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**BOARD OF EDUCATION
BEDFORD CITY SCHOOL DISTRICT**

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STATEMENT OF PHILOSOPHY

The purpose of the Bedford City School District is to provide opportunities for the development of each child to the highest level of his/her maturity in order to assist him/her in becoming a creative force in our democratic society.

This statement of purpose implies several basic provisions:

- A. The educational program assists the student to achieve and maintain sound mental and physical health.
- B. Personal and social relationships are encouraged.
- C. Situations are provided which give the student opportunities to develop logical thinking and effective communication.
- D. Students will come to class prepared and ready to learn.

The student is assisted not only in preparing for further education, but also in acquiring those knowledges, skills, and interests necessary for vocational success and the intelligent use of leisure time. This includes the development of an appreciation of aesthetic values in all aspects of daily living.

A.C. 3301-35-01, 3301-35-02 (A)

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a collaboration on the means for accomplishing those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goals.

The Superintendent shall implement administrative guidelines by which a school-parent partnership can be established and maintained throughout the student's career in the District. Such guidelines should encompass parent participation, through meetings and other forms of communication, in:

- A. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- B. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- C. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child.

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.

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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 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

SCHOOL IMPROVEMENT

The Board of Education supports the concept of school improvement and will seek to create and/or maintain effective schools as defined by State guidelines.

In addition to adopting a Mission Statement and Educational Philosophy for the District, the Board shall create, as needed, policies which support the school improvement process.

The Superintendent shall establish administrative guidelines which will ensure that the following objectives can be achieved:

- A. School improvement plans which are developed and implemented by school-based teams, working collaboratively, so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment.
- B. A District-wide, school-improvement plan which provides for building-level decision-making regarding program assessment, curriculum review, determination of performance standards, budgetary review, staff development, and the monitoring and assessment of student outcomes.
- C. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction:

Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965

The Carl Perkins Vocational and Applied Technology Education Act

The General Education Provisions Act

Parts of Education Department General Administrative Regulations

In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

Goals 2000 - Educate America Act

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EDUCATIONAL PROCESS GOALS

In order to achieve the educational goals for students, the Board of Education 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

INSTRUCTIONAL GOALS

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

The District's instructional goals include:

- A. helping meet the physical, intellectual, and emotional needs of students, particularly the need to inquire, learn, retain, think, and create;
- B. helping students relate satisfactorily to others in situations involving their family, work, government, and recreation;
- C. helping students master the basic skills of learning, thinking, problem solving, reading, writing, and computation;
- D. teaching students to use the various means of self-expression;
- E. instilling in students a knowledge of the social and natural sciences;
- F. acquainting students with the richness of our heritage;
- G. stimulating students to work productively in the various areas of human endeavor;
- H. acknowledging the importance of the school's supplementary role to the home and other social agencies in developing the habits and attitudes which make for effective personal living and the maintenance of optimum physical and mental health and respect of others.

The goals of the instructional program are to be considered guides rather than limits capable of wide interpretation flexible enough to meet changing needs of both students and society.

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ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board of Education recognizes that the grouping of grades and services within the facilities of the District can assist the efficient operation of the District and help achieve a more effective instructional program.

The housing of grade levels in school facilities throughout the District and the administration of the instructional program will be according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Modifications in the organizational plan of the schools may be made only by the Board upon the recommendation of the Superintendent. The Superintendent shall continually monitor the effectiveness of the organizational plan and recommend to the Board such modifications in the plan which are in the best interests of the students, make the wisest use of District resources, and serve the educational goals of this Board.

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CURRICULUM DEVELOPMENT

The Board of Education 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 courses of study, subjects, classes, and organized activities, 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 recognize 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.

The Superintendent will be responsible for authorizing curriculum studies and for establishing curriculum and advisory committees as needed.

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

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The Superintendent will regularly provide the Board with reports on the curriculum and on the work of curriculum committees. New courses and programs will be recommended by the Superintendent for adoption by the Board.

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 periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs before it is initiated.

The Board encourages, where it is feasible and in the best interest of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

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

ADOPTION OF COURSES OF STUDY

The Board of Education 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. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interests of the students. The Superintendent's recommendation shall include the following information about each course of study:

- A. its applicability to students and an enumeration of those groups of students to be affected by it;
- B. the intended learning objectives, defined in terms of how the learning is applied;
- C. its scope and sequence;
- D. its justification in terms of the goals of this District, especially when it is proposed to take the place of an existing course of study;
- E. its instructional methods and learning strategy including the manner in which the learning of democratic principles and ethics is provided for, if appropriate to the content of the course;
- F. the resources that its implementation will require, including instructional materials, equipment, specially-trained personnel, etc.;
- G. the plan for its continuous assessment which includes criteria and standards;
- H. its developmental and operational history as well as data on results, where available.

