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## INSTRUCTIONAL GOALS

As a base against which to assess school needs and set objectives for the educational program, the Board, following consultation with teaching staff members, students, parents and other residents of this District, adopts the following educational outcome goals for every student in this District:

1. to acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
2. to acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues;
3. to become an effective and responsible contributor to the decision making processes of the political and other institutions of the community, state, country and world;
4. to acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer;
5. to acquire job entry level skills and, also, to acquire knowledge necessary for further education;
6. to acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own;
7. to acquire the capacities for playing satisfying and responsible roles in family life;
8. to acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental;
9. to acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people;
10. to acquire an understanding of ethical principles and values and the ability to apply them to his/her own life and
11. to learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

The major goals of our special education classes are to develop in the students the habits, attitudes and skills necessary to:

1. communicate ideas to the best of their ability;
2. understand and adjust to those things in the physical environment that affect them directly; specifically, things that affect health, ability to survive economically, and the ability to use and enjoy natural resources;
3. understand the feeding, clothing, housing, maintaining, managing and safeguarding of their homes and families;
4. be responsible citizens; specifically, understanding our heritage and governmental processes and the exercise of the rights, privileges and responsibilities associated with citizenship;
5. practice safety during school, work, recreation at home, or going to and from places;
6. choose and participate in socially acceptable forms of recreation during leisure time;
7. transport themselves to and from places within and outside the community;
8. prepare to choose, get and hold a job and also to develop a knowledge and understanding of the basic rights and responsibilities connected with members of the community;
9. understand themselves and get along with others;
10. realize and adjust to their strengths and weaknesses and develop a suitable code of values;
11. appreciate, create and enjoy beauty and also experience personal expression through a variety of media and
12. maintain healthy bodies.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

## INSTRUCTIONAL OBJECTIVES

The Board declares it to be the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the classroom and extracurricular programs offered in this District regardless of race, color, creed, handicap, religion, gender, ancestry, national origin, place of residence or social or economic background.

In order to achieve the aforesaid goal, the Board directs the Superintendent and Supervisors to do the following:

1. Curricula Content - Review current and proposed curriculum guides and textbooks to detect any bias based upon race, gender, religion, national origin, ancestry or culture; ascertaining supplemental materials singly or taken as a whole, fairly depict the contribution of both sexes and the various races, ethnic groups and the like towards the development of human society.
2. Staff Training - Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of racial, sexual, religious, national or cultural bias in all aspects of the school program.
3. Student Access - Review current and proposed programs, activities and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender or national origin in any duty, work, play, classroom or school practice, except as may be permitted under State regulations.
4. District Support - Ensure that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment and related matters.
5. Student Evaluation - Ensure that tests, procedures or guidance and counseling materials, which are designed to evaluate student progress or rate aptitudes or analyze personality or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race, color, creed, gender or national origin.

The Supervisors may be assisted in these duties by a committee composed of teaching staff members.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-02

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

## ACADEMIC FREEDOM

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

## SCHOOL CALENDAR

The Board recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the District.

The local board shall determine annually, the day and the hours when the schools shall be in session for instructional purposes.

Such school calendar shall consist of no fewer than 182 days for students including such time for early dismissal, parent-teacher conferences, professional meetings, and public calamities as is allowed by law.

The Superintendent shall prepare a tentative school calendar for Board consideration annually and in conjunction with the participating local districts.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

## CURRICULUM DEVELOPMENT

The Board recognizes its responsibility for the improvement and growth of the educational program of the local district schools. To this end, curricula shall be evaluated, adopted and developed on a continuing basis and in accordance with a plan for curriculum growth.

For purposes of this policy, curriculum shall be defined as the courses of study, subjects, classes and organized group activities provided by the school.

This Board shall be responsible for the curriculum of the schools under its control. The Board reserves the right to review all curriculum and to direct a continuing program of curriculum review and modification.

