

INSTRUCTION

I. GENERAL K – 12

A. Gifted And Talented Services

1. Gifted and Talented Services here at Edgewood provide an enriched extension of the regular curriculum for students who show high cognitive abilities, high academic achievement abilities, and/or high creative thinking abilities. Edgewood City Schools began the Language Arts and Math Challenge Program at Edgewood Middle School in 1981 with the fifth grade class and added the next grade level as this class progressed in school. District financial constraints eliminated the Fifth and Sixth Grade Challenge Math and Language Arts classes during the 1993-1994 school year. The Language Arts Challenge was reinstated during the 1994-1995 school year for sixth graders and a weekly problem solving class was established for the fifth grade gifted students. The accelerated math program remained at the seventh and eighth grade levels.

2. During the 1997-1998 school year, a Ninth Grade Honors English class was established at the high school to accommodate the rising eighth grade gifted students. As these students moved into a higher-grade level, a new Honors English class was established. During the 2000-2001 school year, the Honors English for the senior class was installed. The gifted math students continue accelerating in math by taking required courses a year earlier than their peers. This allows for students to take more advanced math courses during their high school years.

3. Beginning with the 1999-2000 school year, the eighth grade students had the option of receiving a high school credit for Algebra I. During the 2001-2002 school year, additional honors classes will be added to accommodate gifted, as well as, other bright students.

4. In previous years, volunteers have done the enrichment for gifted third and fourth graders, but the district had no formal gifted programs in the elementaries. During the 2000-2001 school year the elementary gifted program saw major changes. Cluster grouping for gifted students was established in all elementary grades starting with first grade. A Gifted Instructionalist was hired to work with teachers to enhance curriculum for these students. The Gifted Instructionalist also worked with the small cluster groups in and/or outside the classroom on differentiated projects.

5. Destination Imagination, formally Odyssey of the Mind, and extra-curricular, creative problem-solving activity will continue to be available to all students. One of the four teams who participated this year came in second at the Regional DI tournament held at Miami University.

6. A new state law now requires that all students be evaluated for giftedness. If students rank in the superior range on proficiency or standardized tests given by their schools, they may require further testing for gifted evaluation. Parent permission must be obtained before testing and results of the gifted evaluation must be sent to the parents/guardians. Students who do not show advanced scores on tests given by the schools may still be given gifted testing at the request of parents or teachers. Pamphlets describing test and procedures for identification of giftedness were sent to parents at the end of the 1999-2000 school year and are available any time from the principals or the gifted coordinator. They are also placed in the new student enrollee packets.

7. The Edgewood City School District realizes that it has many bright children who may not be identified as gifted and will continue to work toward supporting and challenging these students, as well as identified gifted students, by many and various methods.

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B. Copyrighted Materials Policy

1. Guidelines/prohibitions for use of copyright materials are extensive and are available in the Edgewood City School District Board Policy Manual (EGAAA-R). The full text of the US Copyright Act is available at:

<http://www4.law.cornell.edu/uscode/17/>
<http://lcweb.loc.gov/copyright/title17/>

2. In order to be copyrighted, works must be “original works of authorship” that are “fixed in any tangible medium of expression” and they must have a “modicum” of creativity. The fact that a piece of work does not contain a copyright notice does not necessarily mean that it is not copyrighted. Coverage is automatic in many circumstances and even extends to many unpublished works. Furthermore, material that is on “the web,” often meets the circumstances of “original, fixed,” and with a “modicum” of creativity and is therefore covered by copyright law.

3. Some commonly used guidelines which have been developed for the convenience of educators in applying the “fair use” provisions of the law follow. Bear in mind that these are guidelines only. If in doubt about the legality of your use of material, you should seek permission for the use from the holder of the copyright.

COPYRIGHT USE GUIDELINES

Guidelines for Use of Copyrighted Materials

A. Fair Use

1. The fair use of copyrighted work, including such use by reproduction in copies of phono records or by any other means, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include:

- (a) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit education purposes;
- (b) the nature of copyrighted work;
- (c) the amount and substantiality of the portion used in relation to the copyrighted work as a whole and
- (d) the effect of the use upon the potential market for or value of the copyrighted work.

B. Single Copy For Teachers

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- (a) a chapter from a book
- (b) an article from a periodical or newspaper
- (c) a short story, short essay or short poem, whether or not from a collective work
- (d) a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper

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C. Multiple Copies For Classroom Use

1. Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher instructing the course for classroom use or discussion, provided that:

- (a) the copying meets the test of brevity and spontaneity as defined below;
- (b) it meets the cumulative effect test as defined below and
- (c) each copy includes a notice of copyright.

(1) Brevity

Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) Either a complete article, story or essay of less than 2,500 words or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Note: Each of the numerical limits stated in "poetry" and "prose" above, may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

"Special" Works: Certain works in poetry, prose or in a "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in the entirety.

Paragraph two above (Prose), notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

2. Spontaneity. The copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative Effect

(a) The copying of the material is for only one course in the school in which copies are made.

(b) Not more than one short poem, article, story or essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(c) The limitations stated in the last two paragraphs above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

(d) Prohibitions as to 347.7111 (Single copying for teachers) and 347.7112 (Multiple copies for classroom use) are applicable.

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D. Notwithstanding Any Of The Above, The Following Shall Be Prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and similar consumable material.
3. Copying shall not:
 - (a) substitute for the purchase of books, publishers' reprints or periodicals;
 - (b) be directed by higher authority or
 - (c) be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

Guidelines for Educational Uses of Music

A. Permissible Uses

1. Emergency copying may be done to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts for works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or area, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.
3. Printed copies, which have been purchased, may be edited or simplified provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.
4. Any single copy of recordings of performance by students may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copy of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized test and answer sheets and similar material.
3. Copying for the purpose of performance, except as note above.
4. Copy for the purpose of substituting for the purchase of music, except as noted above.

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5. Copying without inclusion of the copyright notice that appears on the printed copy.

C. Authorized Reproduction And Use Of Copyrighted Audiovisual Material

1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures or videotaping commercial television broadcasts, personnel shall consult with the principal to determine whether the proposed action complies with the "Fair Use" principles of the Copyright Law.

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems education television station. Before recording the telecast, the following conditions shall be satisfied.

- (a) The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.

- (b) Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board of Education meeting or similar activity.

- (c) Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.

- (d) Recordings made from those evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

D. Authorized Reproduction And Use Of Copyrighted Materials In The Library

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.

2. A library may provide a single copy of copyrighted material at cost to a student or staff member.

- (a) The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstances, the entire work may be copied.

- (b) The copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.

3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated above.

E. Copying Limitations

1. Circumstances arise when personnel are uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District's legal counsel.

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2. The following prohibitions have been expressly stated in Federal guidelines:

(a) Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.

(b) Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.

(c) Personnel shall not:

(1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;

(2) copy or use the same items from term to term without the copyright owner's permission;

(3) copy or use more than nine instances of multiple copying of protected material in any one term;

(4) copy or use more than one short work or two excerpts from works of the same author in any one term or

(5) copy or use protected materials without including a notice of copyright. The following shall be satisfactory notice:

**NOTICE: THIS MATERIAL MAY BE PROTECTED
BY COPYRIGHT LAW**

3. Personnel shall not reproduce or use copyrighted material at the direction of a District Administrator without permission of the copyrighted owner.

F. Computer Software Copyright. The Board recognizes that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and lessens incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District will take the following steps:

1. The ethical and practical implications of software copyright violations will be taught to all employees and students using District computer facilities and software.

2. Employees and students will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act and all subsequent amendments governing the use of software.

3. Wherever possible, efforts will be made to prevent software from being duplicated from floppy disks, hard drives or networked systems.

4. Illegal copies of copyrighted software shall not be made or used on District equipment.

5. District administrators shall be designated as the only individuals who may sign license agreements for education software used on District computers.

6. Documentation of licenses for software used on District computers will be located at the site where the software is being used.

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G. Unsupervised Copy Equipment. The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audio-tape recorder, video-tape recorder and copy camera).

