

SECTION I: INSTRUCTION

IA*	Instructional Goals
IAA*	Instructional Objectives
IB*	Academic Freedom
IC*	School Year
ICA*	School Calendar
ICB	Extended School Year
ID*	School Day
IE	Organization of Facilities for Instruction
IF*	Curriculum Development
IFA	Curriculum Research
IFB	Pilot Projects
IFC	Pilot Project Evaluation
IFCI*	Community Service Learning
IFD	Curriculum Adoption
IFE*	Curriculum Guides/Syllabus and Courses of Study
IG	Curriculum Design
IGA	Basic Curricular Program
IGAA	Citizenship Education
IGAB	Human Relations Education
IGAC*	Teaching about Religion
IGAD*	Occupational Education (Career and Technical Education)
IGADA*	Work-Experience Opportunities
IGAE*	Health Education
IGAF	Physical Education
IGAG*	Drugs, Alcohol and Tobacco Education
IGAH*	Family Life Education
IGAI*	Sex Education
IGAJ	Driver Education
IGB	Special Instructional Programs and Accommodations
IGBA*	Programs for Students with Disabilities
IGBB	Programs for Gifted and Talented Students
IGBC	Programs for Disadvantaged Students
IGBD	Programs for Pregnant Students
IGBE*	Remedial Instruction
IGBF	Bilingual Instruction
IGBG	Home-Bound Instruction
IGBH	Alternative School Programs

IGBI*	English as a Second Language
IGBJ	Title I Programs
IGBK	Latchkey Program
IGBL*	Parental Involvement in Education
IGC	Extended Instructional Programs
IGCA*	Summer Schools

SECTION I: INSTRUCTION

(Continued)

IGCB	Experimental Programs
IGCC	Honors Program
IGCD*	Educational Options (Also LEB)
IGCE	School Camps
IGCF	Home Education
IGCG*	Preschool Program
IGCH*	Postsecondary Enrollment Options (Also LEC)
IGD*	Cocurricular and Extracurricular Activities
IGDA*	Student Organizations
IGDB*	Student Publications
IGDC*	Student Social Events and Class Trips
IGDD	Student Performances
IGDE	Student Activities Fees
IGDF*	Student Fund-Raising Activities
IGDG*	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGE*	Adult Education Programs
IGEA	Adult Basic Education
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IGED*	Enrollment of Adult Students in High School
IH	Instructional Arrangements
IHA	Grouping for Instruction
IHB	Class Size
IHC	Scheduling for Instruction
IHD*	Student Transfers
IHE	Team Teaching
IHF	Differentiated Staffing
IHG	Independent Study
IHH	Individualized Instruction
IHHA	Individual Help
IHI	Contracting for Instruction
IHIA	Performance Contracting
IHJ	Minicourses
IHK	Open Classrooms
IHL	Nongraded Classrooms
II	Instructional Resources
IIA*	Instructional Materials
IIAA*	Textbook Selection and Adoption
IIAB*	Supplementary Materials Selection and Adoption
IIAC*	Library Materials Selection
IIAD	Special Interest Materials (Also KFA)

IIB	Instructional Services
IIBA	Teacher Aids
IIBB*	Resource Teachers
IIBC	Instructional Materials Centers

SECTION I: INSTRUCTION
(Continued)

IIBD	School Libraries
IIBDA	Professional Libraries
IIBE	Instructional Television
IIBF	Instructional Radio
IIBG	Computer-Assisted Instruction
IIBH*	District Web Site Publishing
IIC*	Community Instructional Resources (Also KF)
IICA*	Field Trips
IICB	Community Resource Persons
IICC*	School Volunteers
IJ*	Guidance Program
IK*	Academic Achievement
IKA*	Grading Systems
IKAA	Final Examinations
IKAB*	Student Progress Reports to Parents
IKAC	Student Conferences
IKAD	Parent Conferences
IKB*	Homework
IKC	Class Rankings
IKD	Honor Rolls
IKE	Promotion and Retention of Students
IKEA	Make-Up Opportunities
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IKFB	Graduation Exercises
IKFC	Employment Competency
IL*	Testing Programs
ILB*	Test Administration and Security
ILC	Use and Dissemination of Test Results
IM*	Evaluation of Instructional Programs (Also AFE)
IN	Miscellaneous Instructional Policies
INA	Teaching Methods
INB*	Teaching About Controversial Issues
INC	Controversial Speakers
IND*	School Ceremonies and Observances
INDA*	Patriotic Exercises
INDB	Flag Displays
INE	Assemblies
INF	School Fairs

