

**BOARD OF EDUCATION
PARMA CITY SCHOOLS**

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EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT
GOALS AND OBJECTIVES/INSTRUCTIONAL GOALS

The purpose of the District is to provide an education which fosters intellectual and social development by teaching the essential academic disciplines and attitudes which will enable students to live and work successfully.

Opportunities will be provided for students of the District to:

- A. think independently, objectively, responsibly, creatively, and critically;
- B. acquire language skills including reading, writing, and the ability to communicate;
- C. acquire and apply mathematical skills;
- D. study people and cultures leading to an appreciation of the American way of life, government and the importance of responsible citizenship;
- E. develop an understanding of the natural sciences;
- F. develop and nurture mental and physical health;
- G. acquire technical skills necessary to support living and learning in a changing society;
- H. develop an understanding of and an appreciation for the fine and applied arts;
- I. participate in career/technical programs and become aware of career alternatives; and
- J. prepare for continuing education throughout life.

The responsibility and commitment to accomplish these goals lie with the parents, students, Board, Administration and communities of the District.

A.C. 3301-35-02

Adopted as Amended September 3, 2002
Adoption Date November 17, 1997

PARENT 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 guidelines to ensure that this policy is followed and that parent/guardian involvement is encouraged. The guidelines will:

- A. encourage strong home-school partnerships;
- B. provide for consistent and effective communication between the parents/guardians and school officials;
- C. offer parents/guardians ways to assist and encourage their children to do their best;
- D. offer ways parents/guardians can support classroom learning activities;
- E. provide opportunities for parents/guardians to be involved in the parental involvement program; and
- F. create an awareness of community resources available.

Relations with Parents

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring their child to observe all school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior;
- B. sending their children to school with proper attention to his/her health, personal cleanliness and dress;
- C. maintaining an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

R.C. 3313.472

Adoption Date November 17, 1997
Revised September 3, 2002
Revised April 27, 2009

EDUCATIONAL PROCESS GOALS

In order to achieve the educational goals for students, the Board will establish policies which will authorize and encourage:

- A. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
- B. specialized and individualized kinds of educational experiences to meet the different needs of students;
- C. an environment in which interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;
- D. efficient and effective use of educational resources;
- E. continued professional growth of staff members;
- F. constructive cooperation with parents and community groups.

A.C. 3301-35-02

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

CURRICULUM DEVELOPMENT

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

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses required by statute and State Department of Education regulations;
- B. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- C. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- D. provides for continuous and cumulative learning through effective articulation at all levels;
- E. utilizes a variety of learning resources to accomplish the educational goals;
- F. encourages students to utilize guidance and counseling services in their academic and career planning.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board regularly.

R.C. 3301.07, 3301.132, 3313.60, 3313.602, 3313.843, 3315.07

R.C. 3317.023, 3317.11, 3319.02

A.C. 3301-99-01, 3301-35-02

Revised Date August 5, 2002

Adoption Date November 17, 1997

ADOPTION OF COURSES OF STUDY

The Board shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

The Superintendent shall maintain a current list of all courses of study offered by this District.

R.C. 3301.07, 3313.60
A.C. 3301-35-02

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

COURSE GUIDES

The Board recognizes that there may be a need from time to time to augment one or more segments of a course of study with a guide in order to better accomplish learning results with students.

As appropriate to the course of study, each guide shall contain:

- A. the intended learning outcome(s), defined in terms of how the learning is applied;
- B. knowledge, skills, attitudes, and values needed to achieve those outcomes;
- C. learning activities needed to achieve the outcome;
- D. appropriate materials and resources;
- E. suggested methods and processing of instruction;
- F. evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved;
- G. a list of supplemental materials for the guidance of teachers.

The Superintendent shall be responsible for the preparation of course guides and shall establish administrative guidelines related to their preparation.

Copies of all current course guides shall be kept on file in the Office of the Curriculum Department.

R.C. 3313.60, 3315.07
A.C. 3301-35-02, 3301-35-02 (B)

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

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.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community.

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

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any issue, a teacher shall refrain from expressing a personal opinion.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the convictions of the student or his/her parents or guardians. (R.C. 3313.601)

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression shall be limited to lunch periods or other non-instructional time periods when students are free to associate.

The Board also recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent files a complaint in accordance with Board policy 8800 regarding either the content or activities that conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.

The Superintendent shall develop administrative guidelines for dealing with controversial issues and with parental concerns about program content or the use of particular materials.

R.C.3313.601

Adopted as Amended November 18, 2002
Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

INNOVATIVE PROGRAMS

The Board wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program design shall address the steps below when appropriate to the project:

- A. Rationale
- B. Specific objectives
- C. Supportive research
- D. Budgeting
- E. In-service requirements
- F. Assessment of the learning
- G. Plans for broader implementation
- H. Methods for program evaluation

Each innovative program shall be consistent with the District's objectives and long range plans. Programs designed for disabled students must comply with Federal and State guidelines.

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

**NONDISCRIMINATION AND
ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. Therefore, the Board of Education will not discriminate nor tolerate harassment in its educational programs or activities for any reasons, including on the basis of religion, race, color, national origin, sex, disability or age. Additionally, it will not discriminate in its employment policies and practices.

The Board is committed to providing an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

In order to achieve the aforesaid goal, the Board directs the Superintendent to:

A. Curriculum Content

Review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of color/racial, gender, religious, national, cultural, or other bias in all aspects of the program;

C. Student Access

Review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender, disability, or national origin in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;

D. District Support

Verify 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;

E. Student Evaluation

Verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, 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 Superintendent shall appoint and publicize the name of a compliance officer whose responsibility it will be to coordinate the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The Compliance Officer shall also verify that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination in Federal Assisted Programs Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP) including immigrant children and youth to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

The Superintendent shall prepare administrative guidelines as needed in furtherance of the proper implementation of this policy.