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

H. Library Copying for Students And Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are made available to students or staff:

WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR OTHER REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGEMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

C. Technology Policy

EDGEWOOD CITY SCHOOL DISTRICT ACCEPTABLE USE OF COMPUTERS, SOFTWARE, LOCAL AREA NETWORKS, AND ON-LINE SERVICES

1. The board recognizes that technology can greatly enhance the instructional program, as well as the efficiency of district and school site administration. The board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the district network of on-line services network are to support learning and to enhance instruction, as well as assist in the administration of the district. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privileges. Unacceptable uses of the computer / network include but are not limited to:

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- a. Violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy;
- b. Using profanity, obscene or other language that may be offensive to another user;
- c. Reposting (forwarding) personal communication without the author's prior consent;
- d. Copying commercial software in violation of copyright laws;
- e. Using privately owned software without the expressed permission of the staff member in charge of the computer and/or without meeting the tests of legality, appropriateness, and relationship to curriculum;
- f. Using the network for financial gain, for commercial activity or for any illegal activity; and
- g. Accessing inappropriate material.

2. The Superintendent or designee shall develop a plan to address the short and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices and other district operations. As a basis for this plan, he shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

3. Because access to on-line services provides connections to other computer systems located all over the world, users (and parents of users, if the user is under 18 years of age) must understand that neither the school nor the district can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive. The district does not condone the use of such materials; neither does the district warrant that the network will be error free, or uninterrupted.

4. School employees, students and parents of students must be aware that the privilege of accessing on-line services will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the school and the district. A user's agreement will be signed to indicate the user's acknowledgement of the risks and regulations for computer/on-line services usage.

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EDGEWOOD CITY SCHOOL DISTRICT GUIDELINES FOR STAFF AND COMMUNITY MEMBERS OF ACCEPTABLE USE OF COMPUTERS, SOFTWARE, LOCAL AREA NETWORKS, AND ON-LINE SERVICES

The following guidelines and procedures are expected to be utilized by staff and community members who are authorized to use the District's computers or on-line services.

1. Use appropriate language. Do not use profanity, obscene or other language that may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address, phone number, social security number, credit card numbers or those of other persons.
3. Understand that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all messages relating to or in support of illegal activities and such activities may be reported to the proper authority.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in a way that disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be private property.
7. Rules and regulations of on-line etiquette are subject to change by the administration.
8. The person in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses, telephone numbers, social security numbers and credit card numbers private. They shall use this system only under their own account numbers.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or other unauthorized uses of the system are strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
11. Users shall not transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on the race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading / downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment, materials, or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep message brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the principal or supervisor.
17. Users are required to complete an in-service session on the advantages and disadvantages of computer/on-line services and sign a computer network agreement form.
18. Improper use of this system by staff will result in disciplinary action that may range from a reprimand to dismissal.
19. Improper use of the system by community members will result in denial of further access to the computer/on-line services.

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**EDGEWOOD CITY SCHOOL DISTRICT
STAFF AND COMMUNITY MEMBERS
COMPUTER AGREEMENT FORM**

I hereby apply for a student account on the Edgewood City School District computer network:

Name: _____

School: _____

Home Address: _____

City, State, Zip Code: _____

I have read and I understand this Computer / On-Line Services Policy, Guidelines and Agreement and agree to abide by all the rules and standards for acceptable use stated therein. I further state that all information provided for the creation of this account is truthful and accurate. I further state that I have completed the required in-service session.

Signature: _____

Date: _____

VERIFICATION OF COMPLETION OF REQUIRED IN-SERVICE

I certify that the above named staff member has attended and completed the required in-service to learn about the rules and regulations of using the computer/on-line services provided by Edgewood City Schools District.

Signature: _____
(Principal or Supervisor)

Date: _____

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EDGEWOOD CITY SCHOOL DISTRICT GUIDELINES FOR STUDENTS OF ACCEPTABLE USE OF COMPUTERS, LOCAL AREA NETWORKS, AND ON-LINE SERVICES

The following guidelines and procedures are expected to be utilized by students who are authorized to use the District's computers or on-line services.

1. Use appropriate language. Do not use profanity, obscenity or other language which may be offense to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address, phone number, social security number, credit card numbers or those of other persons.
3. Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all message relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in a way that disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be private property.
7. Rules and regulations of on-line etiquette are subject to change by the administration.
8. The person in whose name an on-line service account issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses, telephone numbers, social security numbers and credit card numbers private. They shall use this system only under their own account numbers.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or other unauthorized uses of the system are strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
11. Users shall not transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the teacher, medial specialist or principal.
17. Improper use of this system will results in the student losing the privilege of the use of the computer/on-line services and facing disciplinary action ranging from detention or suspension to expulsion.

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EDGEWOOD CITY SCHOOL DISTRICT

STUDENT AGREEMENT

ACCEPTABLE USE AND INTERNET SAFETY

EVERY STUDENT, REGARDLESS OF AGE, MUST READ AND SIGN BELOW:

I have read, understand and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the School District's computer network and the Internet, I understand and agree that my access privileges may be revoked and school disciplinary action may be taken against me.

Student Name (Print Clearly)

Home Phone

Student Signature

Date

Home Address

User (place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____

If I am signing this Policy when I am under 18, I understand that when I turn 18, this Policy will continue to be in full force and effect and agree to abide by this Policy.

PARENTS' OR GUADIANS' AGREEMENT

Student's Name (please print)

To be read and signed by parents or guardians of students who are under 18:

As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the School District's Acceptable Use and Internet Safety Policy for the student's access to the School District's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. I am therefore signing this Policy and agree to indemnify and hold harmless the School, the School District and the Data Acquisition Site that provides the opportunity to the School District for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access the School District's computer network and the Internet.

Parent/Guardian Signature _____

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**EDGEWOOD CITY SCHOOL DISTRICT
INTERNET / NETWORK USER AGREEMENT**

STUDENT / USER AGREEMENT

1. I understand and will abide by the Edgewood City School District Internet usage regulations. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and / or appropriate legal action may be taken.

2. In consideration for the privilege of using the network resources, and in consideration of having access to the information contained on it, or by it, I hereby release Edgewood City Schools District, the Internet provider, and their operators and administrators from any and all claims of any nature arising from my use, or inability to use the network resources.

User's Full Name (Please Print): _____

Date of Birth (If Student): _____

User Signature: _____ Date: _____

In addition to signing above, students applying for an account must have the following two section signed by the appropriate parties.

PARENT OR GUARDIAN AGREEMENT

1. As the parent or guardian of this student, I have read the Edgewood City Schools District Acceptable Use of Computers, Software, Local Area Networks, and On-Line Services policy. I understand that this access is designed for educational purposes. Recognizing that it is impossible for Edgewood City Schools District to restrict access to all controversial materials, I will not hold the District responsible for materials acquired on the network. I understand that, as the parent or guardian, I have the right to view the content of my child's account. Further, I accept full responsibility for any supervision if and when my child's use is not in a school setting.

2. I agree to reimburse the District for any expenses or damages incurred as a result of my child's use of the network or equipment.

3. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature: _____ Date: _____

SPONSORING TEACHER AGREEMENT

1. I have read the Internet Use Agreement and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student's use of the network and proper network etiquette.

Teacher's Name (Please Print): _____

Teacher's Signature: _____ Date: _____

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D. Student Dress Code

1. Dress and grooming are rightfully the responsibility of the individual student and his/her parents. To be proper for school, dress and grooming should be clean and neat and appropriate. It should not constitute a safety or health hazard or be such that it might hamper the educational process. The dress and grooming of all students shall conform to the accepted standards of the community.

2. The following rules will be enforced for the 2002-2003 school year. The standards were established with the knowledge that the buildings is climate controlled. Once an infraction is brought to the attention of the school administrators, consequences will be issued and the student will be required to correct the infraction before attending classes.

a. **Shorts are not permitted.** (Shorts may be worn during physical education classes.)

