion of the inquiry, the examiner (and monitor, if present) will submit an Irregularity Report annotating the circumstances of the security violation to the building test administrator. Additionally, the examiner (and monitor, if present) shall describe as comprehensively as possible in writing the circumstances of the violation as witnessed.
2. During non-test times
 - A. Any employee of Indian Creek Local Schools discovering Proficiency Test information or materials, overhearing specific test related conversation, or being apprised of information related to test security shall immediately investigate, confiscate, and report to the building test administrator the nature of the discovery and the individuals involved.
 - B. The building test administrator shall investigate the situation and file a written report to the District test administrator.
 - C. Involved individuals will be provided due process according to established District procedures.
 - D. During test administration sessions and make-up periods, teachers need to be sensitive to student questions that are not consistent with instructional content – students may be asking about questions on the proficiency test. The appropriate response to such a student question would be: “Is that a question on the

proficiency test?” If yes, “Please remember the question, after the tests are over, I will talk with you about the answer.”

Procedures for Determining Whether or not to Invalidate a Student’s Test Scores Because of a Test Security Violation

1. When the results of a testing session are published, inflated performance by students shall be noted and investigated. For example, a student passing a given test when the student’s course work or ability testing indicates that the student does not possess the skills and knowledge necessary to pass should be investigated. Such investigation should include, but not be limited to, reviewing with the examiner assigned to the test location the monitoring procedures used, determining the students who were near the identified student and reviewing their scores, and requesting from the State Department a copy of the answer forms for the involved students for score comparison purposes.
2. When collected evidence clearly indicates that a violation of test security has occurred, the building administrator shall inform the involved individuals of the investigation results.
3. Involved individuals will be provided due process.

Reporting Test Security Violations

1. Within five days of determining that a test security violation has occurred following an investigation conducted as specified above, the Building Test Administrator shall notify the District Test coordinator in writing of the finding and the action taken.
2. Within ten days of determining that a test security violation has occurred following an investigation conducted as specified above, the Indian Creek Local School District shall notify the State Board of Education in writing of the finding and the action taken.
3. The Indian Creek Local Schools shall cooperate with the State Board of Education in any investigation of test security violations by a school employee. After determining that a test security violation has occurred, the Indian Creek Local School District Board of Education may seek the maximum penalty or penalties pursuant to O.R.C. §3319.151. Violations of O.R.C. §3319.151 provide for termination of employment for a teacher or non-teaching employee and are classed as a minor misdemeanor.

Other Security Provisions

1. Unless known to the examiner or monitor, a photo ID (i.e. driver’s license) may be used to verify admission to the testing site for all upperclassmen for all test administration sessions and make-up sessions.
2. Answer sheets are to be distributed by passing them back or across aisles to save time.
3. Test booklets are to be distributed in strict test booklet number order by handing one to each student individually; a local numbering system may be utilized to make distribution and accounting of booklets per student orderly and efficiently done.
4. Documentation of test booklet distribution shall be done on a student roster; indicating booklet numeral adjacent to student name.

Penalties for Confirmed Security Violations

Students confirmed of cheating or assisting another to cheat will have their test(s) invalidated and may be subject to a ten (10) day suspension with the recommendation for expulsion. Parents will be notified in writing of the incident and the State Department of Education will be notified of the violation within ten (10) days.

Employees failing to follow security provisions may be subject to suspension or termination of employment. The State Board of Education may seek the suspension of a teaching certificate and prosecution under the state criminal code may occur. (O.R.C. §3319.151) The State Department of Education shall be notified of the security violation within ten (10) days.

Students and employees accused of violations will be provided due process according to established District procedures.

Publication of these security provisions is required by the state of Ohio.

Access to Results

Parents and students will be informed of results in a timely manner following the District's receipt of them. Proficiency test results shall be listed on each student's permanent record. The record shall include the date each such-test was passed. Student transcripts shall include the student's performance levels (proficient/nonproficient) on all District proficiency tests at all grade levels at which the test is administered. Access to an individual student's proficiency test results will be in accordance with the policies and procedures established by the Board governing access to and the release of student records.

Re-adopted by Revision: January 15, 2004

Legal Reference:

ORC 3301.0710, 3301.0711, 3319.151, 3319.99.
OAC Chapter 3301-13

ILD SPECIAL ACCOMMODATIONS FOR STUDENTS AND TESTING

For purposes of this policy a "student with a disability" refers either to a student receiving special education services under O.R.C. Chapter 3323 in accordance with an individualized education program (IEP), or to a student who has been identified as having a disability based on an evaluation conducted in accordance with §504 of the Rehabilitation Act.

All students, including students with disabilities, must participate in required statewide tests at designated grades. However, a student with a disability may be exempt from taking any particular test required as part of any statewide testing program if the student's IEP or Section 504 plan exempts him or her from taking that test. Exempt students must take the state test under the exempt status at the given grade level or participate in one or more alternate assessments approved by the State Department of Education. To the extent possible, students should not be exempted from taking a prescribed test unless no reasonable accommodation can be made to enable the student to take the test. Any student granted an exemption, shall take all other prescribed tests unless specifically exempted from those tests. For any student who takes a test, the student's IEP or Section 504 Plan shall indicate any reasonable accommodation permitted by this policy.