R.C. 3301.0711, 3302.01, 3302.03, 3313.61, 3313.611, 3313.612, 3317.03

A.C. 3301-35-02(A)

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 6101 et seq.

34 CFR Part 110 (7/27/93)

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of

Services, Department of Education, Office of Civil Rights, March 1979

Title III of the No Child Left Behind Act of 2001

Adopted as Amended November 27, 2006

Adopted as Amended July 25, 2005

Adopted as Amended September 3, 2002

Adoption Date November 17, 1997

SECTION 504/ADA
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (“Section 504”), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, participation in, or treatment, or employment in, its programs or activities. As such, the Board’s policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

As used in this policy and the implementing administrative guidelines, “an individual with a disability” means a person who has a record of, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

With respect to employment, a qualified person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Ohio law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

The Supervisor of Student Services is the District’s Section 504 Compliance Officer. The Compliance Officer is responsible for coordinating the District’s efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act (“ADA”). A copy of the Section 504 of the Rehabilitation Act of 1973 and the Americans

with Disabilities Act, including copies of their implementing regulations, may be obtained from the Compliance Officer. The Compliance Officer can be reached at:

Parma City School District
5311 Longwood Ave.
Parma, OH 44134

The Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted grievance procedure, and will attempt to resolve the grievances.

The Compliance Officer will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

Employment Practices

Discrimination Prohibited

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the District's programs or activities. Further, the Board will take positive steps to employ and advance in employment qualified individuals with disabilities. The Board will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation

The Board will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

The District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The District

will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the District will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Education

The Board is committed to identifying, evaluating and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. The Board recognizes and acknowledges that students may be disabled and eligible for services under Section 504 even though they do not qualify for or require special education and/or related services pursuant to the IDEIA. Students eligible for services under the IDEIA will be served under existing special education programs.

If a student has a physical or mental impairment that significantly limits his/her learning, but does not require specially designed instruction to benefit educationally, the student will be eligible for reasonable, but more than standard, accommodations and/or modifications of the regular classroom or curriculum in order to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided pursuant to a Section 504 Accommodation Plan.

If a student has a physical or mental impairment, but it does not significantly limit his/her learning, the student will not be entitled to a Section 504 Accommodation Plan.

Parents/guardian/custodian (“parents”) are invited and encouraged to participate fully in the evaluation process. If the parents disagree with the determination made by the District’s professional staff, they may request a hearing with an impartial hearing officer.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate to the needs of the person with disabilities. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person’s home.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without

disabilities in such activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

Notice of the Board's policy on nondiscrimination in employment and education practices and the identity of the District's Section 504/ADA Compliance Officer will be posted throughout the District, and published in the District's recruitment statements or general information publications.

The Board directs the Superintendent to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities who qualify for accommodations under Section 504.

The Board will provide in-service training and consultation to staff on the education of persons with disabilities, as necessary and appropriate.

The Board will adopt a system of procedural safeguards booklet that will provide for prompt and equitable resolution of complaints alleging violations of Section 504/ADA. Due process rights of students with disabilities and their parents under Section 504 will be enforced.

29 C.F.R. Part 1630

34 C.F.R. Part 104

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended,

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990

Adoption Date – February 12, 2007

TITLE/FEDERAL SERVICES

The Board of Education elects to augment the educational program by the use of Federal funds which will include but not be limited to Title I, Title 2, Title 4, Title 6, and the Carl Perkins Act.

The Superintendent shall prepare and present to the Department of Education a plan for the delivery of services as stipulated in grant guidelines and meet the requirements of the law.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965
Titles I, II, IV, VI, of the ESEA Act of 1965.

The Carl Perkins Vocational and applied Technology Education Act.