(1) Dresses/skirts must reach within 6" from the bend of the back of the knee. If the dress/skirt has a slit, the top of the slit must meet the 6" standard.

(2) Lower body garments are to be worn at waist level.

b. **Shirts/tops must have some type of sleeve that extends down the arm.**

(1) Upper body articles of clothing should cover the body from shoulders to waist.

(2) Shirts exposing the midriff at any time will not be acceptable.

(3) Shirts must be able to be tucked in.

c. **Extreme make-up, hair coloring, haircuts, and hairdos are not permitted.**

(1) Black lipstick, dark eye shadow, black fingernails are unacceptable.

(2) Hair color must be of a natural shade.

(3) Mohawks, spiked hair, and other extreme hairstyles are not permitted.

(4) Writing on hands and other body parts, as well as face painting, is prohibited.

d. **The following types of clothing are not appropriate school attire:**

(1) Cut-offs or tattered clothing or clothing with holes

(2) Spandex or spandex-like shorts, pants, or skirts

(3) Mesh shirts (unless a full T-shirt is worn underneath)

(4) Low cut shirts

(5) Pajama pants or tops

e. **The following items are not allowed to be worn or be in display at school:**

(1) Items advertising/displaying any type of alcohol, tobacco, violence, or illicit drugs

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- (2) Items displaying anything deemed to be in poor taste
- (3) Body piercing (except the earlobe)
- (4) Unconventional accessories (spiked bracelets, chains, dog collars, etc.)
- (5) Hats/bandannas/headwraps

f. **Coats and bookbags must be kept in the student's locker during school hours.**

E. Grading Systems

1. The evaluation of student achievement is essential to the learner and the teacher. Consistency in the grading process is a goal for all teachers.

2. Only material of an academic nature should be used for evaluation of student achievement and the awarding of grades.

3. The following grading scale is to be used by teachers in Grades 2 thru 8.

GRADING SCALE

92-100	A
83-91	B
74-82	C
65-73	D
64 and Below	F

4. The awarding of "extra credit" points for student service projects are not to be included in averaging the student's grade.

5. The following grading scale is to be used by teachers in Grades 9-12.

HIGH SCHOOL GRADING SCALE

98-100	A+
95-97	A
92-94	A
89-91	B+
86-88	B
83-85	B
80-82	C+

6. A plus or minus can be used on any grade of "D" or above, if appropriate.

7. Plus/minus would be used to present a more accurate account of the student's grade at progress report periods and at the completion of each semester. Any plus or minus would carry a positive or negative weight as shown below:

A+	4.333	B+	3.333	C+	2.333	D+	1.333
A	4.000	B	3.000	C	2.000	D	1.000
A-	3.667	B-	2.667	C-	1.667	D-	.667

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NOTE: This policy is not retroactive to any courses completed prior to the 2001-2002 School Year.

8. To continue to work with colleges and universities, we will have to use an internal and external grade point average. The internal will reflect the plus and minus grades and the external will be used to report to outside agencies on a 4.00 scale.

NOTE: All student extracurricular eligibility will be based on the internal grade point average..

9. Beginning with the 2001-2002 School Year all semester exams for high school classes will count 15% of the total grade.

10. Beginning with the 2002-2003 School Year. To promote and encourage student challenge, "Honors" courses will be awarded a point value of .025 each semester with a grade of D- and above. All "Honors" courses will be evaluated on a yearly basis. New courses may be added with the approval of the high school and District administration. To provide equal opportunity for all students there will be at least one section of the approved "Honors" courses available each year.

11. Continuous Evaluation. Evaluation of student progress in a subject shall be a continuous process. A student shall have a minimum of nine grades recorded in the grade book for each grading period. At least five grades should be recorded before the time to send out interim reports. Grades for classwork, homework, quizzes, tests, and participation are strongly encouraged.

12. Excessive Grade Limitations. Teachers are not to place excessive value on just one assignment as compared to the total for the grading period. No one assignment should cause the total average to drop more than one letter grade. If you have a project or an assignment that is of major importance then please assign weekly grades for that assignment. Do not wait until the end of the grading period to assign one grade and as a result lower the average more than one letter grade.

13. Gradebooks

a. Teachers must maintain a hard copy of their grade books. Gradebooks and/or a hardcopy may be collected periodically for checking compliance with district policy.

b. Checklist for gradebooks:

(1). Must be at least 9 grades for each student per quarter.

(2) Must list what each grade is for and the date for each grade.

(3) Please fill in all general information in your gradebook (names of students for each class, teacher's name, school year, period, dates, and name of school). This information must be in ink.

(4) Final grades must be in ink

(5) A summary of the letter grade for each grading period plus the final year average must be recorded and clearly indicated in the "Summary" column at the end of the year.

15. Notifying Failing Students. Teachers are responsible for notifying students and parents of unsatisfactory work. By the end of the fifth week of each grading period, parents shall be notified if their son/daughter is doing unsatisfactory work at that time. A grade of "D" or "F" is considered unsatisfactory. Advanced classes will use "C" or below as unsatisfactory. If the student drops to an

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unsatisfactory level after the fifth week, the teacher shall notify the parents and the counselor as soon as the drop occurs.

F. Lesson Plans

1. Teacher's Daily and Weekly Plans

a. Objectives in the lesson plan shall be correlated with those in the subject curriculum guide or state academic content standards.

b. Plans are to be made a minimum of one week in advance.

c. Lesson Plans should contain enough detail that a substitute teacher could provide for the proper continuation of education.

d. Plan books should be placed on top of your teaching desk or station, or placed in the upper right-hand desk drawer. Substitute teachers should be able to easily identify the proper week, day, and/or period of class instruction.

e. Other necessary materials such as seating charts, work sheets, tests, homeroom and class attendance, teacher's editions or manuals, proper school forms (discipline, hall passes, etc.) should be located in a top drawer, appropriately marked.

2. Plans for Substitutes

a. Be sure to have class seating charts where they can be found easily.

b. Have lesson plans available that are carefully developed. Mistakes in page reference or exercise groups can lose effectiveness for a good substitute.

c. Do not write activities for students that are not available in all student textbooks. Perhaps you can improvise when you are here, but a sub cannot.

d. Always provide extra assignments rather than too little. If we have a sub who is well trained in your area the material may be covered rapidly.

e. Leave notes on special problems in each of your classes.

f. Recommend "helper students" in each class to lend a hand if the sub has a question. This is especially true in homerooms. Designate a neighboring teacher who would be able to answer a substitute's questions if needed.

G. Promotion And Retention Of Students

1. Promotion or retention of a student is based on the premise that each student is placed in the most appropriate learning environment in the District schools to assure the proper academic, social and emotional development of the student.

2. When a student begins to show evidence of not achieving the objectives as measured through daily performance and various assessments, including competency-based tests, the classroom teacher notifies the student's parents/guardians of the deficiency. Parents/guardians are included in strategies to improve the student's performance.

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3. The Board believes there should be evidence to demonstrate the need for retention. However, a flexible set of procedures is needed due to the vast array of circumstances which could exist.

4. Procedure and Guidelines for Grades K-5

a. Generally, a student should not be retained more than once in kindergarten through grade two and once in grades three and four.

b. The classroom teacher shall confer with the building principal concerning lack of student progress.

c. A referral to the intervention assistance team should occur when the teacher determines the student is not experiencing success. Intervention strategies are developed by the intervention assistance team and implemented by the classroom teacher.

d. The teacher notifies the parents/guardians of potential problems by phone, conference or letter. Written documentation of the notification to the parents/guardians is placed in the student's cumulative record file by the classroom teacher.

e. By mid-year, the teacher/principal should communicate to the parents/guardians that their student may be considered for retention unless significant progress is made during the second semester.

f. The classroom teacher submits a retention referral form to the principal for those students who are retention candidates at the end of the third grading period.

g. If, by the end of the third grading period, the situation does not improve sufficiently, written documentation of a more specific nature is mailed to the parents/guardians by the building principal, notifying them that their child may be considered for retention, unless significant progress is made during the final grading period.

h. By the first week in May, the principal, teacher, and other involved staff hold a conference with the parent/guardian to explain their intention to retain the student. If the parents/guardians do not attend the scheduled conference, notification of the decision to retain the student is sent by registered mail.

i. A copy of the retention referral form and parents'/guardian's notification form is placed in the student's cumulative record file by the building principal.

j. The certified staff (i.e. administrators, teachers, school psychologist, personnel from the division of curriculum and instruction and special education personnel) reserves the right, in special cases, to recommend assignment of a student to the next grade level, even though the student may have failing grades and be achieving below grade level in math and reading. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.