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.

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Since one of the District's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning accomplishments that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. The Superintendent's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include these learnings in the grades that students receive.

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

The list shall include the data on each furnished with the recommendation for its adoption.

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

CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs, or affiliations of large groups of our citizens. They are issues on which conflicting views are held by political parties, by management and labor, by city and country, and by other large groups of our people who disagree concerning proposed solutions to important problems.

Most of the School District curriculum is composed of established truths and accepted values, but it also includes controversial issues. The public schools include the study of some important unsolved problems that involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues students have four (4) rights, which must be recognized:

- A. The right to study any controversial issue that has political, economic, or social significance and concern, which (at the student's level) s/he should begin to have an opinion.
- B. The right to have free access to all relevant information, including the materials that circulate freely in the community.
- C. The right to study under competent instruction in an atmosphere free from bias and prejudice.
- D. The right to form and express his/her own opinions on controversial issues without thereby jeopardizing relations with his/her teachers or the school.

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

Teachers will use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum:

- A. The treatment of the issue in question must be within the range, knowledge, maturity, and competence of the students.
- B. There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue should be obtained.

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- C. The consideration of the issue should require only as much time as is needed for satisfactory study by the class, but sufficient time will be provided to cover the issue adequately.
- D. The issue should be current, significant, real, and important to the students and the teacher. Significant issues are those which in general, concern considerable numbers of people, are related to basic principles, or at the moment are under consideration by the public, press, and radio.

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

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.

The Superintendent shall develop administrative guidelines for dealing with controversial issues.

The Board 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 9130 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.

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INNOVATIVE PROGRAMS

The Board of Education 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. Budget
- 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 students with disabilities must comply with Federal and State guidelines.

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**ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
(SECTION 504)**

The Board of Education declares it to be the policy of this District to provide 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, people with disabilities, 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 ensure 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 regulations;

D. District Support

ensure that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

ensure that tests, procedures, or 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 a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure 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, and the Age Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually 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 with limited English proficiency and to assess their ability to participate in District programs.

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, 504 and 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 I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District's professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act.

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

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PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the Elementary and Secondary Education Act, Title I Part A, Section 1118, a written parent involvement policy shall be developed jointly with, agreed upon with and distributed to parents of participating children. Parents will be informed of what Title I is, and what it means for their child, and of their rights to be involved in the development of the district's parent involvement policy, Title I plans and school-parent compacts.

This policy will be used to establish expectations for the involvement of parents in the education of their children. It is designed to build consistent and effective communication between the families and the school and to share information about the importance of the involvement of parents and how it directly affects the success of their children's education.

The Board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law, the district shall incorporate their "Parent Participating in Title I Programs" policy into their annual plan. Parents will be given an opportunity to be involved in the development of the school district's overall Title I plan, and if necessary the process of school revision and improvement. As part of the district's overall Title I plan, the district shall ensure effective involvement of parents by promoting activities that support the partnership between the schools, parents, and the community, and the decision making that promotes the improvement of school achievement.

Each year the district will meet with parents at an annual meeting at each school. The agenda will include an opportunity to evaluate the content and effectiveness of the Parent Involvement Policy in improving the academic quality of schools including:

1. Identifying barriers to greater parent participation.
2. Designing strategies for more effective parental involvement, and
3. Revising the Parental Involvement Policy if necessary.

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Parents interested in commenting, reviewing or revising the policy will be invited to attend a meeting held at a later date to review and revise the policy as needed. In order to assist schools with parent involvement activities, the district will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance.

District schools:

1. Shall provide assistance to participating parents in such areas as understanding the National Education Goals, the state's content standards and state student performance standards, Title I plan requirements, state and local assessments and how to monitor a student's progress and work with educators to improve the performance of their student as well as information on how parents can participate in decisions relating to the education of their student;
2. Shall provide materials and training, such as:
 - a. Coordinating necessary literacy training from other sources to help parents work with their student to improve their student's achievement;
 - b. Training to help parents work with their student to improve their student's achievement.
3. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between home and school;
4. Shall coordinate and integrate parent involvement programs and activities with Head Start, Even Start and public preschool programs and other programs, to the extent feasible and appropriate;
5. Shall develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle and secondary schools and local businesses that include a role for parents;

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6. Shall conduct other activities, as appropriate and feasible, such as parent resource centers and providing opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their student;
7. Shall ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the homes of participating students in the language used in such homes;
8. May involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training in improving instructions and services to the students of such parents;
9. Shall pay reasonable and necessary expenses associated with local parental involvement activities. This may include transportation and child care costs, to enable parents to participate in school-related activities;
10. Shall train and support parents to enhance the involvement of other parents;
11. Shall arrange meetings at a variety of times, such as in the mornings and evenings, in order to maximize the opportunities for parents to participate in school-related activities;
12. May arrange for teachers or other educators who work directly with participating students to conduct phone conferences with parents who are unable to attend such conferences at school;
13. May adopt and implement model approaches to improving parental involvement; and
14. Shall provide such other reasonable support for parental involvement activities as parents may suggest consistent with Title I requirements.

