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INSTRUCTIONAL GOALS

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

The District's instructional goals include:

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

The goals of the instructional program are to be considered guides rather than limits, capable of wide interpretation flexible enough to meet changing needs of both students and society and pervasive throughout the entire District, for all levels and subject areas.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

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

INSTRUCTIONAL OBJECTIVES

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

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

The educational program of the District is the result of systematic planning, articulation, implementation and evaluation.

Courses of study are evaluated on a rotating basis every five years under the supervision of the Superintendent or his/her designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Buckeye Joint Vocational Board of Education for adoption or re-adoption.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

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

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing school year will be prepared by the Superintendent and presented to the Buckeye Joint Vocational Board of Education for approval in the spring of each year. The number of days scheduled for students shall meet or exceed the requirements of Ohio law.

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

In preparing the calendar, the Superintendent consults with other schools and districts in the area.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Negotiated Agreement

SCHOOL DAY

It is the responsibility of the Superintendent to establish the beginning and dismissal times. These hours satisfy the time requirements established by Ohio law, the negotiated agreement and the Ohio Administrative Code.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

CONTRACT REF.: Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The District provides for the assignment of teachers, administrators and auxiliary personnel throughout the District on an equitable basis.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 121.22
3311.29
3313.53-3313.531; 3313.641

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary if the District is to meet the needs of the student in its schools.

Curriculum planning should be based on the educational philosophy and goals approved by the Board and the most specific objectives developed by the staff. Such planning must also take into consideration the legal requirements for students in basic subjects.

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

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

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

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

CONTRACT REF.: Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study which promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board of Education. In practice, the Board extends responsibility for such curriculum development to the Superintendent. The Board will consider and act on new courses and programs as recommended by the Superintendent. It will officially approve courses of study for all subjects as required by the state of Ohio as well as all textbooks.

The Superintendent supervises the evaluation of the District's curriculum. Courses of study are evaluated on a rotating basis. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the Buckeye Joint Vocational School District's educational program will provide a curriculum that serves the general academic needs of all students as well as opportunities for individual students to develop specific talents and interests in vocational, career and technology and other specialized fields and grow toward independent learning.

The curriculum provides a balanced, integrated and sequentially articulated providing a foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals.

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

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

The curriculum meets or exceeds those requirements established by state law and the Ohio Administrative Code.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

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

TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

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

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

[Adoption date: December 17, 2002]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.601

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

OCCUPATIONAL EDUCATION (Career and Vocational Education)

Career Education

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

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

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

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

Vocational Education

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

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

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

The vocational education program is administered by the Vocational Director.

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

[Adoption date: December 17, 2002]

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

WORK-EXPERIENCE OPPORTUNITIES

Early placement is an opportunity for a Buckeye Joint Vocational School student to go to school a half day and work with an employer the other half. The student may go out on the job as early as the end of the first semester if attendance, attitude, tardiness, grades, etc., meet the requirements listed below for both junior and senior years.

1. All attendance criteria is calculated on days absent during two semesters of the Junior year and one semester of the Senior year; therefore, the total of all absence for three semesters is added together. Ninety-seven percent attendance and a 2.5 grade point average are needed for early placement.
2. Students must have all credits for graduation.
3. Skills of students must be suited to the job.
4. All bills owed to the school must be paid in full.
5. Teacher must communicate with employer to explain early placement program and obtain training agreement.
6. Parents must sign the training agreement if the student is not 18 years old.
7. A copy of the training agreement must be given to employer, student, parent, and Buckeye Joint Vocational School.

Some extenuating circumstances may be just cause for deviation from the above criteria. The appeal process begins with the Director. Students who miss school are not permitted to work that day.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.91; 3313.911
3317.16; 3317.024
OAC Chapter 3301-61 et. seq.