ING	Animals in the School
INH	Class Interruptions
INI	School Symbols

*Indicates policies included in this manual

INSTRUCTIONAL GOALS

The Board believes that its mission is being achieved when there is valid evidence that its educational programs and services are making it possible for students to achieve, commensurate with their ability and potential, one or more of the following goals:

1. the academic and other educational goals established by the Ohio Department of Education;
2. entry-level skills in a particular career field and the academic skills and attitudes to obtain further education;
3. satisfactory performance of the skills associated with a particular course of study the student has completed;
4. enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime;
5. an understanding of and the ability to cope with change;
6. an understanding of his/her own worth, abilities, potentialities and limitations and
7. the educational goals specified in individualized educational plans.

[Adoption date: February 22, 2005]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
OAC 3301-35-06

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

INSTRUCTIONAL OBJECTIVES

A curriculum is developed and implemented in all career/technical areas, math, science, communication, English and social studies according to the requirements established by the State Board of Education Minimum Standards.

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

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

[Adoption date: February 22, 2005]

LEGAL REF.: OAC 3301-35-02

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

ACADEMIC FREEDOM

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

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

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

[Adoption date: February 22, 2005]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Collective Bargaining Agreement Certified Staff

SCHOOL YEAR/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 Board shall determine annually the total number of days when the schools will be in session for instructional purposes. For purposes of receiving state-school aid, such days will number no fewer than 182. Furthermore, the Board requires that an observance be scheduled each year on or about Veterans Day to convey the meaning and significance of that day to all students and staff.

Such school calendar shall comply with the standards as established by the state of Ohio including but not limited to: days of attendance, requirements for public calamities and in-service meetings.

The Superintendent shall prepare a school calendar for Board consideration based on a calendar proposed for a majority of the cooperating schools in the District.

A school day may be waived if the closing is due to disease epidemic, hazardous weather conditions, damage to a school building, utility failure, or inoperability of school buses or other equipment needed for school operations and the number of allowable calamity days has not been exceeded. Any school days lost in excess of the allowable number of calamity days shall be made up in accordance with the approved contingency plan. A regularly-scheduled day that is reduced in length by no more than two hours due to hazardous weather conditions may be counted as a full school day for the purpose of meeting the minimum number of school days.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482; 3313.483; 3313.62; 3313.63
3317.01

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Collective Bargaining Agreement Certified Staff

SCHOOL DAY

The Board authorizes the school day to be arranged and scheduled by the administration. It is to offer the maximum education for the time spent within the limitations of school facilities and the laws and regulations of the State.

The Superintendent may close the schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members.

The Superintendent shall have the authority to determine which school-related activities may be conducted if the schools are closed for a period of time.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.48; 3313.482
OAC 3301-35-06

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Collective Bargaining Agreement Certified Staff

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary in order to ensure that the District meets the needs of the students in its schools.

Curriculum planning should be based on the educational philosophy and goals approved by the Board, the most specific objectives developed by the staff and may include parent participation for each subject area and grade level. Such planning must also take into consideration the legal requirements for students in basic subjects.

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

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

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

[Adoption date: February 22, 2005]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BCF, Advisory Committees to the Board

CONTRACT REF.: Collective Bargaining Agreement Certified Staff

COMMUNITY SERVICE LEARNING

Service Learning

The Board believes that participating actively in community service will enhance students' interpersonal skills and self-esteem, enable them to connect their academic learning to the real world, and make them aware of the wide range of opportunities for service that exist in any community. The Board further believes that devoting time during a student's school years to serve others or the community as a whole may engender a life-long commitment to service, and, thereby, make this community or, any community where our graduates make a life, a better place.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.605
OAC 3301-35-04

CROSS REFS.: IKF, Graduation Requirements
JGD, Student Suspension
JGE, Student Expulsion

CURRICULUM GUIDES/SYLLABUS AND COURSES OF STUDY

The career/technical education program development in the Medina County Career Center is an ongoing in-depth process. A continuous study is made of the labor demands required by business and industry. Course offerings, outlines and curriculum guides are determined by this study and the annual input of advisory committees. Courses of study are recommended to the Board for adoption.