The Board directs that the curriculum of this District:

1. be consistent with written goals, objectives and identified student needs;
2. develops individual talents and interests and serves diverse learning styles to motivate student achievement;
3. provides for continuous learning through effective articulation among the local districts of this county;
4. provides all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. provides all students guidance and counseling to assist in career and academic planning;
6. provides a continuum of educational programs and services for all handicapped students, pursuant to law and regulation;
7. provides compensatory education programs for students, pursuant to law and regulation;
8. provides all students equal educational opportunity, pursuant to law and regulation;
9. provides career awareness and vocational education, pursuant to law and regulations and
10. provides educational opportunities for exceptionally gifted and talented students.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development of curriculum, and shall establish procedures for curriculum development which ensure the effective participation of staff members and advisory committee members. The Superintendent shall report to the Board annually.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

## CURRICULUM GUIDES AND COURSE OUTLINES

A guide or syllabus shall be prepared for each course of study approved by the Board in order to direct and assist the certificated staff toward the attainment of goals sought by that course of study.

Each course guide shall contain, as appropriate to the course of study:

1. objectives of the course of study;
2. concepts and skills to be taught;
3. attitudes and appreciations to be developed;
4. suggested materials and resources appropriate to the course;
5. suggested activities designed to achieve the objectives;
6. suggested methods of instruction and
7. a reading list of supplemental titles for the guidance of teachers.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall be responsible for the preparation of course guides, and shall develop a plan for such preparation which includes the participation of appropriate staff members; the continuing research in instructional methods, materials and activities and, systematic review of all curriculum guides to ensure their continuing usefulness in achieving goals set by the Board.

Whenever new curriculum guides are developed or existing guides revised, copies of these additions or changes must be made available to the Board for review. The Superintendent's recommendation shall include the following information about the proposed course of study, its description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the course of study.

Copies of all current curriculum guides shall be kept on file in the office of the Superintendent. It shall be assumed that only those courses of study represented by curriculum guides on file constitute courses of study officially adopted by this Board.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-03

## HUMAN RELATIONS EDUCATION

The Board believes that human development instruction should be shared by the public schools, home and church. The primary purpose of human development instruction is to promote more wholesome family and interpersonal relationships; to help young people understand their gender roles; to develop health habits and moral values. The Board believes that human development is a continuing process throughout life and therefore must be planned for the entire school experience of the child.

Venereal disease education shall be offered to high school students, except that, on the written request of his/her parent or guardian, a student shall be excused from taking such instruction.

Drug and alcohol education will be offered to all students.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

OCCUPATIONAL EDUCATION  
(CAREER EDUCATION)

The Board shall meet its legal obligation to provide a vocational education program by participation in the Great Oaks Institute of Technology and Career Development, and/or the Southern Hills Joint Vocational School District.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

## PROGRAMS FOR HANDICAPPED STUDENTS

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

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate District efforts. The person designated will be responsible for the identification of handicapped students, the diagnosis of handicaps, the design of individual educational programs and plans for these students and for placement and evaluation procedures. All procedures will be in accordance with Federal and State requirements.

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REFS.: Education for All Handicapped Children Act; 20 USC 1401 et seq.  
Rehabilitation Act; 29 USC 794  
Americans With Disabilities Act; USC 12112 et seq.  
ORC 3313.50  
3323.01 et seq.  
3325.01 et seq.  
OAC 3301-51  
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
IL, Testing Programs  
JB, Equal Educational Opportunities  
KBA, Public's Right to Know  
State Department of Education, Special Education Policies and Procedures  
Free Appropriate Public Education-101

## PROGRAMS FOR DISABLED STUDENTS

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

1. Child Identification  
Ongoing efforts are made to identify, locate and evaluate children below 22 years of age, who reside within the District and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.
2. Procedural Safeguards  
The child with a disability and his/her parent(s) shall be provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a free appropriate public education to the child.
3. Multifactor Evaluation  
The District provides a multifactor evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication; tests are used for their validated purposes; children are evaluated in all areas related to their suspected disability; testing is conducted by a multidisciplinary team; testing materials and procedures are not racially or culturally biased; tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards; tests are administered in conformance with the instructions provided by the producer; and that medical evaluation, when required as part of the multifactor evaluation, shall be provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee, when other no-cost resources are not available.
4. Individualized Education Program  
An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in a planning conference. The parent(s) of the child shall be strongly encouraged to participate in the planning conference. The IEP shall be reviewed and revised as often as necessary, but at least annually.
5. Least Restrictive Environment  
The education of children with disabilities shall occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum

extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate schooling or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure and destruction. One official of the District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all Federal regulations and State standards related to the confidentiality of data.