Procedure

The determination of how an individual student with a disability will participate in state and district testing programs will be made, at least annually, by the student's IEP or Section 504 team using the following procedures:

- A. The student's present level of educational performance will be reviewed.
- B. During the IEP meeting, a statement regarding participation will be identified on the IEP or Section 504 Plan as part of the statement regarding the extent to which the child will be able to participate in the regular education program. The reason for an exemption shall also be documented on the IEP or Section 504 Plan.
- C. If a student with a disability does not take one or more proficiency tests, the student's need for an alternate assessment(s) will be documented, prior to test administration, on the IEP, and any alternate assessment(s) will be conducted and the results shall be reported to the Ohio Department of Education.
- D. If it is determined that the student will participate in the testing program, any appropriate modifications in the test format and/or test administration procedures shall be made to accommodate the needs of individual students with disabilities and documented on the IEP or Section 504 Plan.

Any student granted an IEP exemption for any proficiency test shall not be prohibited from taking the test. If the student takes the test and meets the standard of the test, the student may be credited on his/her transcript with meeting the required standard on the test if each accommodation provided meets the criteria set forth in this policy. Required statewide test pass rates used to determine School District performance will include the results of students who take tests with or without accommodations that meet the criteria set forth in this policy. Pass rates used to determine School District and building performance will include students who are granted an exemption under this policy.

A student with a Section 504 plan shall be exempted and/or permitted accommodations as specified within his/her individual plan.

Exemptions

A student may be exempted from taking one or more tests if either of the following applies:

- A. The student is completing a curriculum in a particular subject area that is modified substantially by the IEP from the regular curriculum designed to prepare students at this grade level to demonstrate knowledge and skills as measured by the proficiency test administered at that grade in the same subject area; or
- B. The student is completing the regular curriculum provided at that grade level, but the student's IEP provides for accommodations in classroom and district wide tests that do not meet the criteria set forth in this policy.

Accommodations

Any student with a disability who is required to take a prescribed statewide test, or any student exempted but who takes a prescribed test, may be provided any accommodation(s), as documented in his/her IEP or Section 504 plan, that meets all of the following criteria:

- A. The accommodation is provided in the student's IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
- B. The accommodation does not change the content or structure of the test;
- C. The accommodation does not change what the test is intended to measure; and
- D. The accommodation does not change or enhance the student's response.

Alternate Assessment

The opportunity to participate in alternate assessment should be available only to a small percentage of students with disabilities. The determination of whether a student should participate in alternate assessment will be made by the student's IEP team.

Alternate assessment is appropriate only for students who have the most severe disabilities and require the highest level of individualized instruction, such as students with severe limitations to cognitive functioning as documented by the student's evaluation team report. Generally, participation in alternate assessment will not be appropriate for students engaged and making progress in the general curriculum. Participation in alternate assessment should never be based on the student's disability, condition, achievement level, school attendance, or social/cultural factors.

The IEP team should document the student's test taking status in the appropriate sections of the IEP, and pertinent status codes should be recorded through the Education Management Information System.

English-Limited Students

For purposes of this policy, an "English-limited student" refers to a student whose primary language is not English, who has been enrolled in United States schools for less than three years, and who within the school year has been identified, in accordance with criteria approved by the State Department of Education, as lacking adequate proficiency in English to produce valid results on the required statewide tests.

An English-limited student may be granted a temporary one-year exemption from taking any required statewide test. However, no more than three temporary exemptions may be granted to any student.

A student who has been granted a temporary exemption for any prescribed test shall not be prohibited from taking that test. Each English-limited student, who has been granted a temporary exemption from any required statewide, shall have his/her progress in learning English annually assessed in accordance with procedures approved by the State Department of Education.

Any English-limited student who has been granted a temporary exemption from participation in required statewide testing is not included in the numbers used to calculate local report card percentages as established in ORC 3302.03(E). When a temporary exemption of an English-limited student expires or the student can no longer be classified as English-limited but does not take all required proficiency tests, a waiver for the student may be requested by the Superintendent in accordance with the provisions of OAC 3301-13-04.

An English-limited student shall not be exempted from meeting all proficiency test requirements for graduation.

Re-adopted by Revision: January 15, 2004

Revised: January 13, 2005

Legal Reference:

OAC 3301-13-03, 3301-35-04(E).

INDA CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

Generally

The Board encourages the commemoration throughout the School District of special days proclaimed by the President of the United States or the Governor of Ohio. These commemorations should be of educational value and in acceptable taste.

The Board may dismiss school on any day set apart by the President of the United States or the Governor of Ohio as a day of fasting, thanksgiving, or mourning.

Students shall not be required to participate in ceremonies or observances that are contrary to their religious beliefs.

Flags

In accordance with state law, the flag of the United States of America shall be displayed at each school. The Board encourages displaying the flag of the State of Ohio at each school.

Special Ceremonies and Observances

The Superintendent may permit ceremonies and/or observances to commemorate special events or occasions unique to the School District.