A course of study and instructional guide will be completed for all academic, technical and elective courses. The guide or syllabus shall be prepared for each course of study approved by the Board in order to direct and assist the professional staff toward the attainment of goals sought by the course of study. Copies of all current curriculum guides shall be kept on file in the Superintendent's office.

Daily lesson plans, which are required of all teachers, will reflect the guides/syllabus and comply with the Minimum Standards.

[Adoption date: February 22, 2005]

LEGAL REF.: OAC 3301-35-03

TEACHING ABOUT RELIGION

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

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

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

[Adoption date: February 22, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
U.S. Const. Amend. I
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities
JEFB, Released Time for Religious Instruction

OCCUPATIONAL EDUCATION (Career and Technical Education)

Career Education

The Board believes that the schools of the Career and Technical Education Planning District should provide education which is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career education in the basic curriculum.

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

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

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

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

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

The satellite programs offered at the participating local districts' schools are a part of the District's total program and a special means by which goals and objectives are realized. These programs are both an integral part of the home school course offerings and the educational program of the District. Staff responsibility is to ensure proper coordination of services between the District and the participating local districts.

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

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3303.02; 3303.06
3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-61
3301-35-06

WORK-EXPERIENCE OPPORTUNITIES

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 career/technical curriculum.

[Adoption date: February 22, 2005]

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by law and includes practical training in procedures to be used in first aid, safety, fire prevention and cardiopulmonary resuscitation.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health habits may be instilled and the availability of qualified personnel to conduct health education programs.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.60
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune
Deficiency Syndrome) ((Also JHCCA)
IGAH, Family Life Education
IGAI, Sex Education
JHF, Student Safety

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by students. In keeping with its primary responsibility, the education of youth, the Board charges the professional staff to continue to investigate the causes of student involvement with drugs and alcohol and to develop suitable preventive measures whenever feasible.

The Board and the professional staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco. Instructional units include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 2925.01; 2925.37
3313.60; 3313.95
OAC 3301-35-04; 3301-35-06

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

FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which result in behavior which contributes to the well-being of the individual, the family and society.

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

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

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.
2. If, after review of materials used and a conference with the instructor and Principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the Principal.
3. Teachers who provide age appropriate instruction in family life/sex education have professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: February 22, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-02

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

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

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

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

The Board directs the administration to develop a plan to comply with school choice and supplemental service sanctions.

[Adoption date: February 22, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Americans with Disabilities Act; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IL, Testing Programs

Medina County Career Center, Medina, Ohio

JB, Equal Educational Opportunities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

1. Child Identification

It shall be the policy of this District that it will cooperate with the school district of residence in 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

It shall be the policy of this District that it will cooperate with the school district of residence to ensure that a child with a disability who attends this District 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. Multifactored Evaluation

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

4. Individualized Education Program

It shall be the policy of this District to cooperate with the school district of residence in the development of an individualized education program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. Parent(s) of the child are 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

It shall be the policy of this District that the education of children with disabilities shall 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

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. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

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

8. Surrogate Parent

It shall be the policy of this District to notify the school district of residence 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.

9. Testing Programs

It shall be the policy of this District that students with disabilities must participate in local and statewide testing programs to the maximum extent appropriate. Individual exemptions and participation in an alternate assessment are determined only during an IEP conference.

Be it further resolved that the Superintendent or his/her designee shall administer the local implementation of these state procedures, in accordance with State and Federal laws, rules, and regulations, which will ensure fulfillment of the policy contained herein.

(Approval date: February 22, 2005)

REMEDIAL INSTRUCTION

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for remedial education. In those cases in which students have clearly not performed commensurate with their capabilities, efforts are made to remedy the condition and attain the learning results sought.

Intervention services will be offered to students who fail to attain proficient score on the following tests:

1. ninth grade proficiency test or
2. on a tenth grade achievement test (Ohio Graduation Test).

Any student who scores at the limited proficient level on an Ohio Graduation Test must receive intervention services.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they don't attend the intervention programs.

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

The Medina County Career Center will maintain remedial instructional programs or intervention that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3301.07; 3301.0711(D)
3313.608; 3313.609; 3313.6012
OAC 3301-35-04; 3301-35-06

ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)

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

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

1. appropriately identify language minority students;
2. determine the appropriate instructional environment for students with an English language deficiency and
3. annually assess the English proficiency of students and monitor the progress of students receiving English or bilingual instruction in order to determine their readiness for the mainstream classroom environment.