5. Procedure and Guidelines for Grades 6-8

a. Generally a student should not be retained more than once during the middle school years of fifth through eighth grades. There may be exceptions to this general guideline and students may be retained more than once while at Edgewood Middle School.

b. Parents are informed at regular intervals of the academic progress made by their children by:

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- (1) Interim grade reports – four per year
 - (2) Nine week grade reports – four per year
 - (3) Semester notice of potential retention
 - (4) Third grading period notice of potential retention
- c. Some factors to be considered in the decision to retain a student include.
- (1). A student who earns failing year average in two or more classes is considered for retention;
 - (2) Age and physical/mental maturity, including (1) past retentions, and (2) social readiness
 - (3) Standardized test scores and/or competency test scores
 - (4) Essential scores as defined in the various courses of study (Students who do not master, or who do not partially master a majority of the essential skills, may be considered for retention.)
 - (5) Attendance-Students who have missed an excessive number of days of school for any reason and who have not been able to successfully make up the work they have missed may be considered for retention
 - (6) Parental input regarding the value of retention is given consideration
- d. Some students may be offered the option of attending summer school and upon successful completion of course work to remedy deficiencies may be assigned to the next grade.
- e. The certified staff (i.e. the building principal, with the recommendation form the principal's Advisory Committee and/or teachers, school psychologist, personnel from the division of curriculum and instruction and special education personnel) reserves the right, in special cases, to recommend assignment of a student to the next grade level, even though the student may have failing grades and be achieving below grade level in math and reading. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.
6. Procedures and Guidelines for Grades 9-12
- a. Students at Edgewood High School will be designated to a specific grade level each summer. The designation depends upon the number of years in the building and the number of credits earned. Credits earned during the summer are accepted through August 1. No changes in grade level are made after August 1.
 - b. The following table shows the requirements for grade level designation and the credits needed to be promoted to the next grade.

Completion of Credits Needed

<u>Grade</u>	<u>Class of 2001</u>	<u>Class of 2000</u>	<u>Class of 1999</u>
9		Completion of Eighth Grade	
10	5	5	5
11	10	9	10
12	15	14	15

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H. Policy of Transfer Students from Non-Chartered Schools.

1. In accordance with guidelines from the Ohio State Department of Education, the Edgewood City School District has modified its policy regarding the transfer of students from non-chartered private and parochial schools. As of August 1, 1970, our policy has been as follows:

a. High School (Grades 9-12). Students will be placed according to the number of credits acceptable to the public school program. The Director of Curriculum will evaluate their record for each student. In non-laboratory subjects, a full credit will be given for subjects having 120 hours of instruction, one-half credit for sixty hours of instruction. In laboratory subjects, one full credit will be given for subjects having 150 hours of instruction and one-half credit will be given for seventy-five hours of instruction. No more than two credits will be transferable for the subjects of religion and philosophy. These credits will be counted as social studies credit.

2. Students will be placed in high school according to the following credit scale.

Less than 4 credits	grade 9
Four credits to nine credits	grade 10
Nine credits to 14 credits	grade 11
Fourteen credits or more	grade 12

I. Homework Policy

1. Definition of Homework. Homework is a lesson assigned during class to be completed outside of regular class time. It is to enrich, extend, stimulate, or strengthen learning directly related to class work. A well-designed homework assignment can attract students to learning.

2. Purposes of Homework

- To strengthen and to give practice
- To enrich and discover
- To provide background for future lessons
- To develop a sense of responsibility
- To learn to follow directions

3. Guidelines for Teachers

a. There is not a relationship between the amount of homework assigned and the quality of teaching.

b. Make the homework assignment reasonable and pertinent. Students should understand what they are to do, see the reason for doing it and be able to complete the assignment by themselves in the allotted time.

c. Assignment may be varied for individuals or groups within the classroom.

d. Homework should not be given unless it is checked by the teacher or is used as an integral part of the class work.

e. Knowledge of the home environment is helpful in making assignments.

f. Homework should not be given unless it is checked by the teacher or used.

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- g. Be flexible and imaginative; homework need not be given on set days.
- h. Teachers at all levels and in all subjects must assume the responsibility for teaching study skills related to their particular field.
- i. It is recommended that study guides for assignments and classroom work be given to each student above the primary level covering one or more weeks or a unit work.
- j. Homework in most cases (particularly at the primary and intermediate levels) should be for absence and for reinforcement of skills already learned.

4. Time Allotments at Grade Levels

- a. Because no two students are alike, time limits suggested are approximations. It should be emphasized, however, that the quality of work, not the amount of time spent doing it, is of primary importance.
- b. Individual needs and differences must always be the basis of any effective homework program. The welfare of the pupil in all aspects of his development, not just in educational progress alone, is of utmost importance. Homework is a positive teaching tool, an extension of classroom study.

5. Amount of Homework

- a. At the primary level, homework is given on an informal basis. Developmental activities closely related to classroom experiences may be assigned, but more frequently are merely suggested. These activities are designed primarily to enrich classroom learning or give practice to basic skills already learned in school. A minimum of 30 minutes is appropriate for 1st and 2nd grades, with 45 minutes for 3rd and 4th grades.
- b. During grade 5, homework of a more formal nature is introduced. Assignments designed to meet particular individual or class needs are given in academic subjects. These assignments are an extension of skills already learned. 60 minutes of homework per school day is recommended.
- c. In grade 6, assignments are made on the basis of approximately 60 minutes of homework per school day. The homework program at this level is carefully planned to extend and broaden classroom learning and to provide for continued personal and mental growth. Assignments grow out of ongoing class activities and relate to some specific skill or understanding. Some will be designed for one homework period, while others may cover a period of several days. The attitudes toward homework, which are developed in this grade, should be positive and should create an interest in school work.
- d. In grades 7 and 8, the recommended time allotment for homework in all subjects should not exceed a total of one hour per school day.
- e. In grades 9 – 12, the recommended time allotment for homework should not exceed a total of 1 ½ hours per school day. This time allotment allows each academic teacher to project about 30 minutes of homework over the allotted supervised study time.
- f. Homework in the high schools further extends and broadens classroom learning established in the previous school experiences. Assignments involve background reading, independent research, clarification of ideas, analysis of information supporting differing points of view, and the organization of data concerning a specific topic.

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g. In cases of extended school closings because of emergencies or weather conditions, suitable homework assignments can be provided stressing the fact that education continues even though the child is not in the school building.

J. 2002 – 2003 Testing Schedule

<u>GRADE</u>	<u>TEST</u>	<u>DATE</u>
Grades 1, 2, 3, & 5	Off-Grade Testing	Week of March 10 – 14, 2003
Grades 3 & 5	CoGAT	Week of October 21 – 25, 2002
Grade 4	Grade 4 Proficiency Test (reading only)	October 7 – 11, 2002
	Grade 4 Proficiency Test (all areas)	March 3 – 14, 2003
	Make-Up Testing	March 15 – 23, 2003
	Grade 4 Proficiency Test (reading only)	July 7 – 28, 2003 (Dates to be determined)
Grade 6	Grade 6 Proficiency Test	March 3 – 14, 2003
	Make-Up Testing	March 15 – 23, 2003
Grade 7	IOWA	March 3 – 7, 2003
Grades 9 – 12	9 th Grade Proficiency Test	October 28 – November 2, 2002 Fall Testing
	Make-Up Testing	November 2 – 10, 2002
	9 th Grade Proficiency Test	March 3 – 7, 2003 Spring Testing
	Make-Up Testing	March 8 – 16, 2003
Grade 9	9 th Grade Proficiency Test (if available)	July 7 – 28, 2003
Grade 12	9 th Grade Proficiency Test (Special Testing)	May 1 – 10, 2003

Additional information is available in the Guidance Departments.