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Buckeye Joint Vocational Board of Education views with grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, all over the United States and especially in the District. In keeping with its primary responsibility—the education of youth—the Board charges the professional staff of the District to continue to investigate the causes of student and staff involvement with drugs and alcohol and to develop suitable preventive measures however and whenever feasible.

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

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

PROGRAMS FOR DISABLED STUDENTS

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

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

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

Each disabled student is considered individually relative to his/her participation in the District's competency-based educational program, proficiency testing program and achievement and ability testing programs.

[Adoption date: December 17, 2002]

LEGAL REFS.: Education for All Handicapped Children Act; 20 USC 1401 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Americans with Disabilities Act; USC 12112 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC 3301-51
3301-55-01

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

PROGRAMS FOR DISABLED AND DISADVANTAGED STUDENTS

The Superintendent or his/her designee will implement established procedures for maintaining compliance with state and federal regulations for education of disabled children (including Pub. No. PL-94-142 and amended SUB H.B 455).

These procedures include standards for due process and procedural safeguards for disabled students and youth applying to or enrollment in the Buckeye Joint Vocational Board of Education programs.

Attention Deficit Disorder

Pursuant to federal and state policies and guidelines, the Buckeye Joint Vocational School District adopts the following policy concerning needs of children/youth with ADD or ADHD within General and Special Education.

1. Youth diagnosed with ADD/ADHD may be served in existing Special Education programs if they also meet State special education qualifications as identified in Part B of IDEA. Youth whose parents or teachers suspect they are disabled with ADD/ADHD may be referred to the Intervention Assistance Team (IAT), which may develop plans such as further testing, intervention strategies and/or evaluation for a Special Education program. In the event the IAT's plan for a youth who is disabled only by ADD/ADHD, and does not qualify for Special Education, does not improve the youth's performance to the satisfaction of the parent or teacher, another IAT plan may be developed. The parents may also request service under Section 504 of the Rehabilitation Act of 1973.

If a youth is served under 504, the disorder must be shown to substantially limit a major life activity (i.e., learning). A full and individual evaluation by a multidisciplinary team must be conducted in accordance with federal requirements.

2. Section 504 Eligibility Criteria

A youth eligible for Section 504 must be substantially limited to one or more life functions. Learning is a life function. To be substantially limited in learning means an inability to pass grade-level work as a result of the ADD/ADHD or disability and not meet the criteria. Grades, however, may sometimes be deceiving in that a student may be earning passing grades on work accomplished below grade level. It is important that the youth be passing grade-level work.

3. Procedural Guidelines

When a parent or educator suspects a youth of having a disorder, being academically or behaviorally at-risk or qualifying for special education, a referral will be initiated at the building level with direction from the building principal and psychologist. The pupil

personnel director will convene an IAT meeting and the team will determine the most appropriate referral intervention. This will allow the building IAT to determine whether or not the youth in question is believed to be in need of services as outlined in IDEA.

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If the evaluation information indicates that the youth has a constellation of features indicative of a suspected disabling condition under IDEA (which may include ADD/ADHD), the youth will be referred to the special education evaluation team that seems appropriate to best meet the needs of the youth. If the special education evaluation team finds the youth meeting the eligibility criteria for a special education program, a placement IEP will be written.

If the parent requests services under Section 504 at this time, the IAT and involved educators will be responsible for reviewing eligibility under 504 guidelines and then writing, implementing and evaluating a 504 plan for the student, if qualified.

4. Special Education Services

Youth, once they are evaluated and found eligible for special education services, will receive the full range of special education services as mandated by law.

5. Regular Education Intervention - IAT Plan

For youth who are identified as not being eligible for special education services, the building IAT will meet with involved educators and decide what interventions and/or program modifications are necessary in order to meet the youth's needs. The intervention(s) and/or program modifications may include such things as providing a more structured learning environment, repeating and simplifying instructions in class and homework assignments, supplementing verbal instructions with visual instructions and using behavioral management techniques.