Adoption Date November 17, 1997

EXTENDED DAY CARE PROGRAMS

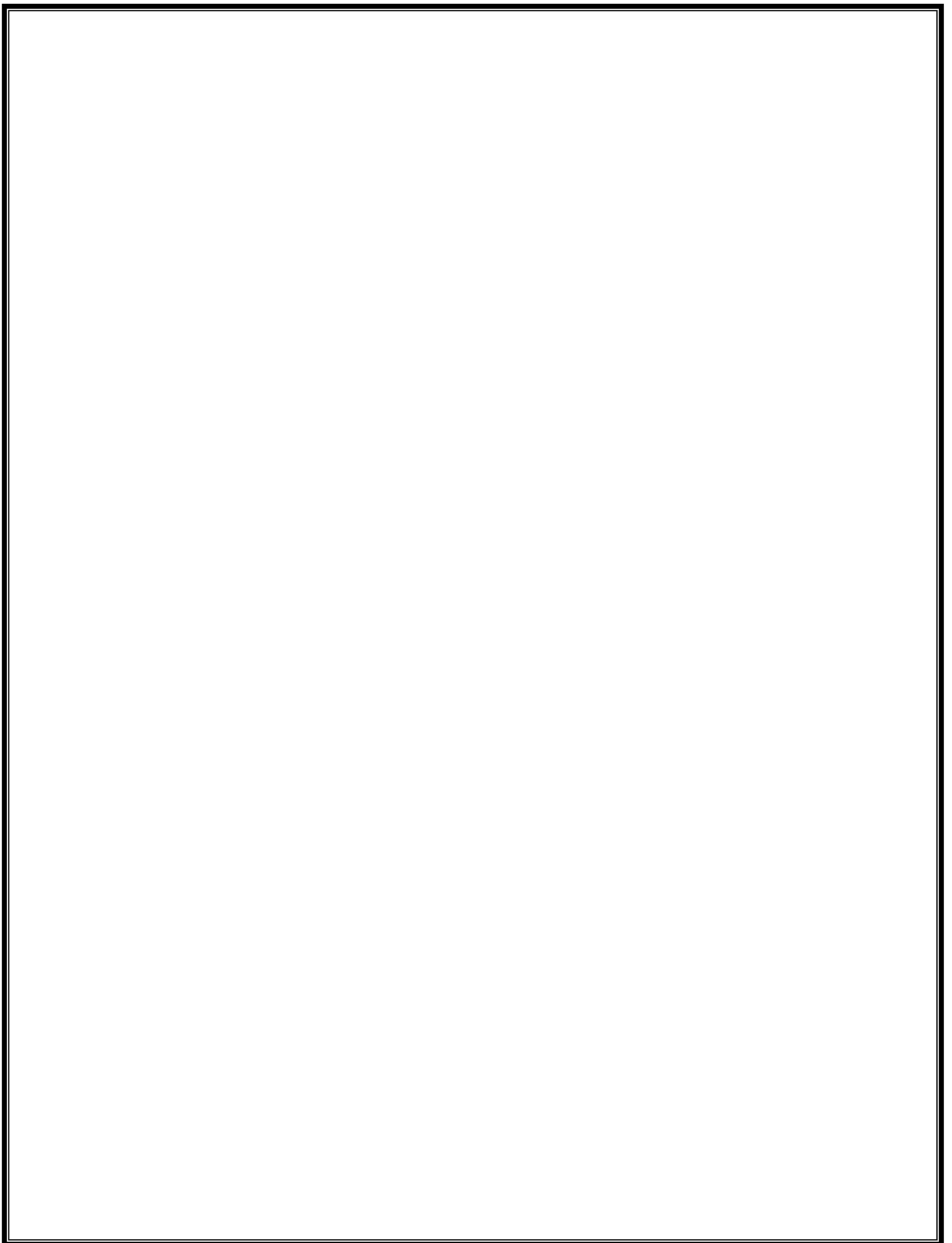
Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board may operate a latchkey program within the District.

The Superintendent shall be responsible for the development of any necessary rules for the program. These rules will appear in a parent/guardian handbook.

Tuition and other fees will reflect operational costs of the program and will be paid by the parents/guardians of participants.

R.C. 3313.207/208/209; 5104

Adopted as Amended September 3, 2002
Adopted as Amended May 8, 2000
Adoption Date November 17, 1997



RELIGION IN THE CURRICULUM

Based on the First Amendment protection against the establishment of religion in the schools, no devotional exercises or displays of a religious character will be permitted in the District in the conduct of any program or activity under the jurisdiction of the Board. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District's schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use in the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets.

Accordingly, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion. However, if after careful, personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class period. The student will be provided with alternate learning activities during the times of such parent requested absence.

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

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression shall be limited to lunch periods or other non-instructional time periods when students are free to associate.

U.S.Const. Amend. 1
R.C.3313.601

Adopted as Amended Date June 2, 2003
Revised November 18, 2002; Revised August 5, 2002
Adoption Date November 17, 1997

POST SECONDARY ENROLLMENT PROGRAMS

The Board recognizes the value to students and to the District for students to participate in programs offered by accredited colleges and universities in Ohio.

The Board will approve participation by students who meet the State Board of Education's criteria, to enroll in approved postsecondary programs during the ninth, tenth, eleventh, or twelfth grade year while in attendance in the District. Students will be eligible to receive secondary credit for completing any of these programs.

No student may participate without written consent of the Superintendent, and for those students under the age of eighteen (18), the written consent of the parents/guardians, or without attending the counseling services offered in relation to this educational option.

The Board shall deny high school credit for postsecondary courses any portion of which are taken during the period of a student's expulsion. If the student has elected to receive credit for course(s) toward fulfilling graduation requirements as well as postsecondary credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

When a student is expelled, the Board directs the Superintendent to send written notice of the expulsion to any college in which the expelled student is enrolled under R.C.3365.03 (Postsecondary Enrollment Options) at the time the expulsion is imposed. This notice shall indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under R.C.3313.613 to deny high school credit for postsecondary courses taken during an expulsion. If the expulsion period is later extended, the Superintendent shall notify the college of the extension.

The Superintendent shall establish the necessary administrative guidelines to comply with State law which will thereafter be properly communicated to both students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

R.C. 3313.613; 3365.01 through 3365.09

Adopted as Amended September 3, 2002
Adopted as Amended May 14, 2001
Adoption Date November 17, 1997

HOMEWORK

The Board acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The Superintendent shall develop rules for the assignment of homework.

Adopted as Amended September 3, 2002

Adoption Date November 17, 1997

FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board recognizes that field trips, when used 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 should:

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

For purposes of this policy, a field trip shall be defined as any district-sponsored journey by one or more students away from District premises, which is under the supervision of a staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program (e.g. athletic or music trips).

School personnel shall not accept any form of compensation from vendors that might influence their recommendation on the eventual selection of a location for, or a vendor that will provide transportation to, a field or other district-sponsored trip. Furthermore, school personnel shall not accept any compensation from a vendor after a decision has been made regarding the location for, or a vendor that will provide transportation to, a field or other District-sponsored trip. In addition, school personnel who recommended the location for, or a vendor that will provide transportation to, a field or other district-sponsored trip shall not enter into a contractual arrangement whereby an individual staff member receives compensation in any form from the vendor that operates the venue for, or provides the transportation to, a field or other District-sponsored trip for services rendered.