7. Due Process

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

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located or when the child is a ward of the State, the child's rights shall be protected through the assignment of an individual (who shall not be an employee of the State education agency, local education agency or intermediate educational unit involved in the education of the child) who serves as the child's surrogate parent.

9. Testing Programs

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

(Approval date: May 26, 1998)

## HOME-BOUND INSTRUCTION

The Board shall provide, pursuant to rules of the State Board of Education, individual instruction to children of legal school age who are not able to attend classes because of physical or emotional handicap or illness. A physician licensed to practice in this state shall certify the nature of the illness, state the probable duration of the confinement, and request such instruction.

The Superintendent may grant such recommended requests for individual instruction and report each to the Board at its next regular meeting.

The Board will provide individual instruction only for those confinements expected to last at least 30 school days, but such exceptions may be made as the Superintendent deems advisable and so recommends.

The program of home instruction given each student shall be in accordance with the rules of the State Board of Education with such exceptions as may be recommended by the school physician or Placement Team. Teachers shall hold an Ohio teaching certificate appropriate for the level of instruction for which the assignment is made.

The Board reserves the right to withhold individual instruction when the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher, or when the condition of the student is such as to preclude his/her benefit from such instruction.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REFS.: Americans With Disabilities Act; 42 USC 1201 et seq.  
ORC 3313.64  
3321.04  
3323.05; 3323.12  
3331.08  
OAC 3301-51-06

CROSS REFS.: JEA, Compulsory Attendance Ages  
JECBC, Admission of Students from Nonchartered or Home Schooling

## ALTERNATIVE SCHOOL POLICY

In order to more readily promote an atmosphere conducive to the learning process, the Board authorizes the Superintendent to develop a plan for an alternative school which purpose shall be to serve students who are on suspension, who are having truancy problems, who are experiencing academic failure, who have a history of class disruption, or who are exhibiting other academic or behavioral problems. The alternative school shall serve grades 6-12. In furtherance of the Board's goal to establish an alternative school the Superintendent shall develop in conjunction with school districts assigning students to the school the following information.

1. The reason for which students will be accepted for assignment to the school and criteria for admission to be used by the Board to approve or disapprove the assignment of student to the alternative school.
2. Specification of criteria and procedures to be utilized when returning students who have been assigned to the alternative school back to the regular education program.
3. An evaluation plan for assessing the effectiveness of the alternative school and its educational program and the reporting of results of this evaluation to the public.

[Adoption date: May 26, 1998]

LEGAL REFS.: ORC 3301.07  
OAC 3301-35-02; 3301-35-05

## PARENTAL INVOLVEMENT IN EDUCATION

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

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: ORC 3313.472

## HOME EDUCATION

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

The child being instructed at home must be instructed by a teacher who is qualified in accordance with State Board rules or who is working under the direction of a person holding a Baccalaureate degree from a recognized college, in accordance with State Board rules.

Any request to be excused must be made in writing, by the parent or guardian or other person having care or charge of the child, and must contain the information required by OAC 3301-34-03.

The Superintendent shall issue an excuse from compulsory school attendance for the purpose of home instruction unless he/she determines that the information required by OAC 3301-34-03 has not been provided, or unless he/she has substantial evidence that the minimum educational requirements of OAC 3301-34-03(A) have not been met, despite the fact that the required information has been provided by the parent.

If the Superintendent intends to deny the request for home instruction, he/she shall notify the parent within 14 calendar days and shall inform the parent of the reasons for the intent to deny the request and of the parent's right to a due process hearing before the Superintendent.