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School-Parent Compact

A school-parent compact shall be jointly developed with parents for each of the district's Title I schools. The documents shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enable students to meet the state's student performance standards;
2. Describe the ways in which each parent will be responsible for supporting his/her student's learning;
3. Stress the importance of ongoing communication between teachers and parents through annual parent-teacher conferences at the elementary school level.

The district's policy shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students. If parents are dissatisfied with the policy, the District shall submit any parent comments with their plan to the State Education Agency (SEA)/State Department of Education.

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LATCH-KEY PROGRAMS

The Board of Education is concerned about the growing number of children who need addition supervision and nurturing before and after school. This has serious implications for their general well-being as well as for their ability to benefit from the school program to the extent they need or want to.

Since these children constitute a significant and growing portion of the student population, the Board may to provide appropriate programs and services for these students, particularly in grades Prekindergarten through 6, through the use of District staff and facilities and/or by contracting for its facilities to be used by an outside organization specializing in latch-key programs.

Any fee or tuition income from the program is to be deposited in a special fund and no funds shall be expended for the program from the General Fund other than for:

- A. facilities, if currently used for other purposes;
- B. utilities furnished in conjunction with the program;
- C. transportation by regular school buses.

R.C. 3313.207/208/209; 5104

HUMAN RELATIONS EDUCATION

The District will foster good human relations dealing with race, gender, age, and economics through its instructional programs, its student activities, and the classroom climate.

The Board of Education will encourage and support the following approaches to human relations education:

- A. The curriculum for all students in grades K-12 should present in context the accomplishments and contributions of all races and cultures, including the intercultural nature of our cities, our country, and our world.
- B. Methods and techniques of classroom teaching should emphasize the similarities and likenesses of people of various backgrounds and cultures.
- C. The staff should annually increase its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading, and strengthening human relations.
- D. The Schools should work for a total integration of ideas, people, and material resources to provide the best education to meet the demands of present and future urban society.
- E. The Schools should strive to develop a positive self-image in each student's thinking. They should:
 - 1. recognize the dignity and worth of the individual;
 - 2. provide students with the opportunity to acquire as broad an education as the student's capacity permits;
 - 3. stimulate the development of respect for the laws of this country;
 - 4. stimulate the development of respect for other people.

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RELIGION IN THE CURRICULUM

The Schools must be neutral in matters of religion. The Schools must show no preference for one (1) religion over another and must refrain from the promotion or description of any religion or of all religions.

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 all beliefs. In pursuing this goal, teaching in the public schools can and should recognize that holidays are observed differently by different religious groups. Teachers should likewise respect the fact that some individual's beliefs do not include religious observances.

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

U.S. Consti. Amend. 1

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POST SECONDARY ENROLLMENT PROGRAMS

The Board of Education 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 allow students in grades 9 through 12 and who meet the criteria, to enroll in approved postsecondary programs while in attendance in the District. Students will be eligible to receive secondary credit for completing any of these programs providing they meet the established requirements.

No student may participate, however, without the written consent of parents, if under the age of eighteen (18), and participation in the counseling services offered in relation to this educational option.

The Superintendent shall establish the necessary administrative guidelines to ensure that such programs are in accord with State regulations and are properly communicated to both the 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. 3365.02 through 3365.09C

CLASS SIZE

While the Board of Education will strive to provide the appropriate class size for each learning situation, there will be times when temporary enrollment increases, differences in the organization of various schools, and the number and size of available classrooms will affect the number of students that must be assigned to a room.

The Superintendent's recommendations for upper and lower limits on class size will consist of the best professional knowledge as to desirable class size, together with the following considerations:

- A. the type of student load that will help teachers be most effective;
- B. the financial state of the School District and the willingness of District residents to provide for optimal class sizes;
- C. the particular requirements of the subject being taught;
- D. presence of students with special needs in the class.

Circumstances may prohibit the achievement of optimal class sizes in all cases, but the Board believes firmly that high standards must be developed and maintained as constant guides.

A.C. 3301-35-03 (A)(3)(4)

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HOMEWORK

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

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

Homework will not be used for disciplinary purposes. The amount and type of homework given is to be decided by the classroom teacher, within the framework of overall instructional plans in grades pre K-12.

FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board of Education 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 planned journey by one or more students away from District premises, which is under the supervision of a professional 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.