6. Regular Education Intervention - 504 Plan

For youth who are not eligible for special education services, and whose parent requests 504 plans and who are eligible for 504 plan as outlined in the procedures above, the building IAT will meet with involved educators and decide what interventions and/or program modifications are necessary in order to meet the youths' needs. They will write a 504 plan. The intervention(s) and/or program modifications may include such things as providing a more structured learning environment, repeating and simplifying instructions in class and homework assignments, supplementing verbal instructions with visual instructions and using behavioral management techniques.

The IAT will be required to provide:

1. an explanation of the procedural safeguards available to the parent;
2. a copy of the 504 plan to the parent, the 504 compliance officer and educators involved in implementing the plan;
3. an annual review of the plan at the beginning of each school year;
4. a three-year re-evaluation of the student's eligibility of services under Section 504;

5. in the event parents or educators feel the plan is or becomes ineffective or unworkable, they may reconvene the IAT to discuss adjustments to the plan or write another plan and
6. when/if disagreement occurs which cannot be resolved by the parties, the 504 compliance officer will be contacted to mediate the concern. The 504 compliance officer will make the final determination to resolve concerns.

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Proposed Plan for Meeting the Needs of Students Classified as Disabled According to Section 504

1. Students who are suspected of having a disability are referred to the building IAT for review, following the usual procedures to determine intervention strategies.
2. Students who meet the eligibility criteria under 504 guidelines will have intervention programs planned and documented. These plans will be developed by the building IAT. The primary program will take place in a regular classroom, with learning and behavior modifications stipulated in the plan.
3. The 504 plan will be compiled with input from educators involved with the student, parents and others as deemed appropriate.
4. The 504 plan will be reviewed annually and every three years the student will be re-evaluated to determine if he/she continues to meet the eligibility criteria as "disabled" under Section 504.
5. Copies of the 504 plan will be kept at Pupil Personnel Services, the office of the 504 compliance officer, the school and by the parents. Educators involved in implementing the plan will be given copies.

[Adoption date: September 18, 1990]

[Re-adoption date: June 16, 1998]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: Education for All Handicapped Children Act of 1975
Rehabilitation Act of 1973
ORC 3313.37; 3313.50
3323.01 et seq.
3325.01
OAC 3301-51-02
3301-51-16-19
3301-55-01

PROGRAMS FOR DISABLED STUDENTS

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

1. Child Identification

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

2. Procedural Safeguards

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

3. Multifactor Evaluation

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

4. Individualized Education Program

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

5. Least Restrictive Environment

The education of children with disabilities shall occur 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

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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 Free Appropriate Public Education (FAPE) to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the State or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the state, 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 intermediate educational unit involved in the education of the child) who serves as the child's surrogate parent.

9. Testing Programs

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

(Approval date: December 17, 2002)

REMEDIAL INSTRUCTION

The Buckeye Joint Vocational Board of Education believes that in addition to the regular classroom and laboratory instruction, many students need additional assistance in specialized areas; therefore, efforts are made to provide special reading and math instruction, speech therapy, psychological services and health services. The Board expects the Superintendent to recommend and organize such services as the budget permits.

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3301.07
3313.608
OAC 3301-35-02

CROSS REF: IKE, Promotion and Retention of Students

PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parent/guardian 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/guardians in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism.

All parents/guardians of students enrolled in the District are encouraged to take an active role in the education of their children.