Upon substantial evidence of cessation of home instruction in accordance with OAC 3301-34-01 through 3301-34-06, the Superintendent shall notify the parents of the intent to revoke the excuse and of the parent's right to a due process hearing before the Superintendent.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

## HOME EDUCATION REGULATIONS

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

(Approval date: September 20, 1994)

(Re-approval date: May 26, 1998)

## PRESCHOOL PROGRAM

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

1. Staff;
2. Cumulative records;
3. Developmentally appropriate program planning;
4. Health and safety;
5. Developmentally appropriate materials and equipment;
6. Admission;
7. Attendance and discipline;
8. Selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool child;
9. Management of communicable diseases and
10. Transportation and field trips.

[Adoption date: May 26, 1998]

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

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom curricular program of the school.

All learning experiences offered by the schools of this District - curricular and cocurricular - should be planned and integrated toward the attainment of the Board's objectives.

The purpose of such cocurricular activities shall be to develop student initiative and provide for the exercise of responsibility; to teach the worthy use of leisure time; to aid in student growth and development and to enable students to explore a wider range of individual interests than might be available in the regular curricular program.

For purposes of this policy, "cocurricular activities" shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities are those which are ordinarily conducted wholly or partly outside the regular school day.

No cocurricular activity shall be considered to be under the sponsorship of the Board unless it has been approved by the Superintendent and reported to the Board for their information and review and approved by the Superintendent.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

## TEXTBOOK SELECTION AND ADOPTION

It is the legal responsibility of the Board to approve all textbooks used as part of the educational program of this District. No such textbook will be approved which is not on a list duly filed in the Office of the Superintendent of Public Instruction.

For purposes of this policy “textbooks” shall be defined as those books which are purchased in classroom quantity or more and which are issued to each student in the class.

The Board shall, at a regular meeting, approve the textbooks selected to be used in the schools of this District. Substitution, alteration or revision of any textbook within four years of its selection and adoption shall require a four-fifths vote of the members elected to the Board.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. The Board shall consider for approval only those textbooks which have been selected and recommended for their consideration by the Superintendent.

The Superintendent shall develop a plan for the recommendation of textbooks according to the following guidelines:

1. Certificated staff members at all appropriate levels shall participate in the selection process.
2. Textbooks adopted more than five years ago shall be reviewed annually for their continuing suitability.
3. Textbooks shall be relevant to the courses of study adopted by the Board.
4. The staff shall continually research new sources of textbooks and explore the innovative use of all possible books.
5. Members of the community shall be consulted, where appropriate, in the selection process.

In considering the approval of any proposed textbook, the Board will weigh its suitability for the maturity level and educational accomplishment of the students who will be using the book; freedom from bias; relationship to the curriculum; relationship to a continuous multigrade program; impact on community standards of taste; manner of selection; cost; appearance and durability.

A list of all approved textbooks shall be maintained by the Superintendent and made available for the use of local district boards.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Media-Center Services

In order to serve the curriculum needs and certificated staff development of the local school districts of this Educational Service Center, the Board will support a program of media center services.

Participating districts are responsible for the material and equipment used and may be charged for any loss or damage caused beyond normal wear and handling.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Update: October 24, 2006]

## FIELD TRIPS

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

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

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

The Superintendent shall prepare procedures for the operation of a field trip which shall ensure that the safety and well-being of students shall be protected at all times; that parental permission is sought and obtained before any student may be removed from school; that the principal approves the purpose, itinerary and duration of each proposed trip that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities which enhance its usefulness; that the effectiveness of field trip activities is monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no field trip will be approved unless it contributes to the achievement of specified instructional objectives and that teachers are permitted to make on-site alterations to a trip itinerary.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

## SCHOOL VOLUNTEERS

The Board recognizes that more individualization and greater personal attention to the unique needs of students are provided by volunteers; moreover, utilizing volunteers in the school provides an opportunity to generate community interest in the schools and contribute to the public relations effort of the Board. The Board endorses the concept of utilizing community volunteers who are willing to devote time and talent to expand learning experiences.