The Board will consider requests for field trips and other District-sponsored trips which are planned to keep students out of the District overnight or longer or out of the State. The Board will not consider or approve district-sponsored student trips outside the fifty states or Canada. The Board reserves the judgement of canceling any field trip either in the United States or Canada based upon concerns for the safety and welfare of students/staff/chaperones. Participating individuals, and parents/guardians of participating students, are required to sign a waiver form acknowledging that trips may be cancelled at any time based upon safety conditions. The Board will not assume responsibility for expenses incurred by students, parents/guardians or staff as a result of cancelled trips.

The Superintendent shall approve all other such district-sponsored trips.

Students may be charged fees for field trips and other District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District.

The Superintendent shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall address:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
- G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;

A certificated staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

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

R.C. 3327.15

A.C. 3301-83-12, 3301-83-16(A)(B)(E)

Auditor of State Bulletin 2000-006

Adopted as Amended Date June 22, 2004

Adopted as Amended Date September 3, 2002

Adopted as Amended October 8, 2001

Adoption Date November 17, 1997

EDUCATIONAL OPTIONS

The Board believes that every student in the District should be able to receive an education to meet his/her potential; therefore, students will be able to participate in an educational option. These will enable the student to take courses for either college credit or high school graduation credit. Students may participate in these classes either on our site or at an alternative site. All financial requirements and transportation are the responsibility of the student and the student's parents. Options may include college courses, summer school, Continuation High School, and other activities approved by the Superintendent.

Educational options taken for high school credit at the college level will not be calculated into the accumulated grade-point average or the quality-effort points. All courses taken must be in compliance with all of the requirements as stipulated under Educational Options in the Elementary and Secondary School Minimum Standards.

A.C. 3301-35-02(C)

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

GUIDANCE AND COUNSELING

The Board requires that a planned program of guidance and counseling be an integral part of the educational program of the schools. Such a program must be found in the District Comprehensive Guidance Plan and may:

- A. assist students in achieving their optimum growth;
- B. enable students to obtain maximum benefit from the offerings of the instructional program of the schools;
- C. aid students in identifying options and making choices in career/technical and academic planning;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- E. help students learn to make their own decisions and solve problems independently.

A program of guidance and/or counseling shall be offered to all students and shall include the services of professional guidance personnel and other designated faculty and staff members.

The Superintendent is directed to implement the adopted counseling and guidance program which carries out these purposes and:

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- F. is available equally to all students;
- G. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

R.C. 2151.421, 2317.02 (G)
A.C. 3301-35-03

Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997

HOMEBOUND INSTRUCTION PROGRAM

The Board may provide, pursuant to rules of the State Board of Education, individual instruction to students who are unable to attend classes because of accident, illness, or disability.

Documentation of the disabling condition shall be done by a physician licensed to practice in this State who shall:

- A. certify the nature of the medical disability;
- B. state the probable duration of the confinement;
- C. certify the student's ability to profit from an educational program.

Applications must be approved by the Director of Student Services.

The program of homebound instruction given each student shall be in accordance with rules of the State Board of Education with such exceptions as may be recommended by the I.E.P. Team. Teachers shall hold an Ohio teaching license appropriate for the level of instruction for which the assignment is made. The amount of instructional time shall not exceed five (5) hours per week.

Instruction may be withheld when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to his/her health;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

R.C. 3323.12
A.C. 3301-51-03 (E)

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Student participation in any survey is voluntary. Parents will be notified and given the opportunity to review the instrument and to give permission for their child to participate in the survey.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, with the exception of State and Federal mandates for military recruitment, secondary schools, or as authorized by approval from the Board.

This section applies to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. college or other postsecondary education recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curricular and instructional materials used by elementary and secondary schools;
4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

The Superintendent is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and
- B. The administration of any survey by a third party that contains one or more of the items described in A through H above.

For the purposes of this policy, the term “parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

A.C.3301-35-02©, 3301-35-01(D)(5)
20 U.S.C. 1232 (g)(h)

Adoption Date November 18, 2002

CAREER/TECHNICAL EDUCATION PROGRAM

The Board recognizes that not all students wish to stay involved in traditional education beyond high school and must, therefore, be prepared to enter the labor force as productive workers with obtained skills.

For purposes of this policy, "career/technical education" shall be defined as a program designed to provide educational experiences and guidance for students to enable them to plan and prepare for a future:

- A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board directs that any efforts to recruit students to participate in a particular career/technical program must include literature and comparable recruitment efforts for disabled students in a format and context in which they can communicate.

The career/technical education program may also include:

- A. a shared-time program outside of school;
- B. a work-study program involving the employment of qualified students.

The work-study programs are available to students without regard for race, color, national origin, sex, age, or disability. The Superintendent is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided an assurance of nondiscrimination on the basis of race, color, national origin, sex, age, and disability prior to the time the students are selected and/or assigned.

R.C. 3313.53, 3313.90 et seq.
A.C. 3301-61

Adopted as Amended October 7, 2002
Adoption Date November 17, 1997

STUDENTS AS TRAINEES

The Board recognizes the value of providing students with experiences as part of their preparation for productive employment and appreciates the cooperation of local employers in accommodating such training activities at their places of business.

The Board authorizes the Superintendent to develop work-site training programs as part of the curriculum. S/He shall develop administrative guidelines whereby all such programs are reviewed to determine whether or not an employer relationship has been established according to criteria established by the Supreme Court in adjudicating cases related to the Fair Labor Standards Act. Particular attention should be paid to community-based programs for special education students and to career/technical programs in which students are producing goods or services for sale and the District is the recipient of the income therefrom.

29 U.S.C. 201-219

Adopted as Amended Date October 7, 2002
Adopted as Amended Date October 22, 2001
Adoption Date November 17, 1997

DISTRICT-SPONSORED CLUBS AND ACTIVITIES

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131.