The Board of Education shall approve those 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 Superintendent shall approve all other such trips.

Students may be charged fees for District-sponsored trips, but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

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

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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 without permission from the Superintendent. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

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

- 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 professional 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 professional 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)

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EDUCATIONAL OPTIONS

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

The Superintendent shall prepare a plan of educational options for use in meeting students' special needs. Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, and adult education.

Credit may be granted to the student upon complete evaluation of the program. The credit shall be placed on the student transcript. A maximum of six (6) credits may be counted toward graduation requirements.

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

ALTERNATIVE SCHOOL PROGRAMS

The Board of Education, recognizing the worth and dignity of the individual, believes that appropriate educational opportunities must be provided for all students.

Therefore, the Board may approve the establishment of alternative school programs for students who because of special needs or temperament cannot benefit from the regular school program.

The major objectives of such programs may be:

- A. to provide a setting whereby individual guidance and challenge can be provided for each student;
- B. to develop an instructional program that will help each student overcome academic deficiencies and personal problems;
- C. to strive to improve each student's self-concept so s/he realizes s/he can succeed to play a contributing role in society;
- D. to provide an accepting environment where respect and confidence will be given to each student;
- E. to develop a realistic instructional program, which will provide each student with the saleable skills necessary to become a self-supporting citizen.

To help achieve these objectives, the alternative school program will be staffed by personnel who are committed to the importance of the program and recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan which includes long range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program will be made according to criteria established by the program staff and approved by the Superintendent. Students in the alternative school program may return to their regular schools when they and the program staff agree they are ready to do so. Participating students will be responsible for any fees related to the program. No student, however, will be deprived of participating due to inability to cover fees.

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INDEPENDENT STUDY

The Board of Education recognizes that students are individuals and that different students will learn best in ways other than the conventional classroom. The Board will expect the Superintendent to make educational options available to students who are judged by District professionals to benefit from exception to the usual program of instruction.

The Superintendent will approve such options only when they meet or exceed the criteria established by the State Minimum Standard. Only six (6) units of credit can be applied to that required for graduation and only four (4) can be applied toward the mandatory course requirements.

GUIDANCE AND COUNSELING

The Board of Education believes the guidance program assists students to understand themselves and enlighten their abilities, aptitude, interests, attitudes, strengths, and limitations. The process is meant to aid students in the development of their potential and their decisions relating to personal, educational, and vocational matters. The student should then be capable of mature self-guidance alternately benefiting not only the individual but also society.

Specifically, the Board believes that:

- A. guidance services shall be provided for students in Kindergarten through twelfth grade in accordance with the written guidance program;
- B. counseling services shall be provided by certificated school counselors;
- C. all services shall include systematic aid to students regarding educational, career, civic, personal, and social concerns including the harmful effects of drugs, alcohol, and tobacco;
- D. guidance services also shall include appraisal, counseling, educational and career planning, referral, and staff consultation;
- E. guidance shall be a continuous and developmental process:
 1. Elementary school guidance and counseling shall be designed to be both preventive and responsive to special concerns. Children should be able to develop a better self-understanding, learn effective decision making skills, and improve relationship with others.
 2. Middle schools guidance services shall be directed toward preparing students to profit from their educational experiences and to utilize these experiences in making educational and career decisions. Social and emotional needs, as well as intellectual needs are also reflected in the guidance services.
 3. The high school guidance services shall be designed to enable students to become aware of themselves, of their skills and abilities, and of their relationships to the world in which they live. The services shall be such that they will enable students to take full advantage of educational and career opportunities currently available to them.

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- F. the district's guidance services shall include a variety of testing programs and interpretations of results to students, parents, and staff;
- G. the guidance department shall assist with the implementation of the testing dimension of the competency based educational program.

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

HOMEBOUND INSTRUCTION PROGRAM

The Board of Education 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 enabling 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 Pupil 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 school medical advisor or I.E.P. Team. Teachers shall hold an Ohio teaching certificate appropriate for the level of instruction for which the assignment is made.

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.

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FAMILY LIFE/SEX EDUCATION

The Board of Education believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values that will result in behavior that 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. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parent's 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 customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the District:

- A. Instructional materials to be used in family life/sex education will be available for review by the parent or guardian during school hours.
- B. 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 alternative educational assignment will be arranged for the student.
- C. Teachers who provide instruction in family life/sex education will have appropriate preparation in the subject area.

SURVEYS, ANALYSES, EVALUATIONS

The Board of Education respects the privacy rights of parents and their children. No student shall be required, without prior written consent of the student, if an adult, or his/her parents, to participate in any survey, analysis, or evaluation associated with a school program or the District's curriculum in which the primary purpose is to reveal information concerning:

- A. the student's or parents' political affiliation(s);
- B. mental or psychological problems potentially embarrassing to 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 with lawyers, physicians, and ministers;
- G. 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.