K. Graduation Requirements

1. The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare favorably with high schools in the state recognized for excellence.

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

	<u>9/15/01</u>	<u>9/15/03</u>
English	4 Units	4 Units
Social Studies	3 Units	3 Units
Science	2 Units	3 Units
Mathematics	3 Units	3 Units
Health and P.E.	1 Units	1 Unit
Electives	<u>8 Units</u>	<u>7 Units</u>
Total	21 Units	21 Units

3. Beginning on September 15, 2001, the requirements for graduation include:

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a. Student electives of at least one unit, or two half units, from the areas of business/technology, fine arts and/or foreign language and

b. Units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction.

4. Each student is required to complete three (3) units in another subject in addition to the English requirement.

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

6. The Board assumes that at the time of graduation each student has fulfilled all academic and financial obligations. A good school record, scholastic and otherwise, is the best recommendation an applicant can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.

7. Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited post-secondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject are requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course shall be awarded. If no comparable course is offered, the District shall grant to the student an appropriate number of credits in a similar subject area.

8. The course can be free of charge or paid by the student's parents/guardians.

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

a. 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.

b. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.

c. Credits earned from schools, which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

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

a. An official transcript must be received from the school offering the course. Credits granted must comply with State Department of Education regulations and also North Central Association of Colleges and Secondary Schools requirements.

b. No more than eight (8) Carnegie units of credit or equivalent quarter-hours may be granted for courses in the Armed Forces.

11. Permissive Language

a. Beginning July 1, 1998, the following language may be added to this policy:

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(1) Student work completed prior to the ninth grade is applied towards graduation credit, if the course is taught by a licensed teacher and is designated by the Board as meeting the curriculum requirements.

Legal References: ORC 3313.60; 3313.603; 3313.61 OAC 3301-35-02

Cross Reference: IGCD, Educational Options (Also LEB)

Note: If there are test requirements for graduation, these should be noted in the policy of Graduation Requirements; however, a policy on competency testing is properly filed in Category IL, Testing Programs, or a special subcategory of Code IL.

NOTE: THIS IS A REQUIRED POLICY

L. TESTING PROGRAMS

1. It is unethical and illegal to use proficiency test materials in such a way as to improve student scores or to assist students who have failed the proficiency test. It is unethical and illegal to reproduce proficiency test material or cause it to be reproduced. No secure materials from the proficiency test are released to students, the media, parents, community members or to any other individual or group. No one except monitors and students taking the test should ever see the proficiency test materials. Monitors and students must not share in any manner any information from the proficiency tests.

2. The district established the positions of district test coordinators, director of curriculum, and building test coordinator (school counselor) for all buildings administering the 4th, 6th, 9th, and 12th grade proficiency tests. The district test coordinator is responsible for monitoring and distributing the proficiency test materials to the building test coordinators. Each building test coordinator is required to account for and return all used and unused materials to the district test coordinator after make-up testing is completed. Each building test coordinator is responsible for organizing and preparing answer documents for mailing through airborne pick up after the regular and make-up testing sessions.

3. Each building provides a locked cabinet for storage of proficiency test materials. Prior to the test sessions the building test coordinator meets with the test monitors to review testing procedures and the proficiency test security policy. On the day of proficiency testing, the building test coordinator provides the test monitors (teachers) with proficiency test materials. Test monitors are given the number of proficiency test needed by the building test coordinator and initial for their receipt.

4. During proficiency testing, test monitors are responsible for the security of the proficiency test materials. Not unauthorized persons are permitted to be present in any testing session.

5. At the conclusion of the proficiency test session, test monitors are responsible for collecting all proficiency test materials. No student is permitted to leave the test room until all materials are accounted for by the monitor.

6. After the proficiency test session, the test monitor personally returns the proficiency test materials to the building test coordinator, who is responsible to account for the correct number of proficiency tests and initialing their receipt. Each building test coordinator is responsible for securing proficiency test materials in the locked cabinet.

7. Each building test coordinator is responsible for returning materials, both used and unused, to the district test coordinator after the final proficiency test session. The district test coordinator returns all test books and other material as directed by the scoring contractor. The return takes place no later than

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the Saturday following the 15-day make-up testing period. Shipments are made at no direct cost to the district.

8. It is unethical and illegal to alter a student's responses or to assist a student to cheat in any way. In cases where a breach of security is suspected, the following procedures are followed:

- a. Any alleged proficiency test security violation is investigated.
- b. Suspected students' answer sheets may not be scored.
- c. An employee found to have violated the proficiency test security policy may be fired.
- d. The State Board of Education may seek the suspension of a certificate.
- e. A law enforcement agency may prosecute under the State criminal code.

9. Access to Proficiency Test Scores. A student's proficiency test scores becomes an integral part of the student's cumulative record. Access to proficiency test results would fall under the same policy for access to cumulative records.

10. Ability / Achievement Test Security Policy.

a. The building test coordinator and the building principals are responsible for all test security provisions while test materials are in the district and/or in the buildings, respectively.

b. Access to test materials are limited to those persons directly involved in the distribution or administration of the tests. No unauthorized person shall have access to any secure test materials.

c. Test materials are sent by the building test coordinator to the building principals or their specified designees. The principals or their designees assign and distribute numbered test materials to certified staff members who administer the tests. Staff members verify receipt of test materials assigned to them with their signature.

d. During the test administration period, test materials are stored in a locked cabinet until tests are completed.

e. Upon completion of the tests, tests are returned to the principals or their designees who shall account for all test booklets, answer sheets and administration manuals and deliver the answer sheets to the building test coordinator for shipping.

f. Test materials, including test item booklets, extra answer sheets and administration manuals are stored in locked cabinets in the office of the principal and/or the principal's designee.

g. Any suspected breach of security is investigated by the building principal. Specific procedures for each investigation is determined on an individual basis as warranted by specific circumstances and allegations. A breach of security may be defined as:

- (1) test items released or reproduced in written, oral, electronic, photographic or other form;
- (2) cheating by a student or assisting another student to cheat and/or
- (3) other deeds or actions by an individual or individuals that undermine the integrity of the test program.

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- h. An incident which results in a conclusion, following administrative investigation, that a security violation has occurred, will result in the student's score being invalidated.
- i. An employee found to have violated the test security policy may be fired. The State Board of Education may seek the suspension of certificate for one year. A law enforcement agency, following an appropriate investigation, may prosecute under the State criminal code.
- j. Within 10 days of determining that any test security violation has occurred, the district notifies the State Department of Education in writing of the findings and the actions taken.
- k. The district cooperates with the State Board of Education in any investigation of test security violations by a certified school employee, pursuant to State law.

M. Disciplinary Guidelines For Students

1. Discipline and the establishment of an orderly and safe learning environment is the responsibility of all faculty members. We must make every effort to maintain order in our buildings. It is as important to supervise the hallways and bathrooms as it is to provide discipline in our classrooms. If all of us do our share then none of us will have to shoulder an unfair burden. All of us must be firm and fair in our interaction with the students. Effective discipline is the result of establishing guidelines or rules and administering these rules consistently and fairly. Always maintain a professional adult manner with your students. Never bring discipline to a personal confrontation.

2. Effective teaching techniques in an organized, structured classroom, eliminate most discipline problems. Students must have a structured environment. A teacher who is not prepared to provide instruction takes the risk of discipline problems. A structured environment does not mean a repressive set of rules ruthlessly enforced. If the rules enforced by the teacher seem to be petty and their purpose obscure, then soon the rules become a wall separating the student and the teacher. We have all seen examples of classrooms where learning has been forgotten as students do everything possible to abuse the teacher as he or she tries to enforce the rules.