All volunteers who may have contact with students outside the direct supervision of a certified/licensed employee of the Board will be required to complete a satisfactory criminal record check prior to starting their volunteer duties. The Board will pay for the background check. Once a satisfactory background check has been received, that individual will not be required to undergo another background check unless there has been an interruption in volunteer services of eighteen calendar months or more.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Amendment date: April 27, 2004]

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

CROSS REF.: GBQ, Criminal Record Check

## GUIDANCE PROGRAM

The Board requires that a planned program of guidance counseling be an integral part of the educational program of the schools. Such a program can assist students in achieving their optimum growth; enable students to draw the greatest benefit from the offerings of the instructional program of the schools; aid students in identifying options and making choices in vocational and academic educational planning; assist students in career awareness and planning; help integrate all the students' experiences so that they can better relate school activity to life outside the school and, help students learn to make their own decisions and solve problems independently.

A program of guidance and counseling shall be offered to all students in grades K-12 and shall:

1. be limited to the services of a certificated staff of fully certificated guidance personnel;
2. include the services of certificated guidance personnel and other designated faculty and staff members and
3. involve the coordinated efforts of all staff members under the professional leadership of certificated guidance and counseling personnel.

The Superintendent is directed to implement a guidance program which carries out these purposes and involves all staff members at every appropriate level.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

CROSS REF.: AFI, Evaluation of Educational Resources

## ACADEMIC ACHIEVEMENT

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

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

The Board encourages local school efforts to find better ways to measure and report student progress such as the following:

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-02

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

## STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school. The type of progress reports sent to parents will be devised by the certificated staff in cooperation with parents. Conferences with parents will be used as an integral part of the reporting system.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

## TESTING PROGRAMS

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

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

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

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

The Board directs the Superintendent to return test enrollment forms sent by the testing contractor of the State Department of Education within the enrollment period designated.

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

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Update: October 24, 2006]

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

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

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board directs the Superintendent to develop and implement a systematic short-range and long-range plan for the continuing qualitative assessment of the progress of the District educational program toward the goals established by the Board. To this end, the Superintendent shall recommend such tests and methods as may be indicated by best professional judgment.

The Board reserves the right to review each such test and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents.

Parents may obtain an explanation of the results of their child's test from qualified school personnel. The Superintendent shall recommend improvements in the program and staff based upon the evaluation of the District's program.

The Board will cooperate with the Superintendent of Public Instruction in such statewide assessment programs as are conducted pursuant to law and rules of the State Board of Education, and shall utilize the data gained thereby toward the improvement of the schools of this District.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Update: October 24, 2006]

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

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

## TEACHING ABOUT CONTROVERSIAL ISSUES

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved and develop techniques for formulating and evaluating positions.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

1. is approved in the appropriate course guide;
2. is related to the instructional goals of the course of study and level of maturity of the students;
3. does not tend to indoctrinate or persuade students to a particular point of view;
4. encourages fair presentation and open-mindedness;
5. is conducted in a spirit of scholarly inquiry and
6. is instigated by curricular design or by the students themselves.

When controversial issues have not been specified in the curriculum guide, the Board will permit the instructional use of only those issues which have been approved by the local superintendent or have been approved by the principal.

The Board recognizes that some deviation from the assigned curriculum guide is necessary in the free exchange of the classroom; however, the Board specifies for the guidance of the Superintendent and, through administrative directive, the guidance of the staff, that any discussion of controversial issues in the classroom shall be conducted in an unprejudiced and dispassionate manner and shall not fail to match the maturity level of students; shall not be unrelated to the goals of the Board and the appropriate curriculum guide and shall not tend toward the doctrinaire.

The Superintendent shall assist teaching staff members in developing an alertness to the occurrence of controversial issues in the context of the curriculum.

No classroom teacher shall be prohibited from providing reasonable periods of time for programs or meditation upon a moral, philosophical or patriotic theme. No student shall be required to participate in such programs or meditations if they are contrary to the religious convictions of the student or his/her parents or guardians.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REFS.: ORC 2907.31

OAC 3301-35-01; 3301-35-02; 3301-35-03

CROSS REFS.: IB, Academic Freedom

KLB, Public Complaints About the Curriculum or Instructional Materials