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

Limited English proficient students who have been enrolled in U.S. schools for less than one full school year are exempt from the requirement to take the reading and writing proficiency or achievement tests administered to their grade levels. However, such students who choose to take these tests are permitted to do so. (Proficiency or achievement tests in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parental involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: February 22, 2005]

LEGAL REFS.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
ORC 3301.0711
3302.01; 3302.03

3313.61; 3313.611; 3313.612
3317.03
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

1 of 2

CROSS REFS.: AC, Nondiscrimination
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

PARENTAL INVOLVEMENT IN EDUCATION

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

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

[Adoption date: February 22, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REF.: IGBI, English as a Second Language (Limited English Proficiency)

SUMMER SCHOOLS

The Board may operate summer schools for students. Summer programs can be for students who need extra help in order to advance with their respective age groups or to provide enrichment, remedial and recreational experiences.

Tuition may be charged to students who are residents of the District and whose need for a summer program has been identified by teachers and who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board.

Summer school is under the direction of a principal appointed by the Board. The Board sets summer salaries and makes appointments upon the recommendation of the Superintendent.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3301.0711
3313.608; 3313.57; 3313.641

CROSS REFS.: IGBE, Remedial Instruction
IL, Testing Programs
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

An optional plan to meet the recognized educational needs of a student may be approved by the Superintendent subject to the following requirements being met prior to the implementation of the plan.

1. Written instructional plan, including:
 - A. Objectives.
 - B. Activities/experiences/settings.
 - C. Criteria and methods of student performance appraisal, signed by the student, the student's parent or guardian (if the student is a minor), and the staff persons who will supervise and evaluate the student.

2. Written statement of how the optional plan will be applied toward the granting of credit (the optional plan is consistent with local district policy and State Board of Education Minimum Standard 3301-35-02), signed by the student, the student's parent or guardian (if the student is a minor), and the appropriate building principal.

Options include, but are not limited to, tutorial program, correspondence courses, summer school, evening school, early college entrance, etc. Credit will be granted to the student upon complete evaluation of the program. The credit shall be placed on the students transcript.

Under the tutoring option, the student must meet with the tutor a minimum of 20 clock hours and be assigned additional work that shall make a total of 60 clock hours for each one-half unit of credit. For make-up work, a student must have one clock hour of tutorial contact and two additional hours of assigned work for each three hours missed.

Under the correspondence option, all work must be taken from a fully accredited, acceptable institution. All cost must be borne by the student or student's parent or guardian.

[Adoption date: February 22, 2005]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCH, Postsecondary Enrollment Options (Also LEC)
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

PRESCHOOL PROGRAM

As part of its commitment to provide programs to meet the present and future needs of the residents of its community, the District has established a program for young children which is designed to accomplish several important objectives:

1. facilitate the social, emotional, intellectual, and physical growth of each child who participates;
2. provide opportunities for a child to form and refine his/her cognitive processes, ability to listen, and means of expression;
3. help each child develop independence, interdependence with others, trust of adults and other children and social skills which will help them in their family, school and outside relationships and
4. provide a student-parent with assistance in the care and education of the child as the parent pursues his/her educational goals.

The program shall operate on the belief that each child is a unique individual and is growing and developing in his/her own way. Learning activities shall be designed for the children to participate both individually and in groups as well to experience periods of quiet and of active involvement. Activities should encourage creativity, allow for independent choices, build responsibility and self control and emphasize development of a positive self concept.

Child Care Center

The Board may establish a child care center for the infants and young children of students currently enrolled in the District's programs and for young children in the preschool laboratory school.

Its operation shall be in compliance with state guidelines.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3323.02
3313.646
OAC 3301-37-01; 3301-37-02; 3301-37-11
3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
IICA, Field Trips

Medina County Career Center, Medina, Ohio

JHC, Student Health Services and Requirements
JHCCA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune
Deficiency Syndrome) (Also GBEA)
JHF, Student Safety
JO, Student Records

POSTSECONDARY ENROLLMENT OPTIONS

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 approves participation by students who meet the State Board of Education's criteria to enroll in approved postsecondary programs the junior and/or senior year while in attendance in the District. Students are eligible to receive secondary credit for completing any of these programs.

No student may participate without the written consent of the Principal and for those students under the age of 18, written consent of his/her parents or without attending the counseling services offered in relation to this educational option.