For purposes of this policy, curricular-related activities are defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course; or
- D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

The Board shall allow non-district-sponsored, student clubs and activities during non-instructional time, in accordance with the provisions in Policy 5730.

Non-curricular student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510. The Board, however,

- A. will not assume any responsibility for the planning, conducting, or evaluating of such activities; and
- B. will not provide any funds or other resources;

No non-district-sponsored organization may use the name of the District or any other name which would associate an activity with the District.

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Students will be further informed that participation in these activities is a privilege and not a right, and that a violation of the Student Code of Conduct or rules governing the activity may result in a loss of the privilege to participate in such activities by authorized school personnel without further notice, hearing and/or appeal rights.

District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

The Superintendent shall prepare administrative guidelines to implement a program of curricular-related clubs and activities and of extra-curricular activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

R.C. 3313.53, 3313.664; 3315.062
A.C. 3301-35-03

Adopted as Amended Date October 7, 2002
Adopted as Amended Date January 22, 2001
Adoption Date November 17, 1997

SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

The Board believes in providing opportunities for students to enhance their education through a variety of appropriate co-curricular and extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the District's program.

In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with District philosophy and will help students better accomplish the learning goals of the District's program. Guidelines will be established for the approval of any activity involving community volunteers.

In addition to those established for all regular co-curricular and extra-curricular programs, the Superintendent will prepare any special administrative guidelines required for the proper conduct and evaluation of activities involving community volunteers.

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

INTERSCHOLASTIC ATHLETICS

The Board recognizes the value to the students of the District and to the community of a program of interscholastic athletics for students as an integral part of the total school experience.

The program should foster the growth of school loyalty within the student body as a whole and stimulate community interest in athletics.

The game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone. It should also offer an opportunity for career and educational development.

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and be kept free of hazardous conditions.

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any interscholastic athletic event.

The Board further adopts those eligibility standards set by the Constitution of the Ohio High School Athletic Association (OHSAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

No student shall be excused from a class or supervised study for an extended period of time to participate in interscholastic athletics.

The Board further directs that only those students may participate in the program of interscholastic athletics who have:

- A. maintained a satisfactory academic record; (see policy 2431.01)
- B. attended school regularly;
- C. demonstrated good citizenship and responsibility;
- D. returned all school and athletic equipment;

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit documentation of a thorough physical examination by a licensed physician. Parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who incurs an injury requiring a licensed physician's care is to have the written approval of a licensed physician prior to the student's return to participation.
- C. The Superintendent is also to develop guidelines for ensuring that sportsmanship, ethics, and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate. Such guidelines should include:
 - 1. criteria for judging these important qualities;
 - 2. procedures by which these values will be communicated to students, parents, and supporters;
 - 3. means for monitoring the behavior of each of these groups to ensure their behavior reflects high standards.

Students will be further informed that participation in interscholastic sports is a privilege and not a right, and that a violation of the Student Code of Conduct or rules governing the activity may result in the loss of the privilege to participate in such activities by authorized school personnel without further notice, hearing and/or appeal rights.

R.C. 2305.23, 2305.231, 3313.53, 3315.062
Ohio High School Athletic Association

Adopted as Amended Date October 7, 2002
Adopted as Amended Date January 22, 2001
Adoption Date November 17, 1997

SCHOLASTIC ELIGIBILITY – INTERSCHOLASTIC ACTIVITY

One of the primary goals of the District is to assist in the development of the total individual. To achieve this end, the District offers not only a rigorous academic program to develop young minds, but also a varied and a comprehensive array of extra-curricular activities to develop a well-rounded individual.

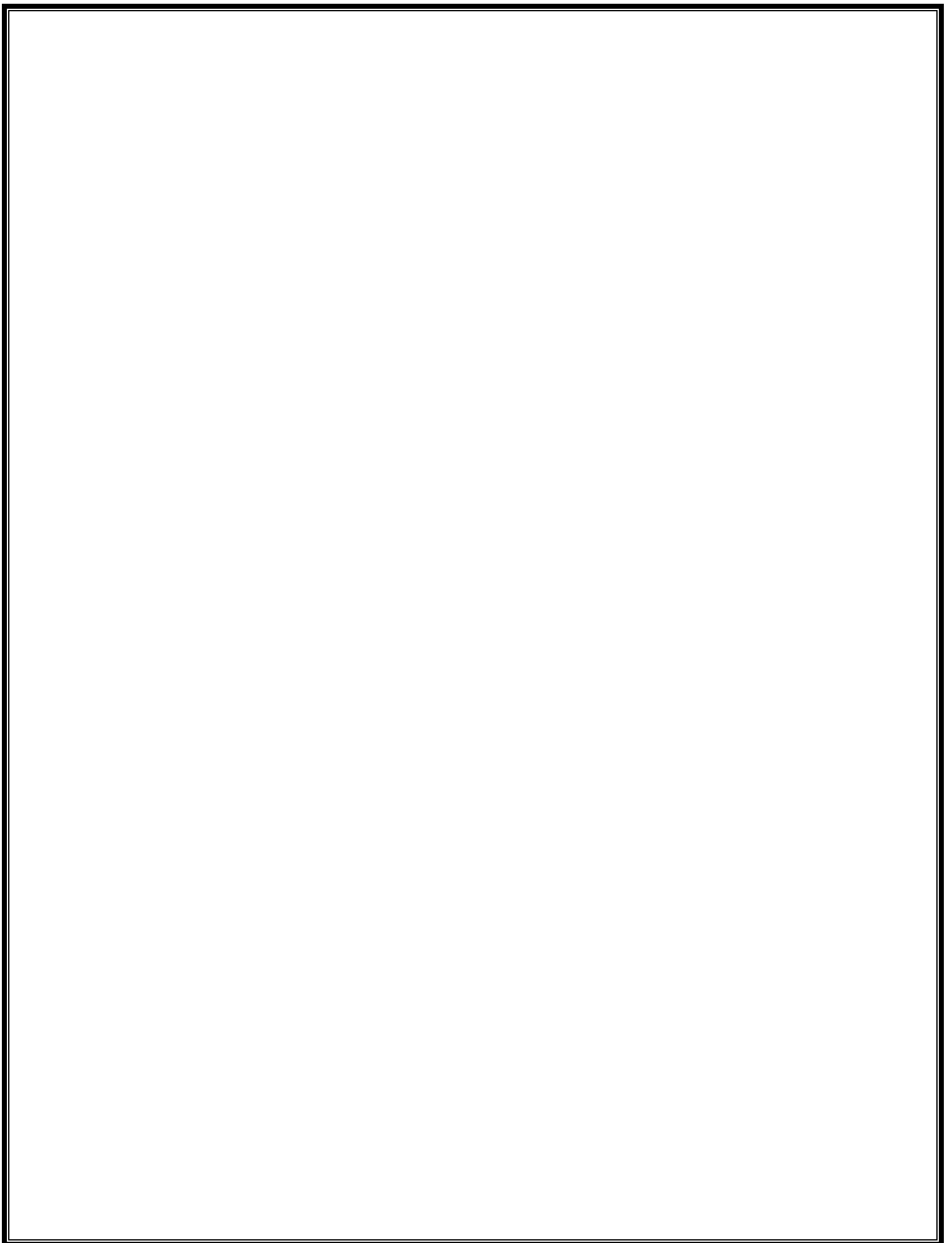
To encourage participation and to contribute to the well-being of students through interscholastic activities, the rules contained in the current Ohio High School Athletic Association Constitution and Bylaws shall be the standards adhered to by the Board. In addition to the OHSAA policy, a Parma City School student athlete must adhere to the following requirement.