3. Remember at all times that the typical student has not developed a secure self-image and is influenced by social pressures as well as physiological maturation changes. Therefore, it is unwise to ridicule a student, especially in front of other students.

4. You can be secure in the knowledge that the district will support you in maintaining discipline. Also be aware that we shall expect you to fulfill your assigned responsibilities and follow correct policies and procedures concerning discipline.

5. It is essential that parental contact be used by teachers in student discipline cases. Parents must be notified about problems as soon as possible. Teachers are to contact the parents regarding the situation if minor disciplinary problems continue. Only if the problem is severe and unmanageable should the student be sent to the principal, with a properly completed form to be brought by the student.

N. TEACHER RESPONSIBILITIES.

1. Teachers are responsible for students in their classrooms and should never leave them unattended. Emergency situations do arise from time to time. If this does occur, the office should be notified immediately via the P.A. or telephone systems located in each classroom. Teachers are

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responsible for maintaining appropriate teacher/student relationships. Teachers are not to engage students in any activities that are not within the realm of regular or ordinary school functions.

O. Report Child Abuse.

1. Please inform the principal of all calls to Children's Services prior to making the referral. Regardless of the referring person, the principal or his/her designee is officially the case manager for all referrals. The referring person must inform the principal of a referral and complete the appropriate paper work to be put on file in the Director of Special Education's office and the principal's office. Report suspected child abuse and/or neglect cases to Butler County Children's Services at 1-800-325-2685 (after business hours) or 868-0888.

II. BOOKS AND MATERIALS

A. Materials

1. Board approved classroom materials and educational supplies will be purchased by the Board of Education. Building Principals will coordinate these orders with their respective teachers and the Director of Curriculum and Instruction. Final approval regarding instruction purchases rests with the Director of Instruction and the Superintendent of Schools.

B. Pamphlets And Textbooks – Lost Or Damaged Policy

1. Textbook/paperback loss and damage charges will be levied for any school books according to Board of Education Policy. The new policy passed on March 15, 2002 states: "Students who lose their textbooks will be obligated to pay the cost of textbook replacement. These costs will be updated yearly by the Curriculum Office."

2. The new policy requires that students pay for lost textbooks in the same year as the loss occurs. A schedule of textbook replacement costs is located with Peggy Lange at the high school, Joan Hartnagel at Edgewood Middle School and with each building secretary at the elementary buildings. The Curriculum Office has a listing for all textbook/paperback replacement costs.

3. Damaged books will be collected for according to the following scale:

- a. Minor damage (can be eliminated by school personnel) – 1/4 cost of replacement cost
- b. Moderate damage (book is usable, but damage is evident and book cannot be entirely eliminated) – 1/2 cost of replacement cost
- c. All other damages will be charged at 100% of replacement cost

C. Workbooks – Approved List

District Approved Workbooks

Kindergarten	<i>Invitations to Literacy</i>	Houghton Mifflin (1998)
	<i>AGS Early Kindergarten Program</i>	American Guidance Service (19??)
	<i>Everyday Math</i>	Everyday Learning Corp. (1998)
	<i>All Around Me</i>	MacMillan/McGraw (1993)
	<i>Invitations to Literacy</i>	Houghton Mifflin (1991/1997)
	<i>Everyday Math</i>	Everyday Learning

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	<i>All Around Mr The Literature Experience Invitations to Literacy</i>	MacMillan (1991) Houghton Mifflin (1991) Houghton Mifflin (1997)
Grade 1	<i>My Word Journal Math Journals 1 & 2 Hello Share Surprise Everyday Mathematics Stories In Our World</i>	Lake Shore Co. Everyday Learning / SRA McGraw Hill Houghton Mifflin (1999) Houghton Mifflin (1999) Houghton Mifflin (1999) Everyday Learning Corp. (1998) MacMillan/McGraw-Hill (1993)
Grade 2	<i>My Word Journal Math Journals 1 & 2 Writing Journal Student Practice Book Ready, Set, Show What You Know Literature Works, Book 2¹ Literature Works Book 2² Literature Works Everyday Mathematics Science Anytime Neighborhoods & Communities Literature Works, Collec</i>	Lake Shore Co. Everyday Learning / SRA McGraw Hill Zane Blouser Silver-Burdett Ginn Show What Your Know Publishing Silver Burdett Ginn (1997) Silver Burdett Ginn (1997) Silver Burdett Ginn (1997) Everyday Learning Corp. (1998) Harcourt Brace (1995) MacMillan/McGraw Hill (1993)
Grade 3	<i>My Word Journal Writing Journal Math Journals 1 & 2 Student Practice Book Daily Math Reinforcers Blast Off Citizenship Blast Off Science Blast Off Math Reader's Notebook Literature Works, Collect. 3/1 Literature Works, Collect. 3/2 Theme: Trade Books Sets Everyday Mathematics Science Horizons Communities Near & Far</i>	Lake Shore Co. Zane Blouser Everyday Learning / SRA McGraw Hill Grow Publications Buckle Down Publishing Buckle Down Publishing Buckle Down Publishing Michaels Associates Silver Burdett Ginn (1997) Silver Burdett Ginn (1997) Silver Burdett Ginn (1997) Everyday Learning Corp. (1998) Silver Burdett Ginn (1993) MacMillan/McGraw Hill (1993)
Grade 4	<i>Student Practice Book Grammar Practice Book Math Journals 1 & 2 Daily Reading Reinforcers Daily Math Reinforcers Daily Science Reinforcers Quick Word Blast Off Citizenship Blast Off Science Blast Off Math Blast Off Writing</i>	Silver-Burdett Ginn Silver-Burdett Ginn Everyday Learning / SRA McGraw Hill ETA / Cuisenair ETA / Cuisenair ETA / Cuisenair Curriculum Associates Buckle Down Publishing Buckle Down Publishing Buckle Down Publishing Buckle Down Publishing

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	<i>Blast Off Reading</i> <i>Reader's Notebook</i> <i>Reader's Handbook</i> <i>Literature Works</i> <i>Everyday Mathematics</i> <i>Science Horizons</i> <i>Lets' Discover Ohio</i>	Buckle Down Publishing Michaels Associates Great Source Publishing Silver Burdett Ginn (1997) Everyday Learning Corp. (1999) Silver Burdett Ginn (1993) Schuerholz Graphics (1995)
Grade 5	<i>Student Practice Book</i> <i>Grammar Practice Book</i> <i>Daily Math Reinforcers</i> <i>Daily Science Reinforcers</i> <i>Blast Off Citizenship</i> <i>Blast Off Science</i> <i>Blast Off Math</i> <i>Blast Off Reading</i> <i>Math Journals 1 & 2</i> <i>Literature Works</i> <i>Language Arts Today</i> <i>Laidlaw Spelling</i> <i>Everyday Mathematics</i> <i>Science Horizons</i> <i>United States And Its Neighbors</i> <i>Science</i>	Silver-Burdett Ginn Silver-Burdett Ginn ETA / Cuisenair ETA / Cuisenair Buckle Down Publishing Buckle Down Publishing Buckle Down Publishing Buckle Down Publishing Everyday Learning / SRA McGraw Hill Silbert Burdett Ginn (1997) MacMillan/McGraw-Hill (1991) MacMillan/McGraw-Hill (1991) Everyday Learning Corp. (1999) Silver Burdett Ginn (1993) MacMillan/McGraw-Hill (1993)
Grade 5 Literature	<i>Skinny Bones</i> <i>The Lion, Witch & Wardrobe</i> <i>How To Be A Perfect Person</i> <i>Family Under The Bridge</i> <i>The Mud Pony</i> <i>James & The Giant Peach (Play)</i> <i>Chocolate Fever</i>	<i>Souder</i> <i>Help! I'm A Prisoner In The Library</i> <i>Best School Year Ever</i> <i>Taste of Blackberries</i> <i>Island Of The Blue Dolphins</i> <i>Dorothy & The Wizard In Oz</i>
Grade 5 Trade Books	<i>Sing Down The Moon</i> <i>The Little Firefly</i> <i>Pedro's Journal</i> <i>Pilgrim Stories</i> <i>Ben Franklin</i> <i>A Lion To Guard Us</i> <i>Shh! We're Writing The Constitution</i> <i>Cabin Faced West</i> <i>Behind Rebel Lines</i> <i>Who Comes With Cannons?</i>	<i>Stone Fox</i> <i>Morning Girl</i> <i>If You Lived In Colonial Times</i> <i>Why Can't You Make Them Believe</i> <i>Samuel Adams</i> <i>The Fighting Ground</i> <i>Caddie Woodlawn</i> <i>Search For Delicious</i> <i>The Perilous Road</i>
Grade 5 References	<i>Indian Winter (Teacher Reference)</i> <i>Indians Of The Plains</i> <i>Indians Of The Eastern Woodlands</i> <i>If You Were There...Constitution</i> <i>America At War</i> <i>If Your Traveled...Underground</i>	<i>Buffalo Hunt (Teacher Reference)</i> <i>Indians Of The West</i> <i>Indian Homes</i> <i>If You Traveled West...Wagon</i> <i>If You Lived During...Civil War</i> <i>The Indian In The Cupboard</i>
Grade 6	<i>Roadmap to 6th Grade Social Studies</i> <i>Reader's Handbook</i>	The Princeton Review Great Source Publishing