A.C. 3301-35-02(C), 3301-35-01(D)(5)
20 USC 1232(g)

CAREER AND VOCATIONAL EDUCATION PROGRAM

Career Education

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

Career education is a program that allows students to gain career awareness and to explore career opportunities in all fields so that they can make an informed decision about their life's work.

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

Vocational Education

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

In an effort to meet the vocational training needs of students, adults, post-graduates, and others identified by their needs, the District will provide or make the provisions for:

- A. industrial educational courses;
- B. vocational programs in areas such as, business, trades, and other areas -- which may include on-the-job training. Choice will be determined by community needs and market place demand.

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

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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

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STUDENTS AS TRAINEES

The Board of Education 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 vocational education 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 vocational education programs in which students are producing goods or services for sale and the District is the recipient of the income therefrom.

29 USC 201-219

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DISTRICT-SPONSORED CLUBS AND ACTIVITIES

The Board of Education 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;
- 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 nondistrict-sponsored, student clubs and activities during noninstructional time, in accordance with the provisions in Policy 5730 -- Equal Access For Nondistrict-Sponsored, Student Clubs and Activities.

Noncurricular student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however:

- A. will not assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. will not provide any funds or other resources;
- C. will not allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

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No nondistrict-sponsored organization may use the name of the School 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. 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, 3315.062
A.C. 3301-35-03

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COMMUNITY VOLUNTEERS AS INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of this community are important objectives of this District's educational program.

Toward these ends, the Board of Education will encourage administrative and instructional personnel to rely on the community as one (1) of the educational resources. The administration will direct a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The Superintendent will have supervisory control over the community resources program, which will include the school volunteer service. The District will provide an orientation and training program for volunteer instructional resources. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent will report to the Board on the involvement and effectiveness of the community resource program.

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INTERSCHOLASTIC ATHLETICS

Participation in athletic competition will be in accordance with Board of Education policies and guidelines. While the Board takes great pride in winning, it does not condone "winning at any cost" and discourages any pressures that might tend to submerge good sportsmanship and good mental health beneath the desire to win. Athletics play an important part in the life of student athletes. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are an integral part of each team in our athletic program. Athletics play an important part, also, in helping the individual student develop a health self-concept as well as a healthy body. Athletic competition adds to our school spirit and helps all students-spectators as well as participants and develops pride in our schools. The major objective of the athletic program is to provide wholesome opportunities for students to develop favorable habits and attitudes of social and group living.

The Superintendent and administrative staff will schedule frequent conferences with all physical education instructors, coaches, and athletic directors to develop a constructive approach to physical education and athletics throughout the School District and to maintain a program that is an educational activity.

Interscholastic sports programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal will consult with the athletic directors, coaches, and physical education instructors on various aspects of the interscholastic athletic program. Furthermore, it is the responsibility of the principal and his/her staff to ensure the proper management of public attendance at all athletic and physical education programs and the safety of students and the public.

Teachers will be required to complete an approved course in sports-related first aid training and a course on cardio-pulmonary resuscitation to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by the Ohio High School Athletic Association (OHSAA) must be followed. It will be the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform with regulations of the OHSAA. They will include the requirements that a student have the written permission of his/her parent or guardian and shall have been determined as physically fit for the sport by a licensed physician.

Additionally, all students participating in interscholastic athletics must purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

As character building is one (1) of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as will make him/her an efficient member of a team and a worthy representative of his/her school. The maintenance of school discipline and proper behavior is essential to the establishment of a proper learning environment, all professional employees as well as all students are responsible for the maintenance of good discipline within the school setting. A breach of discipline is any conduct of students which tends to conflict with the education program or which is antagonistic to the welfare of other students, the staff, and/or the School District.

Any student may be suspended from an athletic team practice and competitions for a period of time, designated by the principal, for infraction of school rules and regulations or any other unacceptable conduct in or out of school.

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 interscholastic activities, each participant shall submit to a physical screening by a District-approved physician and 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 is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate. The District shall assume no liability for any student with a health condition who has been authorized to play by the parents and their physician but not by the District.
- C. Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.

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 criteria for judging these important qualities; procedures by which these values will be communicated to students, parents, and supporters; and means for monitoring the behavior of each of these groups to ensure their behavior reflects high standards.