- Middle School
Grades 7-8 A student must have maintained a 1.0 G.P.A. the preceding marking period.

- High School
Grades 9-12 A student must have maintained the following G.P.A. the preceding marking period:
 - After Enrollment into Grade 9
 - Grade 9 1.0 G.P.A. First and Second Semesters
 - Grade 10 1.25 G.P.A. Third and Fourth Semesters
 - Grades 11-12 1.5 G.P.A. Fifth through Eighth Semesters

The only determining factor for full scholastic eligibility are the above-listed requirements.

Adopted as Amended Date October 7, 2002
Adoption Date: June 29, 1998



SUMMER SCHOOL

The Board may conduct a summer program of academic instruction and/or recreational activities for resident students of this District and such other students as the Board may admit.

Summer school instruction may be designed to provide opportunities for students to:

- A. improve learning skills;
- B. make up a failed course;

Tuition fees shall be charged to all resident and non-resident students.

The Superintendent shall be responsible for developing administrative guidelines for the operation of the summer program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the District.

R.C. 3313.57, 3313.641

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

ADULT AND COMMUNITY EDUCATION

The Board recognizes that education is a lifelong process; therefore, the Board sanctions the continued development of a community education program. Programs may be offered which meet the intellectual, social, vocational and recreational needs of members of the communities which comprise the Parma City School District.

While sponsored by the Board, it is the intent that the community education program will develop a fee schedule that will sustain its operation and will take into consideration State and Federal reimbursement.

R.C. 3313.204, 3313.52, 3313.531, 3313.54, 3313.641, 3313.644,
R.C. 3313.645, 3331
A.C. 3301-42, 3301-43

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

ALTERNATIVE SCHOOL PLANS/PROGRAMS

The Board recognizes that the regular school program may not be appropriate for all students and that certain students may need special programs to help them overcome attendance, academic, and/or behavioral problems.

The Board authorizes the Superintendent to provide alternative education programs for students who, in the opinion of the Superintendent, will benefit from this educational option. Participation in an alternative program does not exempt the student from adherence to school attendance rules or the Code of Conduct.

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

SPECIAL EDUCATION

The Board, as an expression of its commitment to provide a free, appropriate, public education for students with disabilities in accordance with State and Federal laws, rules, and regulations, does hereby establish the following policies:

A. Child Identification

It shall be the policy of this District that ongoing efforts will be made to identify, locate, and evaluate students below twenty-two (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.

B. Procedural Safeguards

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

C. Multifactorial Evaluation

It shall be the policy of this District to provide a multifactorial evaluation for students with disabilities by ensuring that:

1. children are assessed in their native language or other mode of communication;
2. tests are used for their validated purposes;
3. children are evaluated in all areas related to their suspected disability;
4. evaluation is conducted by a multidisciplinary team;
5. evaluation materials and procedures are not racially or culturally biased;
6. tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards;
7. tests are administered in conformance with the instructions provided by the producer;
8. medical evaluation, when required as part of the multifactorial evaluation, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent, when other no-cost resources are not available.

D. Individualized Education Program

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

E. Least Restrictive Environment

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

F. Confidentiality of Data

It shall be the policy of this District that the confidentiality of personally-identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction, and that one official of this District shall be assigned the responsibility for protecting the confidentiality of personally-identifiable data. This District follows all Federal regulations and State standards related to the confidentiality of data. (See Policy 8330 - Child Records)

G. Due Process

It shall be the policy of this District to utilize procedures that allow differences of opinion between parent(s) and this District or between agencies and this District, to be aired and resolved; and that 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.

H. Surrogate Parent

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

I. Testing Programs

It shall be the policy of this District that students with disabilities shall participate in local and State-wide testing programs to the maximum extent appropriate. Individual exemptions shall be determined only during an IEP conference.

The Superintendent shall administer the local implementation of these State procedures, in accordance with State and Federal laws, rules, and regulations, which shall ensure fulfillment of this policy.