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	<i>Reading and Writing Sourcebook</i> <i>Reader's Notebook</i> <i>Maps, Gloves and Graphs</i> <i>Literature Works</i> <i>Laidlaw Spelling</i> <i>Everyday Mathematics</i> <i>Science Horizons</i> <i>Eastern Hemisphere</i>	Great Source Publishing Michael's Publishing Steck Vaughn Co. Silver Burdett gin (1997) MacMillan/McGraw Hill (1991) Everyday Learning Corp. (1999) Silver Burdett Ginn (1993) MacMillan/McGraw-Hill (1991)
Grade 7	<i>Reader's Handbook</i> <i>Reading and Writing Sourcebook</i> <i>Reader's Notebook</i> <i>Maps, Gloves and Graphs</i> <i>Literature Bronze</i> <i>Holt-Physical Science</i> <i>World Regions</i> <i>Teen Health (Course 2)</i>	Great Source Publishing Great Source Publishing Michael's Publishing Steck Vaughn Co. Prentice Hall (1996) 1994 MacMillan (1998) Glencoe (McGraw-Hill)(1996)
Grade 7 Math	<i>Connected Math Series</i> <i>Prime Time</i> <i>Variables and Patterns</i> <i>Stretching and Shrinking</i> <i>Comparing and Scaling</i> <i>Data About Us</i> <i>Accentuate The Negative</i> <i>Moving Straight Ahead</i> <i>Filling and Wrapping</i> <i>What Do You Expect</i> <i>Bit & Pieces II</i> <i>Covering And Surrounding</i> <i>Thinking With Math</i> <i>Growing Growing Growing</i> <i>Frogs, Fleas, And Looking For Pythagoras</i> <i>Thinking With Math Models</i> <i>Say It With Symbols</i>	Prentice Hall (Dale Seymour)(1998)
Grade 8	<i>Maps, Gloves and Graphs</i> <i>Strategies in Reading B</i> <i>HBJ Spelling</i> <i>Buckle Down Writing</i> <i>Elements Of Writing</i> <i>American Civics</i> <i>Algebra</i> <i>Holt Life Science</i> <i>Why We Remember</i> <i>Teen Healer</i>	Steck Vaughn Co. Harcourt Brace and Jovanovich Harcourt Brace and Jovanovich Buckle Down Publications Holt, Rinehart & Winston (1998) Holt, Rinehart & Winston (1996) Scott Foresman (1995) Holt, Rinehart & Winston (1994) Scott For-Add-Wes (1998) Glencoe/McGraw-Hill (1996)
Grade 8 Math	<i>Connected Math Series</i> <i>Prime Time</i> <i>Variables and Patterns</i> <i>Stretching and Shrinking</i> <i>Comparing and Scaling</i> <i>Data About Us</i>	Prentice Hall (Dale Seymour)(1998)

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	<i>Accentuate The Negative</i> <i>Moving Straight Ahead</i> <i>Filling and Wrapping</i> <i>What Do You Expect</i> <i>Bit & Pieces II</i> <i>Covering And Surrounding</i> <i>Thinking With Math</i> <i>Growing Growing Growing</i> <i>Frogs, Fleas, And Looking For Pythagoras</i> <i>Thinking With Math Models</i> <i>Say It With Symbols</i>	
High School Art	<i>Art: Images & Ideas</i> <i>Creating & Understanding Drawings</i> <i>Discovering Art History (2nd Edition)</i>	Davis Publications, Inc. (1992) Glencoe, MacMillan/McGraw-Hill Davis Publications, Inc. (1988)
High School Business/Technology	<i>A+ Guide to Managing & Maintaining Your PC</i> <i>Intro. To Computer Science Using C++</i> <i>Microsoft Front Page 2000</i> <i>Personal Finance: Tools For Decision Making</i> <i>Microsoft Publisher 2000: Complete Concepts And Techniques</i> <i>Office 2000</i> <i>Keyboarding And Information Processing</i>	Course Technology (2000) Thomas Learning (1998) Southwestern Publishing (1997) Southwestern Publishing (1999) Thomas Learning (2000) Thomas Learning (2000) Southwestern Publishing (1997)
High School Foreign Language	<i>C'est A Toi!</i> <i>La francais vivant 1 & 2</i> <i>Le francais vivant 2 & 3</i> <i>Somos As – En sus Marcas</i> <i>Spanish For Mastery II</i> <i>Spanish For Mastery III</i> <i>Deutsch Aktuell I</i> <i>Deutsch Aktuell II</i> <i>Deutsch Aktuell III</i>	EMC/Paradigm (1998) EMC (1991) EMC (1991/1993) EMC/Paradigm (1994) D.C. Heath & Co. (1994) D.C. heath & Co. (1994) EMC (1998) EMC (1991) EMC (1993)
High School Health / Physical Education	<i>Health</i>	Holt (1994)
High School Math	<i>Algebra One Interactions, Course I</i> <i>Algebra One Interactions, Course II</i> <i>Integrated Mathematics</i> <i>Geometry (UCSMP)</i> <i>Ad. Algebra (UCSMP)</i> <i>Functions, Statistics & Trigonometry (UCSMP)</i> <i>Elements of Calculus</i>	Holt, Rinehart, Winston (1998) Holt, Rinehart, Winston (1998) McDougal Little/Houghton Mifflin (1995) Scott Foresman (1997) Scott Foresman (1998) Scott Foresman (1998) Addison-Wesley (1989)
High School Science	<i>Addison-Wesley Biology (2nd Edition)</i> <i>Essentials of Human Anatomy &</i>	Addison-Wesley (1996) William C. Brown Publishers (1995)

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	<i>Physiology</i>	
	<i>Chemcom: Chemistry In The Community (2nd Edition)</i>	Kendall/Hunt Publishing Co. (1993)
	<i>Holt Chemistry Visualizing Matter</i>	Holt, Rinehart, Winston (1994)
	<i>Earth Science (Merrill)</i>	Glencoe (1995)
	<i>Physics – Principles & Problems</i>	Glencoe (1995)
	<i>Life Science</i>	Glencoe (1997)
	<i>Science Interactions, Course 1</i>	Glencoe (1998)
	<i>Science Interactions, Course 2</i>	Glencoe (1998)
	<i>Science Interactions, Course 3</i>	Glencoe (1998)
High School Social Studies	<i>Economics – Principles & Practices</i>	Glencoe (1999)
	<i>U.S. Government – Democracy In Action</i>	McGraw-Hill (1998)
	<i>World Cultures</i>	Prentice Hall (1999)
	<i>History of the U.S. (Civil War To Present)</i>	McDougal Littell (1997)
	<i>American Civics</i>	Holt, Rinehart, Winston (1996)
	<i>Street Law</i>	West (1994)
	<i>Current Issues</i>	Close Up, FDTN (2001 Yearly)
	<i>Sociology</i>	Holt, Rinehart, Winston (1995)