INTERSCHOLASTIC ATHLETICS

Participation in athletic competition will be in accordance with Board of Education policies and guidelines. While the Board takes great pride in winning, it does not condone "winning at any cost" and discourages any pressures that might tend to submerge good sportsmanship and good mental health beneath the desire to win. Athletics play an important part in the life of student athletes. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are an integral part of each team in our athletic program. Athletics play an important part, also, in helping the individual student develop a health self-concept as well as a healthy body. Athletic competition adds to our school spirit and helps all students-spectators as well as participants and develops pride in our schools. The major objective of the athletic program is to provide wholesome opportunities for students to develop favorable habits and attitudes of social and group living.

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Interscholastic sports programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal will consult with the athletic directors, coaches, and physical education instructors on various aspects of the interscholastic athletic program. Furthermore, it is the responsibility of the principal and his/her staff to ensure the proper management of public attendance at all athletic and physical education programs and the safety of students and the public.

Teachers will be required to complete an approved course in sports-related first aid training and a course on cardio-pulmonary resuscitation to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by the Ohio High School Athletic Association (OHSAA) must be followed. It will be the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform with regulations of the OHSAA. They will include the requirements that a student have the written permission of his/her parent or guardian and shall have been determined as physically fit for the sport by a licensed physician.

Additionally, all students participating in interscholastic athletics must inform the district of family insurance in effect.

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As character building is one (1) of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as will make him/her an efficient member of a team and a worthy representative of his/her school. The maintenance of school discipline and proper behavior is essential to the establishment of a proper learning environment, all professional employees as well as all students are responsible for the maintenance of good discipline within the school setting. A breach of discipline is any conduct of students which tends to conflict with the education program or which is antagonistic to the welfare of other students, the staff, and/or the School District.

Any student may be suspended from an athletic team practice and competitions for a period of time, designated by the principal, for infraction of school rules and regulations or any other unacceptable conduct in or out of school.

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- B. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate. The District shall assume no liability for any student with a health condition who has been authorized to play by the parents and their physician but not by the District.
- C. Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.

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 criteria for judging these important qualities; procedures by which these values will be communicated to students, parents, and supporters; and means for monitoring the behavior of each of these groups to ensure their behavior reflects high standards.

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In order to participate in athletics and/or extracurricular activities, students must meet the following requirements:

Ohio High School Athletic Association Policy (Athletes Only)

- the student athlete must also meet the following requirements:

Grades 7 –8: Must Pass 75% of His/Her classes

Grades 9-12: Must Pass Five Credits

Grade Point Average:

1.75 GPA (effective the 2006-2007 school year)

2.00 GPA (effective the 2007-2008 school year)

If the Required GPA is Not Earned, Then:

- The student will be on Conditional Eligibility until grades are recorded on the next quarter's Midterm Progress Report.
- During Conditional Eligibility, the student may attend practices and meetings and participate in games and events.
- The student must demonstrate that he/she participated in at least three hours of approved intervention each week, leading to the Midterm Progress Report.
- If the student does not demonstrate attendance in approved intervention, he/she is no longer able to participate in games or events through the next report card.

At the Midterm of the Quarter:

- If the student earns a 1.75 GPA or higher (in 2006-07) or a 2.00 GPA or higher (beginning in 2007-08), he/she will be removed from Conditional Eligibility and will be in good standing until the end of the quarter.
- If the student fails to earn a 1.75 GPA or higher (in 2006-07) or a 2.00 GPA or higher (beginning in 2007-2008), at the midterm of the quarter, he/she will no longer be able to participate in games or events through the end of the grading period.

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ATHLETIC ADVISORY COUNCIL

The Board of Education believes that the Athletic Program for students in grades 7 - 12 should encourage:

- A. Student welfare and school pride;
- B. High standards of academic achievement and student behavior;
- C. Good sportsmanship;
- D. Leadership, responsibility, and teamwork;
- E. Friendly competition;
- F. Respect and courtesy;
- G. Team goals and achievement over individual and personal success;
- H. Parent involvement and community support; and
- I. Attendance of students, parents, school employees, and the community at athletic events.

In order to accomplish these goals, the Board authorizes the creation of an Athletic Advisory Council to act as a liaison among the coaching staff, the administration, and the Board of Education.

The Superintendent shall develop administrative guidelines for the creation and operation of an advisory council.

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DRIVER EDUCATION

The Board of Education may offer a program of driver education. In accordance with law, the Board chooses to charge for Driver Education classes at the rate not to exceed the amount provided by State law.

R.C. 3301.171
A.C. 3301-81-01

SUMMER SCHOOL

The Board of Education 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 shall be designed to provide opportunities for students.

The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

- A. employ teaching and administrative staff;
- B. purchase such books, materials, supplies, and equipment as may be necessary;
- C. make available school facilities as required;
- D. provide necessary secretarial and custodial services.

Tuition fees shall be charged to students at rates approved by the Board.

With regard to transportation, the Board accepts responsibility for students with disabilities and disadvantages if the I.E.P. Team so determines.