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

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

[Adoption date: June 16, 1992]

[Re-adoption date: December 17, 2002]

LEGAL REF.: ORC 3313.472

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

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

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

[Adoption date: June 15, 2010]

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

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

CROSS REFS.: IGAD, Career-Technical Education
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)
IGE, Adult Education Programs
IKA, Grading Systems
IKE, Promotion and Retention of Students

CREDIT FLEXIBILITY

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

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

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

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

(Approval date: June 15, 2010)

EXPERIMENTAL PROGRAMS
(Vocational Pilots)

The Buckeye Joint Vocational Board of Education believes that education is a human enterprise and is not static but developmental in nature. As such, there are times that approaches other than the traditional and proven should be attempted. Such programs are viewed as experimental and tentative. The Board believes in testing new ideas through the use of pilot programs.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3313.642
OAC 3301-35-02(D)

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

EDUCATIONAL OPTIONS

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

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

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

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

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

[Adoption date: December 17, 2002]

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

CROSS REFS.: IGCB, Experimental Programs
IKE, Promotion and Retention of Students
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to these criteria:

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

(Approval date: April 16, 1991)

(Re-approval date: December 17, 2002)

PRESCHOOL PROGRAMS

The preschool program shall be guided by written policies of the Board which are consistent with applicable statutory requirements contained in the Ohio Revised Code and rules adopted by the State Board of Education. Regulations appropriate for children enrolled in the program shall include, but not be limited to:

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

[Adoption date: September 18, 1990]

[Re-adoption date: July 20, 1993]

[Re-adoption date: December 17, 2002]

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

COCURRICULAR 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 come 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 feels that cocurricular activities contribute greatly to the overall growth of a student; therefore, the Superintendent is directed to cooperate fully with the administrators of the participating schools to permit students the greatest possible opportunity to participate in home school activities. In addition, the Superintendent shall direct the establishment of vocational youth clubs at Buckeye and other student organizations and activities designed to complement the home schools and meet the wide range of interests represented in the student body.

Home School Participation

Buckeye students are strongly encouraged to participate in home school activities; however, participating in home school activities occurring during the school day will be limited to special events.

Home School Announcements

A bulletin board will be provided for each home school. A student from each home school will maintain up-to-date information and announcements of activities and events.

Only special announcements sent by the home school directors will be made over the Buckeye public address system.

Student Club Activities

The Board feels that student vocational club activities are very essential to the overall growth of our students; therefore, we expect the active participation of the vocational teachers in advising these groups. Further, we expect the administration to assign vocational teachers to the various clubs, to supervise the staff in conducting the required activities and to design guidelines for the organization and operation of the clubs.

Student Functions

The Board believes that all functions held in the name of the school must be under the jurisdiction of school authorities; therefore, student functions must be approved by the Director and chaperoned by an adequate number of faculty members. Such functions should be held on school property unless otherwise approved by the Superintendent or Board of Education. Outsiders shall be eligible to attend such functions only if permission is granted by the Director.

Cocurricular Drug/Alcohol and General Offense Policy

The following is a copy of the Cocurricular Drug and Alcohol Policy. Students and parents are expected to be familiar with this policy.

1 of 2

Statement of Philosophy

The administrators, advisors and teachers at the Buckeye Career Center consider participation in cocurricular activities to be a privilege, not a right. Students volunteer to participate in the cocurricular activities, and are expected to accept the responsibilities granted them by this privilege.

As representatives of our school system, students involved in cocurricular activities are scrutinized by the public, become role models for others and are ambassadors of our community. They have chosen to accept this role and, with it, the responsibilities of maintaining a drug, alcohol and crime-free life style.

Overview

To ensure consistency in all cocurricular activities, this policy has been established for all club members—DECA, FCCLA, BPA, FFA, Skills USA-VICA and Leadership Council. Each club may have additional rules. This policy is in effect at all times throughout the entire calendar year (January 1 through December 31). Student participants in cocurricular activities are required to abide by the rules set forth in this policy, during the cocurricular activity to which they belong or in which they participate. Violations of the following rules will lead to denial of participation in or dismissal from the activity. Violations must be reported to the advisor within 10 days of the incident. No action will be taken on incidents reported later than 10 days after the incident took place.

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.

Students may be removed from cocurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from cocurricular activities, such removal may include all cocurricular activities in which the student is involved.