R.C. 3323.05, 3323.051, 3323.08
A.C. 3301-51-01 et seq., 3301-51-02(F)
20 U.S.C. 1401 et seq.
IDEA, 20 U.S.C. 1400 et seq.

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

SUSPENSION/EXPULSION OF DISABLED STUDENTS

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion as well as Policy 5610.

When a disabled student's behavior is such to justify exclusion from his/her current educational placement, the principal may suspend the student for a period of not more than cumulative ten (10) days. The Superintendent shall ensure that appropriate due-process procedures are followed including those procedural safeguards available under Policy 5610.

Since no change in a disabled student's educational placement can be made by suspension or expulsion for longer than cumulative ten (10) days without written consent of the parent or a court order, the Superintendent shall develop administrative guidelines to ensure that an I.E.P. Team is convened and the review process occurs promptly and efficiently to determine that:

- A. the Individual Education Program (I.E.P.) is current and complete;
- B. the student has been appropriately placed as indicated by the I.E.P.;
- C. the disruptive behavior is causally related to the disabling condition;
- D. evaluation data is appropriate.

If a suspension period is completed before the I.E.P. Team can take appropriate action regarding a possible further suspension or expulsion, the student shall be maintained in his/her current placement until such action has been taken.

If the behavior calling for suspension is not related to the disabling condition, as determined by the I.E.P. Team, the student may be disciplined in accordance with Policy 5610 - Removal, Suspension, and Expulsion of Students. The I.E.P. Team shall consider the nature and extent of educational services to be provided during the student's exclusion from school.

Except as otherwise stated in this policy, if the wrongful behavior is disability-related, the student may not be suspended for more than cumulative ten (10) days or expelled. The I.E.P. Team shall recommend either a change in the educational placement of the student, subject to parental approval, or a request for judicial relief, if the student's behavior poses an immediate danger to the safety of others.

For students eligible under Section 504 only, exclusion from school in excess of ten (10) days is considered a significant change of placement. The 504 Team composed of persons personally familiar with the student and knowledgeable about special education shall meet and determine, through evaluation, whether the student's misconduct is related to his/her disability. The evaluation shall be in accordance with Policy 2260 and accompanying guidelines. If the 504 Team determines that the misconduct is unrelated to the student's disability, the student may be suspended or expelled using the same procedure the Board would follow for a non-disabled student. If the 504 Team determines that the student's misconduct is related to the disability, the 504 Team must determine whether the current educational program is appropriate and, if not, modify the program according to the student's individual needs as determined by the evaluation data and 504 Team.

Should a student identified as eligible under IDEA bring a firearm to school, the procedures described above will apply except that the I.E.P. team may remove the student from his/her assigned school setting to an alternative educational setting for forty-five (45) days and the "stay-put" provision of the law does not apply. If a parent requests a due-process hearing, the student shall remain in the alternative educational setting pending the results of such a hearing.

The Board acknowledges that it may have a continuing responsibility for providing alternative educational service to students with disabilities who have been long-term suspended or expelled.

The Superintendent shall develop administrative guidelines to implement this policy.

20 U.S.C. Section 1401 et seq
Section 504, 1973 Rehab. Act;
29 U.S.C. 701 et seq.
U.S. Supreme Court, Honig v Doe, 56 USLW 4091

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

ADOPTION OF TEXTBOOKS

It is the legal responsibility of the Board to approve all textbooks and the like 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.

The Board shall, at a regular meeting, adopt the textbooks to be used in the schools of this District.

Furthermore, it is the legal responsibility of the Board to provide, free of charge, the duly adopted, required textbooks to students who are enrolled in the District. Textbooks may be in a printed and bound or electronic format. An "electronic textbook" is defined as computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line service, electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration.

The Superintendent shall develop a plan for the review and recommendation of textbooks to ensure staff participation and that members of the community are consulted, where appropriate, in the selection process.

R.C. 3329.01 et seq.
A.C. 3301-35-03(B)

Adopted as Amended Date October 7, 2002
Adopted as Amended Date June 12, 2000
Adoption Date November 17, 1997

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. In addition s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

Students shall be held responsible for the cost of replacing any materials or property which are lost or damaged through their negligence.

Students may be charged for consumable materials in the amount as adopted by the Board.

R.C. 3329.05
A.C. 3301-35-03 (B)

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

LIBRARY/MEDIA MATERIALS SELECTION AND ADOPTION

The philosophy of the District library/media centers is to support the school curriculum which encompasses the courses of study and all school-sponsored activities. Materials should meet the needs and interests of all students; foster human relations and ethical standards; nurture a regard for the American heritage; promote respect for every individual and ethnic, nationality, religious and racial groups, and stimulate an appreciation of literary and aesthetic values.

**SCHOOL LIBRARY BILL OF RIGHTS
FOR SCHOOL LIBRARY/MEDIA CENTER PROGRAMS**

The intent of the District will be to select materials in accordance with the following from the American Association of School Librarians:

“The American Association of School Librarians re-affirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library/media center is:

- to provide a comprehensive collection of instructional material selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials;
- to provide all types of materials that will support the curriculum, taking into consideration the individual’s needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;
- to provide material for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation and ethical standards;
- to provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity informing judgments;

- to provide a written statement of the procedures”--“for meeting the challenge of censorship of materials in school library/media centers and
- to provide qualified professional personnel to serve teachers and students.”

ORC 3329.05; 3329.07
OAC 3301-35-03

Adopted as Amended Date October 7, 2002
Adoption Date

**PUBLIC COMPLAINTS ABOUT
CURRICULUM/INSTRUCTIONAL/LIBRARY/MEDIA MATERIALS**

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the District's educational philosophy and goals.