III. CURRICULUM DEVELOPMENT

Edgewood City Schools Courses of Study Revision Schedule

Course Of Study	Year Approved	Next Revision Year
Art (Kindergarten – 12)	1993 – 1994	2002 – 2003
Business Technology	2000 – 2001	2007 – 2008
Foreign Language	2000 – 2001	2007 – 2008
Guidance (Kindergarten – 12)	2001 – 2001	2008 – 2009
Language Arts (Kindergarten – 12)	1998 – 1999	2002 – 2003
Math (Kindergarten – 12)	1999 – 2000	2002 – 2003 (Align with State Standards)
Physical Education (Kindergarten – 12)	1990 – 1991	2002 – 2003
Music	1993 – 1994	2003 – 2004
Science (Kindergarten – 12)	1998 – 1999	2003 – 2004 (Align with State Standards)
Social Studies (Kindergarten – 12)	1997 – 1998	2003 – 2004 (Align with State Standards)

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IV. KINDERGARTEN / FIRST GRADE REGISTRATION & K-5 CONFERENCES

A. Entrance Age

1. Each child who is five years of age on or before September 1 shall be eligible to enroll in kindergarten. Each child who is six years of age on or before September 30 and who has successfully completed kindergarten shall be eligible to enroll in the first grade.

2. The district policy requiring successful completion of kindergarten may be waived upon parental request to the Special Education Services Committee. This committee shall be comprised as set forth in the Ohio Revised Code.

3. When a request for early entrance to kindergarten is received, the building principal interviews the parent(s) and child and arranges for testing. The child's fifth birthday must fall between September 2 and December 31 of the year requested for early entrance. The testing assists the Superintendent by measuring the following areas:

a. The child's mental age should be between 14 and 16 months above his/her chronological age (October, 14 months; November, 15 months; December, 16 months) as determined by standardized tests.

b. The child's I.Q. should be at least 125 on a deviation scale as determined by standardized testing.

c. The child should possess and demonstrate social and emotional characteristics that permit conformity with the pattern of behavior commonly expected of children in kindergarten.

d. Admission of the child is recommended by both the school psychologist and building principal.

B. Immunizations

1. Parents should also be reminded that their child must meet the requirements of the state school immunization law. These are:

Requirements

5 DPT Shots (additional may be required)
4 Polio Shots (additional may be required)
2 Rubella Shots
2 Rubeola Shots
2 Mumps Shots
Hepatitis B Vaccine Series

Strongly Recommended

Physical Examination by a Physician
Health History Completed by Parent
Vision Assessment
Dental Examination
Tuberculosis Skin Test (given in 2001)

Note: An immunization record, birth certificate, custody papers (if the child is not living with both natural parents), social security card, and Proof of Residency should be brought to the school at the time of registration.

C. Kindergarten Inventory of Skills

1. The principal will receive the tentative lists of registrants from registration. In August the school secretary will send a postcard to the parents informing them when to bring their child to school for the Kindergarten Assessment. This inventory, a collection of activities between the teacher and the individual student provide the kindergarten teacher with a "snapshot" of each child's skills. The information from

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this inventory is then used by the kindergarten teacher to plan the child's educational program for the year. Parents are given information about their child's inventory, and a list of ideas of working with their child at home.

2. Appointments for Kindergarten Assessment will be during the first four (4) days of school.
3. All kindergarten children will report the fifth day of the student's school year.

D. Kindergarten Conferences

1. Conferences are held in November following the end of the first grading period. This is a conference of parent and teacher and it is best if the child is not present.
2. Parents should be briefed on the type of progress the child will receive and the need for cooperation in the improvement of problems. The second kindergarten conferences will be held in the spring after the third nine-week grading period.

E. First Grade Registration

1. Any child whose sixth birthday falls on or before September 1 shall be admitted to the first grade the current school year. A child who has attended our completed kindergarten in another school system and whose sixth birthday falls after September 1 shall not be admitted to first grade. Special grade placements should be discussed with the Division of Special Education Services. The following exception will prevail:

a. Any student who has attended school while enrolled in grades 1-12 who moves into our district from a district which has a different minimum entrance age than ours and who presents a satisfactory record and/or certificate of promotion, shall be accepted and assigned to that grade to which his/her record entitles him/her. Grade level assignment decisions shall rest with the principal of the school in which the student enrolls.

b. This rule cannot be construed to include cases where the parents/guardians living in the Edgewood City School District have permitted their child to attend a school in another district while they, the parents/guardians, have maintained their regular residence in the Edgewood City School District.

F. Early Admission to First Grade

1. Any child whose sixth birthday falls after September 1, and before January 1, may be evaluated for early admission into first grade. Application shall be made through the principal to the Division of Special Education.

G. Conferences-Grades 1-5

1. It is recommended that two parent conferences be planned for each elementary child during the school year. The first conference should be scheduled during the week following the end of the first grading period. The second conference should be scheduled during the week following the end of the second grading period. Purposes of conferences are:

- a. Conference #1:
 - (1) To meet parents and together become better acquainted with the student.
 - (2) To explain the program prescribed for the student.
 - (3) To relate the student's progress and the level at which he/she is working.

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- (4) To enlist the cooperation of the parents.
- b. Conference #2:
 - (1) To discuss the student's adjustment to school and progress in skill mastery.
 - (2) To isolate specific areas where parents and teachers might work for improvement.
 - (3) To indicate placement of the student in the next school year (optional).
 - (4) To indicate contributions the student had made to the school.
 - (5) To clarify any questions about assessment of placement.
- c. Principals and teachers should work together to plan conferences. Parents should be informed about:
 - (1) Date and time of the conference.
 - (2) Any change in school plans necessitated by the conference.
- d. Whenever possible, students should be involved in conferences.

H. Conferences – Special Education Programs Grades K – 5

1. Conferences for students placed in a special education program shall take place in accordance with the schedule for regular education students grades 1 – 5.
2. During the second conference following the end of the third grading period, an annual review and Individualized Education Program (IEP) conferences will be held.

I. KinderPlus Program

1. Those kindergarten students who have low assessment scores in August are given further testing by the KinderPlus teacher the first full week after Labor Day. Candidates are selected by the final score, which considers age, developmental delay, and intervention need. There are 12 openings each session.
2. If a child is in AM kindergarten, he/she will be in a PM class. If a child is in PM kindergarten, he/she will be in an AM class. The KinderPlus student will have two different teachers – a regular kindergarten teacher and a KinderPlus teacher. KinderPlus will meet daily throughout the school year.

J. Third / Fourth Grade Reading Guarantee

1. This establishes that basic score be set for the Fourth Grade Reading Test for October 2002 administration. It also clarifies that if a student scores in the below basic range on the current Fourth Grade Reading Test, the district has three options:
 - a. It may promote the student without intervention, if the Reading Teacher and principal agree that the student is academically prepared for the fifth Grade.
 - b. It may promote the student with intensive intervention, if the Reading Teacher and principal believe the student needs some help, but can succeed in the fifth Grade.
 - c. The district may retain the student in the fourth Grade.
2. It is required that the district offer any student the opportunity for remediation if the student does not attain the proficient score on the Fourth Grade Reading Test.

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3. Beginning with the 2003 – 2004 school year, the Third Grade Reading Test becomes operational. This test will be administered three (3) times a year in the third grade, three (3) times in the fourth grade and once in the fifth grade. The district will have the same options regarding promotion or retention with those third and fourth grade students who score in the below basic range.

4. Summer remediation for the fourth grade requires fourth grade students who score below 199 and 216 in reading on the Fourth Grade Proficiency Test and who are not on an IEP to attend the three week summer school session. Students who score below 198 in reading and are not on an IEP must attend the six week summer school session.

5. Summer remediation for sixth grade students is offered to students who fail three or more of the sixth grade proficiency tests.