[Adoption date: September 18, 1990]

[Re-adoption date: June 16, 1998]

[Re-adoption date: December 17, 2002]

CROSS REFS.: IGDF, Student Fund-Raising Activities
IGDG, Student Activities Funds Management
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations

STUDENT ORGANIZATIONS

In each program, youth organizations are a vital part of the leadership training necessary to develop the entire student here at Buckeye Joint Vocational School.

Each teacher will be involved with the youth organizations of their particular trade area. Where two classes exist in a program, the juniors and seniors will be combined to form the club that will operate as a part of that program.

Monthly meetings are encouraged in each program area to ensure the students are getting the proper training in leadership.

1. Skills USA-VICA

Senior Club Meetings

Junior Club Meetings

2. FFA

3. FCCLA

4. BPA

5. DECA

All teachers are expected to attend the chapter meeting of their area. Following the youth organization meetings, the classes remaining in the morning will be divided up to the amount of time that is left.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

STUDENT FUND-RAISING ACTIVITIES

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

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

The application of the above criteria for student sales and activities is supervised by the Director with the approval of the Superintendent. The Director submits to the Superintendent a list of the proposed sales or fund drives in the schools which the school plans to conduct during the school year and the purpose for which the funds are going to be used.

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

[Adoption date: December 17, 2002]

LEGAL REFS.: ORC 3313.20; 3313.51; 3313.53; 3313.811

3315.062
3319.08
5705.41; 5705.412

1 of 2

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

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.
4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: December 17, 2002]

LEGAL REFS.: ORC 3313.25; 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DJF, Purchasing Procedures
IGD, Cocurricular Activities
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations

ADULT EDUCATION PROGRAMS

The Board of Education recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses will be provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education and development of special interests in various arts, crafts and recreation.

The adult program will be administered by the Superintendent or his/her designee. It is the intention that adult education will be funded to the extent possible by state and federal aid and fees. State aid will be requested for all courses for which the state offers such aid and the Superintendent or his/her designee will be permitted to establish course fees to supplement costs not provided by state aid. Adults who attend such programs will be expected to comply with established rules and regulations.

[Adoption date: April 16, 1991]

[Re-adoption date: December 17, 2002]

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

ADULT EDUCATION ACCOUNTS RECEIVABLE

All individuals registering for adult education courses are expected to pay the full tuition, unless the class is cancelled by Buckeye Career Center. If a student has not met their financial obligation in three years, as of the end of the fiscal year, the account will be removed from the adult education accounts receivable ledger. The account will still be active for collection from adult education. If adult education is utilizing a collection agency, the account may be sent to them for collection. The student will not be eligible to enroll in any additional courses until the outstanding invoice is paid. No completion certificate will be presented to the student if there is an outstanding balance.

[Adoption date: October 18, 2011]

INSTRUCTIONAL MATERIALS

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

Materials for school classrooms and school libraries will be selected by the appropriate professional personnel in consultation with the Superintendent, faculty and other sources as needed. Final decision on purchase will rest with the Superintendent, subject to official adoption by the Board in the case of textbooks.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-03

CROSS REFS.: IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Buckeye Joint Vocational Board of Education will carefully consider the rights, freedoms and responsibilities of students, parents and teachers.

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

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3315.17; 3315.18
3329.01; 3329.05; 3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-03

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

MEDICA CENTER MATERIALS SELECTION AND ADOPTION

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

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

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The media specialist will be responsible for evaluation and recommendation of all library materials recommended to be included in the center. Authority for distribution of funds will rest with the Director, subject to the approval of the Superintendent.

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-03

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

DISTRICT WEB SITE PUBLISHING

School web sites provide the District with unique and ever-changing ways to interact with the community and improve student learning. School web sites:

1. allow an individual school to provide current and complete information to its community at large;
2. give the community a means to communicate effectively with students and personnel;
3. create expanded means for student expression and/or
4. provide new avenues for teachers to help students meet high standards of performance.