The Board may 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 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 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.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3365.01-3365.15
OAC 3301-44-01 through 3301-44-09

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

COCURRICULAR AND EXTRACURRICULAR 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 directly related to accomplishing the educational outcomes for students as adopted by the Board.

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

1. the subject matter is actually taught or will be taught in a regularly offered course or
2. the subject matter concerns the District's composite courses of study or
3. participation is required for a particular course or
4. participation resulted 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 extracurricular 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 equal access for nonDistrict-sponsored, student clubs and activities during non-instructional time.

Students shall be fully informed of the curricular-related and extracurricular 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 they may be prohibited from all or part of their participation 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.

Whenever a student becomes a member of a District-established student group or national organization, such as the National Honor Society, in order to remain a member, he/she must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

[Adoption date: February 22, 2005]

1 of 2

LEGAL REFS.: ORC 3313.58; 3313.59; 3313.664
3315.062
OAC 3301-35-06

CROSS REFS.: DJ, Purchasing
IGDB, Student Publications
IGDC, Student Social Events and Class Trips
IGDF, Student Fund-Raising Activities
IGDG, Student Activities Funds Management
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion

STUDENT ORGANIZATIONS

It is the policy of the Board that student groups be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school-approved personnel, composed of members of the current student body, hold the majority of their meetings at school, and have established aims which are educational in nature.

Membership or participation in the organization or operation of any fraternity, sorority or other secret group as described by law is prohibited throughout the District. In particular, the Board shall not tolerate any type of gang or gang-related activity to occur on District property or while students are under the auspices of the Board.

The Board will permit the use of school facilities by organizations of secondary school students during non-discipline hours when the building is open. No group of secondary students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the building coordinator, who shall grant permission provided that he/she determines that:

1. The activity has been initiated by students.
2. Attendance at the meeting is voluntary.
3. No agent or employee of the District will promote, lead or participate in the meeting.
4. The meeting is for a lawful purpose.
5. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school.
6. Nonschool persons do not direct, conduct, control or regularly attend the activity.

A student-initiated group granted permission to meet on school premises shall be subject to the same guidelines that govern the meetings of student organizations sponsored by this Board, except as provided by this policy. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of a student's race, color, creed, religion, sex, national origin, disability, or social or economic status. The Board will not permit the organization of a fraternity, sorority or secret society. A student-initiated meeting may be attended by no more than two outside resource person(s).

A staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity. No staff member shall be compelled to attend a student-initiated meeting if the content of the speech at the meeting is contrary to his/her beliefs.

The administration may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

1 of 2

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.75; 3313.76; 3313.77
3315.062
OAC 3301-35-06

STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experience in such courses as English and journalism and as extracurricular activities. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

School-Sponsored Publications

School publications written or electronic afford an educational experience for students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
 - A. imminently threatens to disrupt the educational process of the school, to damage other individuals or to advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
 - B. threatens any person or group within the school or advocates unlawful discrimination;
 - C. advocates violation of the law or official school regulations;
 - D. is considered false or libelous, based upon available facts and
 - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the Principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

Students who edit, publish and/or wish to distribute nonschool-sponsored handwritten, printed, electronic or duplicated matter among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time and place of distribution or may be prohibited from distributing such publications.

[Adoption date: February 22, 2005]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

STUDENT SOCIAL EVENTS AND CLASS TRIPS

The Board recognizes the value of student social events and class trips in enhancing and enriching the school experience for the students.

The Board will make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the Board and the Superintendent; for social events which take place outside school facilities, approval is required by the Superintendent.

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with guidelines set forth for their conduct, and infractions of those guidelines will be subject to the same disciplinary measures as are applied during the regular school program.

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the guidelines of the school procedures as follows:

1. The designation of a staff member who shall be the Board employee responsible for the event.
2. The provision of adequate chaperonage, adult supervision or police protection as required by the circumstances of the event.
3. The formulation of guidelines governing the conduct and safety of all participants and the promulgation of such guidelines to all students and adults involved.

[Adoption date: February 22, 2005]

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

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IICC, School Volunteers

STUDENT FUND-RAISING ACTIVITIES

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and since such solicitation may disrupt the program of the District.

For purposes of this policy "student fund-raising" shall include student solicitation and collection of money for any purpose including collection of money in exchange for tickets, papers or any other goods or services.