Pledge of Allegiance

The Indian Creek Local Board of Education believes one's appreciation of his/her country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom.

Furthermore, the Board believes saluting the flag and reciting daily the Pledge of Allegiance, helps students learn and reinforce these principles.

Therefore, the Indian Creek Board of Education requires all students in grades kindergarten through 12, to daily recite the Pledge of Allegiance at the beginning of each school day in a manner prescribed by the building administrator.

The Pledge of Allegiance may also be recited at any school function deemed appropriate by any school administrator.

The Board recognizes that the beliefs of some persons prohibit participation in the Pledge of Allegiance, the salute to the flag, or other opening exercises, therefore, such persons will be excused, and the intimidation of any student by other students or staff aimed at coercing participation is prohibited.

Re-adopted by Revision: January 15, 2004

Legal Reference:

U.S. Const. Amend. I, Establishment C1. The Elementary and Secondary Education Act; 20 USC 1221 et seq.; ORC 5.23; 3313.601; 3313.602; 3313.63; 3313.80

ING ANIMALS IN THE SCHOOLS

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

Prior to any use of animals, 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 District. The administration is responsible for developing regulations for the care and control of the animals.

Adopted: May 24, 2007

Revised: November 26, 2007

ING-R ANIMALS IN THE SCHOOLS

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

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

Adopted: May 24, 2007

Revised: November 26, 2007

IO CAREER AND TECHNICAL EDUCATION PROGRAM

Career and technical education shall be an integral part of the comprehensive high school concept in force for the Indian Creek Local School District and of the general program of education in the high school. Career and technical education shall be geared to take into account technological and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the purpose of the development of character and attitudes as well as skills. Guidance and counseling services shall be provided each vocational student throughout his or her academic program and when the time comes for placement in his or her chosen career.

Career and technical programs offered in this school district shall meet the standards of the State Division of Career and Technical Education and shall not duplicate vocational education courses available through the Jefferson County Joint Vocational School District except by special action of the Board.

Jefferson County Joint Vocational School District

In an effort to provide better vocational facilities, programs and services for students of this school district, the Board has approved an agreement to join the Jefferson County Joint Vocational School District (JVS), and to cooperate with the board of education of that school district.

Local students enrolled in the JVS are the responsibility of this Board except as the Board may otherwise agree in writing. Upon completion of the courses required in both school districts, a student shall receive a diploma from this Board of Education and a vocational certificate from the JVS.

The Superintendent is authorized to develop, maintain or modify cooperative operating procedures between the two school districts.

Work Experience Opportunities

Whenever possible, actual work experience will be incorporated into vocational and technical programs. As appropriate, actual work experience will take the form of cooperative work-study, construction or repair, or other commercial services performed for the public in various shops and laboratories. In all instances, programs providing practical work experience shall be organized and conducted primarily for the purpose of providing the students with a valuable training experience.

Re-adopted by Revision: January 15, 2004

Legal Reference:

ORC 3313.90.

OAC 3301-35-04(B(4)).

IP VIRTUAL LEARNING PROGRAM/POLICIES

1. Student and parent/guardian **must meet** with the Virtual Learning Coordinator and/or Guidance Counselor to enroll in the Virtual Learning Program. (Rationale: rules and regulations must be discussed personally with student and parent so that all understand.)
2. Course lessons are expected to be completed on a regular basis in accordance with the regular school year calendar, with a two (2) week extension. The rule of thumb is that one lesson per week is expected to be completed in each course in which the student is enrolled. **If satisfactory progress is not made toward completion of a course, the student may be removed from the VLA program.**
3. Seniors seeking to graduate on time with their class must have all coursework completed by May 1 of the graduation year to ensure that all records/publications are up to date for the student. (Rationale: in order for a student to be included in the program/listing for graduation and to have a completed transcript for his/her career passport, the work must be done well in advance of the ceremony.)
4. Indian Creek will pay for each Virtual Learning Academy course only one time. It will be the responsibility of the parent/guardian to pay all fees for courses that need to be repeated due to failure or non-completion. (Rationale: students who do not take VLA seriously will have a consequence.) Students who are not meeting satisfactory completion deadlines will be remanded to mediation and/or formal charges may be filed.
5. Students must meet all requirements for graduation to be awarded a diploma as per Board Policy. Said requirements are printed in the Indian Creek High School annual registration/scheduling materials.
6. VLA courses cannot be used to avoid taking the same course at the high school. (Rationale: students will not try to use VLA to avoid one particular teacher or coursework.)
7. Summer Virtual Learning courses are permitted only for make-up of courses previously failed. The cost of said course will be the responsibility of the student/parent. Exceptions to this must be cleared through the building principal. Enrollment for summer VLA courses must be completed by mid June and coursework must be completed by mid August. (Rationale: this timeline is necessary in order that correct educational placement be made for the fall term.)
8. The license fee and teacher fee for any course being taken to make up a credit deficiency will be the responsibility of the student/parent.
9. A cover page must be included with the application indicating who is responsible for payment for VLA.

Adopted: May 20, 2004

Revised: February 22, 2007