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

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ADULT AND COMMUNITY EDUCATION

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board shall provide programs in the evening for the purpose of meeting the avocational, recreational, and cultural interests of the community as well as the vocational/technical training and retraining needs of local workers.

With regard to adult education, the Board also shall provide a basic and high school continuation program as an opportunity for anyone over the age of sixteen (16) who is not attending high school and, if under the age of eighteen (18), has a currently-valid Age and Schooling certificate issued by the Superintendent or by the student's district of residence to complete the requirements for a high school diploma.

The Superintendent shall develop and implement administrative guidelines whereby the schools are available to citizens of the District for the above-stated purposes.

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

SPECIAL EDUCATION

The Board of Education, 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 School 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 School 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 School 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. testing is conducted by a multidisciplinary team;
5. testing 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 or his/her designee, when other no-cost resources are not available.

D. Individualized Education Program

It shall be the policy of this School 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 School 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 School 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 School 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)

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G. Due Process

It shall be the policy of this School 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 School 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 School 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 USC 1401 et seq.
IDEA, 20 U.S.C. 1400 et seq.

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SURROGATE PARENTS FOR STUDENTS WITH DISABILITIES

The Board of Education establishes the following policy to assure procedural safeguards of students with disabilities with regard to the involvement of their parents.

This policy affects students with disabilities of the District whose parents are unknown, or cannot be identified, or whose parents are unavailable or cannot be located. (A student's parents are considered to be "unavailable" if they cannot be located after a "reasonable effort" on the part of the District or agency responsible for the student). It also affects students with disabilities who are wards of the State and the parent or guardian has not retained the right to make educational decisions for the student.

Upon determination that a student is in need of a Surrogate Parent, the Superintendent shall, within thirty (30) days, appoint a Surrogate Parent who will be sent a formal letter of appointment. A copy of the appointment shall be placed in the student's permanent records.

R.C. 3323.05, 3323.051
20 USC 1401 et seq.
A.C. 3301-51-02(F)

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LEAST RESTRICTIVE ENVIRONMENT POSITION STATEMENT

It is the philosophy and position of the Board of Education and its administration that the primary responsibility for the administration and delivery of special education programs and services should be within the District and at the school (program) a student would regularly attend, whenever appropriate.

Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to students with disabilities within the District. Placement options shall follow a continuum of services model to ensure that each person with disabilities is provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To that end, every attempt will be made to first serve students with disabilities in the context of a regular education classroom. Other more restrictive environments such as resource rooms and self-contained, categorical classrooms will be considered only when placement in the regular classroom has been documented by the IEP Team to be inappropriate for the student's educational needs.

IDEA, 20 U.S.C. 1400 et seq.

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EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

The Board of Education shall provide extended school year services to a student with disabilities when his/her IEP Team has determined that the student is likely to suffer irreparable regression, due to interruption of services, and will not recoup to the extent necessary to attain those IEP objectives which are critical to becoming self-sufficient as an adult.

The Superintendent shall implement administrative guidelines which are in compliance with Federal and State law.

policy

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PROGRAMS FOR GIFTED STUDENTS

In accordance with State Department of Education mandate, the Board of Education shall ensure that procedures are established to identify students on an annual basis considered to be gifted, using criteria developed by the State Department of Education.

Giftedness consists of an interaction among three (3) basic clusters of human traits - above average general abilities, high levels of leadership and task commitment, and high levels of creativity. Gifted and talented students are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance.

The Board shall attempt to provide appropriate instructional experiences and programs to meet the needs of gifted students.

R.C. 3301.07(K), 3313.21, 3315.09, 3317.024(O)
A.C. 3301-51-15

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SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES

In matters relating to the disciplining of disabled students, the Board of Education 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 principals 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 Nondisabled 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.

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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 nondisabled 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 USC 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

ADOPTION OF TEXTBOOKS

It is the legal responsibility of the Board of Education 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.

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

Substitution, alteration, or revision of any textbook within five (5) years of its selection and adoption shall require a four-fifths (4/5's) vote of the Board.

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

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

The staff should continually research new sources and types of supplementary text materials and explore their innovative use.

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.

In considering the approval of any proposed textbook, the Board recommends that the following factors be considered as part of any review process:

- A. suitability for the maturity level and educational accomplishment of the students who will be using the book
- B. freedom from bias
- C. relationship to the course of study
- D. extent to which the content will make it possible for the student to achieve the learning objectives of the course of study and the educational outcomes of the District
- E. extent of inter-grade continuity

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- F. impact on community standards of taste
- G. manner of selection
- H. cost
- I. 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.