The Board will permit student fund-raising by students in school, on District property or at any District-sponsored event only when the profit is to be used for District purposes or for an activity connected with the District.

Student fund-raising by approved District organizations, those whose funds are managed by the Treasurer, may be permitted by the Principal.

Fund-raising by students on behalf of District-related organizations whose funds are not managed by the Treasurer may be permitted in accordance with administrative guidelines.

These administrative guidelines should:

1. specify the times and places in which funds may be collected;
2. describe permitted methods of solicitation which do not place undue pressure on students and
3. limit the kind and amount of advertising for solicitation.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3313.20; 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

STUDENT ACTIVITIES FUNDS MANAGEMENT

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

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

[Adoption date: February 22, 2005]

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

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DIB, Types of Funds
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fund-Raising Activities

ADULT EDUCATION PROGRAMS

The Board shall provide a program of adult classes. The purpose of adult classes shall be to meet the career/technical training and retraining needs of local workers and the cultural, avocational and academic interests of the community.

In order to support a program of adult education, the Board shall appoint an adult education director; employ staff; specify time and place where courses are offered; use school facilities and equipment as required; set the cost of each course; and provide the necessary custodial services.

The director shall utilize appropriate staff members; invite the participation of representatives of the community; cooperate with local organizations and agencies; assess the needs and resources of the community to develop a program of adult education.

The program of adult classes shall be maintained at minimal cost to the Board. Participating students shall provide all supplies necessary to the accomplishments of their program.

Exception to tuition shall be made for residents of the District who are 55 years of age or older, who shall be admitted to adult classes at reduced rate.

[Adoption date: February 22, 2005]

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

CROSS REF.: IGAD, Occupational Education (Career/Technical Education)

ENROLLMENT OF ADULT STUDENTS IN HIGH SCHOOL

The Board supports the enrollment of adults in secondary programs. Enrollment of adults must be in the best interest of both those seeking career/technical skills and high school students who are the primary enrollees of secondary career/technical programs. The following are the components of the Medina County Career Center policy.

1. Adults will be enrolled on a space available basis with administrative approval.
2. Any program modifications to accommodate an adult shall be at the discretion of the Career Center.
3. Adults enrolling in a secondary program are required to submit to and pay for a criminal background check. Applicants with prior felony convictions will not be admitted.
4. An adult applicant may be required to complete a Career Center assessment to determine the appropriateness of the program selection.
5. Adults will not be enrolled in a secondary program when a similar adult program exists in the District.
6. Adult students must abide by and conform to all rules, regulations and school policies set forth for secondary students.
7. Adults will be assessed the current tuition rate of the school district or residence.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.611; 3313.645
3317.024
OAC 3301-13-02; 3301-13-05; 3301-13-06
3301-35-01; 3301-35-02

CROSS REFS.: IKF, Graduation Requirements
IL, Testing Programs

INSTRUCTIONAL MATERIALS

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

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

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

1. materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information which enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional and library materials including, but not limited to, textbooks, supplementary books, library books, computer software, filmstrips, films, videotapes, audiotapes and recordings.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues

Medina County Career Center, Medina, Ohio

KLB, Public Complaints About the Curriculum or Instructional Materials

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" means books, workbooks or manuals, whether bound or in looseleaf or any form intended as a principle source of study material for a given or group of students, a copy of which is available for the individual use of each student in such class or group.

The Board shall, at a regular meeting, approve the textbooks to be used in the 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 Superintendent shall develop a plan for the recommendation of textbooks according to the following guidelines:

1. Professional staff members at all appropriate levels shall participate in the selection process.
2. Textbooks shall be replaced or updated with new editions as often as is necessary to meet the needs of students and the curriculum.
3. Textbooks with copyright dates more than four years old shall be reviewed annually for their continuing suitability.
4. Textbooks shall be relevant to the courses of study adopted by the Board.
5. The staff shall continually research new sources of textbooks and explore the innovative use of all possible books.
6. 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:

1. Suitability for the maturity level and educational accomplishment of the students who will be using the book.
2. Freedom from bias.

3. Relationship to the curriculum.
4. Impact on community standards of taste.

5. Appearance and durability.

A list of all approved textbooks shall be maintained by the Superintendent and made available for the use of the professional staff and for the information of members of the Board.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3315.17; 3315.171
3329.01; 3329.05; 3329.06; 3329.07; 3329.08
3313.642
OAC 3301-35-04; 3301-35-06

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

SUPPLEMENTING MATERIALS SELECTION AND ADOPTION

The Board shall provide instructional and evaluate materials, within budgetary constraints, to implement the District and school educational goals and objectives and meet student needs.