Criticism of a book or other materials used in the school may be expected from time to time. In such instances, administrative guidelines must be followed.

Challenged materials shall remain in use pending final decision by the Board. Any material which has been re-evaluated and retained is not subject to further review.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its professional staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children, and will provide for the re-evaluation of materials in library collections upon formal request.

ORC 3329.07; 3329.08; 3329.09

Adopted as Amended Date October 7, 2002
Adoption Date

COPYING COPYRIGHTED MATERIALS

The Board encourages employees to make judicious use of appropriate printed materials, sound recordings, and electronic programs in the curriculum. It recognizes, however, that Federal law, applicable to public school districts, protects authors and composers from the unauthorized use of their copyrighted work.

In order to define the fair and reasonable use that teachers may make of copyrighted works for educational purposes, without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to provide administrative guidelines regarding the copying and distribution of copyrighted materials for its review and approval for instructional purposes.

17 U.S.C. 101 et seq.

Revised Date August 5, 2002
Adoption Date November 17, 1997

PROGRAM ACCOUNTABILITY AND EVALUATION

The Board believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the District, the Board has the responsibility for assessing how well goals are being accomplished.

The Board shall fulfill this responsibility by establishing a means for the continued evaluation of results which shall be systematic and specific.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board. Findings of the assessment program may be used to evaluate the progress of students and:

- A. the effectiveness of the curriculum;
- B. the effectiveness of staff members;
- C. the effectiveness of the school/delivery system.

The Superintendent shall recommend improvements in the educational program annually, based on District evaluation.

The Board reserves the right to employ experts from outside the District to serve in the evaluation process.

Assessment results obtained under this policy shall not be used for comparison purposes except as required by statute and State Department of Education regulations or internally, as authorized by the Superintendent or Board.

R.C. 3301.13, 3301.132
A.C. 3301-35-02(E), 3301-35-07

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

STUDENT ASSESSMENT

The Board shall assess student achievement and needs in all program areas in compliance with the law and rules of the State Board of Education. The purpose will be to determine the progress of student and to assist them in attaining student performance objectives and the educational outcome goals of this District.

At least annually, staff members will assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs.

The Superintendent shall develop a program of testing.

The Board shall require that:

- A. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- B. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- C. the results of each school-wide, program-wide, and District-wide test, as well as any information provided to the State Board regarding the State-mandated testing program, be made part of the public record;
- D. no student be denied promotion to the next grade solely on the basis of failure to reach a specified score on a State-mandated test;

The Superintendent shall implement administrative guidelines which reflect the State Department's regulations.

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

R.C. 3301.0710, 0711, 0715; 0716
A.C. 3301-12, 3301-13, 3301-35

Adopted as Amended Date October 7, 2002
Adoption Date November 17, 1997

STUDENT ASSESSMENT: GIFTED AND TALENTED

All children are entitled to education commensurate with their particular needs, children who are gifted in the district must be provided opportunities to progress as their abilities permit.

Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The district follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Ohio Rule for the Identification and Services for Children Who Are Gifted* as specified in the Plan.

- A. The district shall identify children of the district, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:
 1. Superior Cognitive Ability
 2. Specific Academic Ability in one or more of the following content areas:
 - a. Mathematics
 - b. Science
 - c. Reading, writing, or a combination of these skills
 - d. Social Studies
 3. Creative Thinking Ability
 4. Visual or performing arts ability such as drawing, painting, sculpting, music, dance, drama
- B. The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.
- C. The district shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and trained personnel outside the school district.
- D. The District shall adopt and submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the district plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:
 1. The criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
 2. The sources of assessment data the District uses to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted.

3. An explanation for parents of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language.
4. The process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted.
5. Provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.
6. Procedures for the assessment of children who transfer into the District.
7. At least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.
8. The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan.

Services for Children Who Are Gifted

- A. The District shall ensure equal opportunity for all children identified as gifted to receive any or all services offered by the district.
- B. The District shall implement a procedure for withdrawal of children from district services and for reassessment of children.
- C. The District shall implement a procedure for resolving disputes with regard to identification and placement decisions.
- D. Any district gifted education services shall be delivered in accordance with Ohio Revised Code and Ohio Administrative Code.
- E. The District shall inform parents of the contents of this policy as required by Section 3324.06 of the Ohio Revised Code.

Annual Report

The district shall submit, as required, an annual report to the Ohio Department of Education.

The District Superintendent or designee shall implement all policies and procedures in accordance with laws, rules, and regulations and follows the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

Legal Refs: ORC 3324.01, 3324.02, 3324.03, 3324.04, 3324.05, 3324.06, 3324.07
OAC 3301-51-15

Adopted as Amended Date October 7, 2002
Adoption Date January 24, 2000

SCHOOL REPORT CARD

Prior to October 31st of each year, the Superintendent shall prepare and publicly disseminate a report on the performance and operations of the District to all schools and parents in an understandable and uniform format and, to the extent practicable, in a language that parents can understand.

The report shall contain the information called for on the form issued by the State Department of Education in accordance with State and Federal law. In any year that the School District receives Title I funds, the annual report must include, if appropriate:

- A. The number and percentage of schools identified for school improvement and how long they have been in that category.
- B. Information regarding student achievement on statewide academic assessments, comparing the District and the State as a whole.
- C. For each individual school:
 1. whether it has been identified for school improvement;
 2. information that shows how student achievement on statewide academic assessment compared to other students in the School District and to the State as a whole

This information must be made publicly available through such means as posting on the Internet and distribution to local media and public agencies.

The data from the local report card is to be used by each of the schools and the District as a whole in revising and upgrading school and District improvement plans.

20 U.S.C. 6311

Adoption Date December 16, 2002