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Board of Education is legally responsible for the selection of supplementary material to the professional teachers in their specific fields, the responsibility of coordination, and selection of supplementary materials for use in the classroom under the guidelines of the General Instruction Materials Policy. As used in this section, the term supplementary materials, generally refers to the purchase and use of the classroom materials, pamphlets, and books other than the adopted text and library materials.

The Board subscribes to those philosophies published by the National Council of the Teachers of English in The Student's Right to Read and by the American Association School Librarians in the Library Bill of Rights.

The Schools subscribe to those philosophies published by the National Council of the Teachers of English in The Student's Right to Read and by the American Association School Librarians in the Library Bill of Rights.

The professional competency of librarians in general and teachers in their specific fields in the selection of materials is recognized. Supplementary materials will be selected by professional personnel in accordance with formally-adopted policies.

Supplementary materials are designed to augment the philosophy and objectives of the area of curriculum in which they are used. Those individuals responsible for selecting supplementary materials shall continue to carefully prevent grossly subversive, vulgar, and amoral material from being used in the curriculum.

Any teacher may request approval of supplementary materials by completing the form entitled: Supplementary Materials Request and Rationale. This request must be approved by the department head or supervisor and brought to the attention of the Board. As used in this section, the term "supplementary materials" generally refers to pamphlets and books (hard cover and paperback). This procedure should not be construed as requiring advance approval of magazine and newspaper articles. The Board has no desire to deter the introduction of current-events materials into the instructional process.

The Schools recognize the right of an individual parent to request that his/her child be assigned a substitute supplementary work in place of one (1) to which the parent objects on reasonable grounds. The parent's request must be in writing. If the parent's request is refused by the teacher, the parent has recourse to higher authority.

If a citizen of the School District feels that certain supplementary materials should be deleted from the school's curricula, s/he may initiate the form: Citizen's Request for Reconsideration of Supplementary Materials. Upon receipt of such request, the Board may convene a Reevaluation Committee to assist the Board in reaching a decision.

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The Reevaluation Committee may include the Superintendent of Schools; the PTA Council President; the BEA President; the Student Senate President; and additional members selected by the Board.

In summary, this procedure attempts to assure the maximum benefit of the use of supplementary materials by prudently blending the teacher's academic freedom with the parent's primary right and responsibility in the overall development of the child.

INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board of Education is legally responsible for the selection of instructional materials to the professional personnel of the District authority for the selection of instructional and library materials.

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

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

- A. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
- B. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- C. to provide a background of information that will enable students to make intelligent judgements in their daily lives;
- D. to provide a diversity of viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
- E. to provide materials representative of the many religious and ethnic and cultural groups, showing their contributions to our American heritage;
- F. to provide a vibrant, relevant, and current collection of books and materials, which are continuously reviewed and evaluated. Materials which no longer meet the stated objectives may be discarded according to accepted professional and legal practices.

The above principles, adopted from the School Library Bill of Rights, will serve as a guide in the selection of all instructional and library materials, textbooks, supplementary books, library books, filmstrips, films, and recordings.

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COPYING COPYRIGHTED MATERIALS

The Board of Education encourages professional staff members 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 instructional purposes.

17 U.S.C. 101 et seq.

policy

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PROGRAM ACCOUNTABILITY AND EVALUATION

The Superintendent shall annually, evaluate the effectiveness of the instructional program in achieving the District's educational goals and objectives. Annually, s/he will submit a written and comprehensive report of his/her evaluative findings to the Board of Education for its consideration.

The Superintendent will develop a plan for an in-depth evaluation of at least one (1) aspect of the educational program annually, with each program being evaluated at least every five (5) years.

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

policy

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STUDENT ASSESSMENT

The Board of Education 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 students and to assist them in attaining pupil 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, and physical examinations.

The Superintendent shall develop and present to the Board annually a program of testing that includes, but not limited to:

- A. State-required tests;
- B. standardized achievement tests;
- C. aptitude tests;
- D. District or teacher-made achievement or performance tests;
- E. vocational inventories;
- F. tests of mental ability;
- G. portfolios;
- H. demonstrations of student capability in nonschool settings.

The District is not required to develop or utilize any assessment methods or tests other than those specified in Paragraph A above.

The Board shall also 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 of Education regarding the State-mandated competency testing program, be made part of the public record;

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- 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 competency test;
- E. intervention services be provided to any student who fails to demonstrate at least a fourth-grade level of literacy and basic competency on any State-mandated proficiency test.

All identified students with disabilities in the School District shall be considered for participation in the State-mandated testing program for competency and proficiency testing. The consideration for participation shall be made by the IEP Team. The extent of participation in and/or exemptions from the testing shall be delineated on the student's I.E.P or on a document appended to the I.E.P.

The Superintendent shall implement administrative guidelines which ensure that the State Department's regulations are complied with regarding administration of the District's testing program, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. 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