Such materials include reference books, other supplementary titles, all audiovisual materials, maps, library books and any other resource material.

The Superintendent shall be responsible for the selection and maintenance of all resource materials and shall develop selection procedures which:

1. Appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent.
2. Ensure that the Board's budgetary allotment for resource materials is efficiently spent and wisely distributed throughout the instructional program.
3. Ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials and variety of content.
4. Evaluate the effectiveness of resource materials presently in use.
5. Assess the needs and values of the community.
6. Direct staff to consult a variety of media sources before selections are made.

A listing of all resource materials shall be made available for the use of the professional staff and for the information of the members of the Board.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3329.05
OAC 3301-35-04; 3301-35-06

LIBRARY MATERIALS SELECTION

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

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

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

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

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

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

RESOURCE TEACHERS

It is the purpose of this policy to allow the casual employment of personnel in a consulting capacity for administration, in-service or instruction.

In the general fund of the Board, money is appropriated annually for special services. This might include resource persons in specialized fields of education that could offer consulting advice on the administration or instructional processes of the Career Center. The Superintendent or his/her designee, shall negotiate a reasonable payment with the resource person.

Specialists from industry, business, agriculture or health occupation fields may be employed in a consulting capacity to assist with program planning, in-services or directly in the instructional program. Teachers employed by the District may be used as Casual Resource Personnel, outside their regular scheduled teaching assignments, at the discretion of the Superintendent.

[Adoption date: February 22, 2005]

LEGAL REF.: ORC 3313.53

DISTRICT WEB SITE PUBLISHING

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

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

Purpose and Use of District Web Sites

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

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

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

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

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on a school web site must be approved by the Superintendent or his/her designee.

[Adoption date: February 22, 2005]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC Section 1232g

Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 149.41; 149.43
3313.20
OAC 3301-35-04; 3301-35-06

1 of 2

CROSS REFS.: EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its students.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community relations.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-06

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 bring the resources of the community into the ambit of a student's learning experience.

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 first-hand educational experience not available in the classroom.

The Board authorizes the Superintendent to approve or disapprove.

The Board may assume specific costs of curriculum-adopted field trips.

Students may also be charged reasonable fees for extended field trips or additional expenses but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on field trips remain under the supervision of this Board and are subject to its guidelines.

The Board does not endorse, support or assume liability in any way for any staff member of this District who takes students on trips not approved by the Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without Board permission.

The Superintendent or designee prepares procedures for the operation of a field trip which ensures that:

1. The safety and well-being of students shall be protected at all times.
2. Parental permission is obtained before any student may participate in a field trip.
3. The Principal approves the purpose, itinerary and duration of each proposed trip; each field trip is properly planned, integrated with the curriculum and followed up by appropriate activities which enhance its usefulness.
4. The effectiveness of field trip activities is monitored and continually evaluated; teachers are allowed a considerable degree of flexibility and innovation in planning field trips.
5. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

In any instance in which the itinerary of a field trip is altered, the instructor in charge shall notify the appropriate administrator as soon as possible.

1 of 2

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; the staff member shall notify the Treasurer, in writing, that s/he received such compensation and shall thereafter promptly transmit said compensation to the Treasurer at his/her earliest opportunity.

[Adoption date: February 22, 2005]

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

CROSS REFS.: EEAD, Special Use of School Buses
IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the Superintendent's office. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

Current and prospective volunteers who have or will have unsupervised access to students on a regular basis may, at any time, be subject to a criminal record check (BCII).

[Adoption date: February 22, 2005]

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 career/technical and academic educational planning; assist students in career awareness and planning; help integrate all the student's experience so that he/she can better relate school activities 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 and shall involve the coordinated efforts of all staff members under the professional leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program which carries out these purposes and:

Involve all staff members at every appropriate level.

Honors the individuality of each student.

Is integrated with the total educational program.

Coordinates with parents and shares their concern for the development of the student.

Is available to all students.

Establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student and monitors the efficacy of such referrals.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-04; 3301-35-05; 3301-35-06

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.

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 growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are 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 are 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 provides a realistic appraisal of the student's achievements.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: February 22, 2005]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

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

GRADING SYSTEMS

The Board recognizes that a system of grading student achievement can help the student, teachers, and parents to better assess the student's progress toward personal educational goals and assist the student in the implementation of that progress.