All District schools wishing to maintain a presence on the Internet must develop written web regulations that allow the school to realize the benefits of maintaining a web site while protecting the school and community from its potential misuse.

Purpose and Use of District Web Sites

The primary purpose of a District's web site is to communicate effectively with its community. The principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

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

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

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

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on a school web site must be approved by the Superintendent or his/her designee. Guidelines must be consistent with District policies and guidelines used in other District publications.

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

[Adoption date: December 17, 2002]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC § 1232g
ORC 149.41; 149.43
3313.20
OAC 3301-35-02(B)(4)(b); 3301-35-03(E)

CROSS REFS.: EDE, Computer/On-Line Services
JO, Student Records
KBA, Public's Right to Know

FIELD TRIPS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than that which is only discussed or read about.

Field trips—properly planned, supervised and integrated into the instructional program—are not to be considered “outings” or days off from school, but rather extensions of the curriculum.

All field trips sponsored by the schools are educational in nature and are directly related to the subject matter and the course objectives of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

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

Nonschool-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for nonschool-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee’s workday.

Travel Vendor Compensation

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

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

[Adoption date: September 18, 1990]

[Adoption date: September 18, 2001]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3327.15

OAC 3301-35-01; 3301-35-03

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

GUIDANCE PROGRAM

Services Available - General

The Buckeye Joint Vocational School District recognizes a need for a good comprehensive guidance program. To fulfill this need, the school maintains a Guidance Department staffed by certified school counselors trained to help students through guidance, counseling and placement services. The Guidance Office is located opposite the entrance to the library.

Students can make an appointment with the Guidance Secretary or a counselor.

The school counselor is ready to help students with any number of concerns which might arise.

The school counselor is often the best source of communication with the home school. The counselor can help a student find the answer to his/her status at the home school regarding graduation, the home school's policies regarding a vocational school student or any related matters.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-01; 3301-35-02; 3301-35-03

CROSS REFS.: AFI, Evaluation of Educational Resources
Student Handbook

GRADING SYSTEMS

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

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

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: IKAB, Student Progress Reports to Parents
Staff Handbook

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that the parents or legal guardians of each student should be kept fully informed of the progress of their child; therefore, the Superintendent is directed to develop procedures whereby a report card showing student progress shall be issued to the parents or legal guardians of each student, four times per school year. In addition, interim reports shall be issued to the parents or legal guardians midway through the grading periods when their child's progress is not satisfactory. Teacher-parent conferences may also be scheduled to develop fuller understanding between the home and school.

School administrators shall also develop a procedure whereby parents/guardians are informed of the outstanding achievements of their son or daughter. This should be done on a regular basis to ensure that our students are properly recognized for their efforts.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REF.: OAC 3301-35-02

HOMEWORK

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

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

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

[Adoption date: July 20, 1993]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: OAC 3301-35-01; 3301-35-02

PROMOTION AND RETENTION OF STUDENTS

The grade-level promotion of each student is determined individually according to the home school policies, guidelines and credit requirements.

Any student who fails his/her Level I Vocational Program cannot be promoted to the Level II Vocational Program.

A student with failing grades for a semester will receive intervention assistance to help them gain academic success in those areas of failures.

[Adoption date: September 18, 1990]

[Re-adoption date: June 16, 1998]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.608; 3313.609
OAC 3301-35-02

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

TESTING PROGRAMS

The Board believes that a program of testing can provide a meaningful source of information about the curriculum and overall student achievement.

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

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

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

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

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a regular basis, evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives.

[Adoption date: September 18, 1990]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: ORC 3301.13
3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

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

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

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

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

[Adoption date: December 17, 2002]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-01; 3301-35-02; 3301-35-03

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

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

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

Religious Holidays and Observances

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

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

Patriotic Exercises

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

[Adoption date: September 18, 1990]

[Re-adoption date: September 18, 2001]

[Re-adoption date: December 17, 2002]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
ORC 5.23
3313.602; 3313.63; 3313.80