Grading shall be that system of measuring and recording student progress and achievement which enables the student, parents and teacher to learn the student's strengths and weaknesses and know where remedial work is required.

The Board directs that the instructional program of this District include a system of grading which is consistent with the educational goals of the District.

The Superintendent shall develop procedures for grading which include the following:

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading shall be appropriate to the course of study.
4. Students should be encouraged to evaluate their own achievements.

The grading scale is as follows:

91 - 100	A
81 - 91	B
71 - 80	C
61 - 70	D
60 - below	F

Final decisions on any grade shall be the responsibility of the teacher within the limits of the defined grading system.

[Adoption date: February 22, 2005]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents

Medina County Career Center, Medina, Ohio

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole student. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which shall include written and/or electronic reports and shall require all appropriate staff members to comply with such a system as part of their teaching responsibility.

The Superintendent in conjunction with appropriate teaching staff members shall develop procedures for reporting student progress to parents or guardians which:

1. Utilize various methods of reporting appropriate to grade level and curriculum content.
2. Ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status.
3. Enable the scheduling of parent-instructor conferences at such times as will ensure the greatest degree of participation by parents.
4. Specify the issuance of report cards at least at quarterly intervals.
5. Ensure the continual review and improvement of methods of reporting student progress to parents.

[Adoption date: February 22, 2005]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

HOMEWORK

As long as it is properly designed, carefully planned and geared to the development of the individual student, homework meets a real need and has a definite place in the educational program. It is not used for disciplinary purposes. The extent and type of homework given is decided by the classroom teacher within the framework of specific instructional plans.

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

[Adoption date: February 22, 2005]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

TESTING PROGRAMS

The Board shall, in collaboration with each student's home district, 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 students and to assist them in attaining pupil performance objectives and the educational outcome goals of this District.

All identified disabled students in the District shall be considered for participation in the state-mandated testing program for competency and proficiency testing. This consideration shall be a part of the regular multi-factored evaluation process for all disabled students and will be addressed at individual IEP conferences. The extent of participation in and/or exemptions from the testing shall be delineated on the student's IEP.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3301,0710 through 0713
3319.32; 3319.321
OAC 3301-35-02; 3301-35-03; 3301-35-04

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

TEST ADMINISTRATION AND SECURITY

The Board shall comply with the State Department of Education's guidelines for test security, assuring that the test administration, testing procedures and test security provisions adopted by the State Board of Education are followed explicitly. The Medina County Career Center will develop written procedures to maintain a secure testing environment and one that will not allow unauthorized parties' access to testing materials.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 3319.151; 3319.99
OAC 3301-13-05

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent shall periodically report to the Board the District progress reflected in state education performance indicators.

[Adoption date: February 22, 2005]

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

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

TEACHING ABOUT CONTROVERSIAL ISSUES

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

1. on which opposing points of view have been promulgated by responsible opinion.
2. 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:

1. is related to the instructional goals of the course of study and level of maturity of the students;
2. does not tend to indoctrinate or persuade students to a particular point of view;
3. 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 may express an personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view.

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 may/shall be limited to lunch periods or other noninstructional 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 indicates to the school that 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 for a particular class for specific 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.

[Adoption date: February 22, 2005]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-04

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

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations or the family.

District staff members shall not use prayer, religious readings or religious symbols as a devotional exercise or in an act of worship or celebration. The District shall not act as a disseminating agent for any person or outside agency for any religious or anti-religious document, book or article. Distribution of such materials on District property by any party shall be in accordance with Board policy.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The Board shall not include religious invocations, benedictions or formal prayer at any school-sponsored event.

The flag of the United States shall be raised above each school and/or at other appropriate places during all school sessions, weather permitting. The flag shall be raised before the opening of school and taken down at its close every day.

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

Professional staff members are authorized to lead students in the Pledge of Allegiance at an appropriate time each school day. However, no student shall be compelled to participate in the reciting of the Pledge. The Superintendent shall develop administrative guidelines which ensure that any staff member who conducts this activity does it at an appropriate time, in an appropriate manner and with due regard to the need to protect the rights and the privacy of a non-participating student.

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

1 of 2

[Adoption date: February 22, 2005]
[Re-adoption date: October 25, 2005]

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

