

File: AC  
NONDISCRIMINATION

The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, color, national origin, **ancestry, sexual orientation**, citizenship status, religion, sex, economic status, age, disability or military status.

**The Board does not discriminate on the basis of legally acquired genetic information.**

The Board does not permit discriminatory practices and views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means including the use of electronic communications devices, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual.

Employees or students who engage in discrimination of another employee or student shall be subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination does not lessen the prohibition contained in this policy.

No one shall retaliate against an employee or student because he/she files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because he/she has opposed language or conduct that violates this policy.

Adoption Date:	May 23, 2002	Revision Date:	September 22, 2008
Revision Date:	August 24, 2005	Revision Date:	

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
Executive Order 11246, as amended by Executive Order 11375  
Equal Pay Act; 29 USC 206  
**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**  
Rehabilitation Act; 29 USC 794                      Ohio Const. Art. I, Section 2  
ORC Chapter 3323; Chapter 4112                      OAC 3301-35-02  
Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.

CROSS REFS.: JFCEA, Gangs                                      ACAA, Sexual Harassment  
Staff Handbooks                                      Student Handbooks  
GBA, Equal Opportunity Employment                      IGAB, Human Relations Education  
JB, Equal Educational Opportunities                      JFC, Student Conduct (Zero Tolerance)  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
GBO, Verification of Employment Eligibility  
IGBA, Programs for Students with Disabilities  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)

CONTRACT REFS.: Teachers' Negotiated Agreement  
Support Staff Negotiated Agreement

File: ADA  
EDUCATIONAL PHILOSOPHY

Vision Statement

The Westlake City School District will provide a dynamic, student-centered ~~positive~~ **21<sup>st</sup> Century** learning environment. Our District will be characterized by **high achievement**, actively engaged learners, mutual respect, shared knowledge, pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement and tangible results.

Mission Statement

We Educate For Excellence.....

Empowering all students to achieve their educational goals, to direct their lives and to contribute to society.

Adoption Date:	May 23, 2002	Revision Date:
Legal Refs.:	OAC 3301-35-02(A)	
Cross Refs.:	AE, School District Goals and Objectives IA, Instructional Goals	

File: BCCC  
TREASURER/CFO'S CONTRACT

The appointment of the Treasurer/CFO is secured through a written agreement stating the terms of the contract. The contract meets all State requirements and protects the rights of both the Board and the Treasurer.

The Treasurer/CFO is appointed for a term not to exceed five years. ~~The initial contract can be for not less than one year or more than five years.~~ **The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur mid-term, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Treasurer/CFO's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.**

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Treasurer/CFO's salary may be increased or decreased during his/her term of office. However, any decrease must be a part of a "uniform plan" affecting salaries of all District employees.

The termination procedures that currently apply to teachers and other administrators, requiring a due process hearing, ~~now~~ apply to the Treasurer/CFO.

If the Board intends to nonrenew the Treasurer/CFO's contract, notice in writing of the intended non-renewal must be given to the Treasurer on or before March 1 of the year in which the contract expires.

**The Treasurer/CFO may be disqualified from service if he/she fails to maintain his/her license.** The Board may permit an individual who does not ~~hold~~ possess a valid Treasurer/CFO's license to serve as District Treasurer/CFO as long as the individual meets ~~the~~ all qualifications for licensure and has applied for a **issuance or renewal of his/her** license but has not yet received the State Board of Education's decision.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Treasurer/CFO's contract.

Adoption Date: March 19, 2007

Revision Date:

Legal Refs.: ORC 3301.074; 3313.22 ~~et. seq.~~; **3313.24**; 3313.31; ~~3319.01; 3319.04~~; **3319.16**

Cross Refs.: BCC, Qualifications and Duties of the Treasurer BCCA, Incapacity of the Treasurer  
BCCB, Evaluation of the Treasurer (Also AFBA) BCCD, Board-Treasurer Relationship

File: BDDF-E  
VOTING METHOD  
(5-Member Board)

<u>Item</u>	<u># Needed</u>	<u>Reference ORC</u>
Declare it necessary to issue bonds	3 (a)	133.18 133.01(U)
Declare, by remaining members, that reasons for a member's absence for 90 days are insufficient to continue membership	3 (e)	3313.11
Fill a vacant Board seat (majority of remaining members)	3 (f)	3313.11
Purchase or sell real estate	3 (a)	3313.18
Appoint any employee	3 (a)	3313.18
Elect or appoint an officer	3 (a)	3313.18
Pay any debt or claim	3 (a)	3313.18
Adopt textbook	3 (a)	3313.18
Dispense with resolution authorizing purchase or sale of personal property, appointment of employees, etc., if annual appropriation resolution has been adopted by a majority of full membership	3 (a)	3313.18
Remove the CFO/Treasurer at any time for cause	4 (b)	3313.22
Appoint CFO/Treasurer Pro Tempore	3 (a)	3313.23
Determine that CFO/Treasurer's incapacity is removed	3 (a)	3313.23
Remove CFO/treasurer Pro Tempore at any time for cause	4 (b)	3313.23
Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	3 (a)	3313.66 (E)
Employ or re-employ <del>a local Superintendent without the recommendation of the County Superintendent</del>	4 (c)	3319.01
Appoint Superintendent Pro Tempore	3 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	4 (b)	3319.011
Suspend or remove Business Manager	4 (b)	3319.06
Re-employ any teacher who the Superintendent refuses to recommend for re-employment	4 (c)	3319.07
<b>Re-employ a teacher not nominated by the Superintendent</b>	<b>4 (c)</b>	<b>3319.07</b>
<del>Re-employ, in a local school district, a person not nominated by the County Superintendent after considering two nominations by the County Superintendent</del>	<del>3 (a)</del>	<del>3319.07</del>
Reject the recommendation of the Superintendent that a teacher eligible for continuing contract be granted a continuing contract	4 (d)	3319.11

<u>Item</u>	<u># Needed</u>	<u>Reference ORC</u>
Determine, at a regular meeting, which textbooks shall be used in the schools under its control	3 (a)	3329.08
<del>(No textbooks shall be changed, nor any part thereof altered or revised, nor any other textbook substituted therefore, within four years after the date of selection and adoption thereof, as shown by the official records of such Board, except by the consent, at a regular meeting, of four-fifths of all members elected thereto.) Act to approve substitute textbooks as authorized by law</del>	<del>4 (d)</del>	<del>3329.08</del>
Transfer funds in certain cases	4 (b)	5705.14
Declare the necessity for certain transfers of funds	3 (a)	5705.16
Levy a tax outside 10-mill limitation (not emergency)	4 (b)	5705.21
Reject findings and recommendations of fact-finding panel by Board or employee organization under statutory impasse resolution procedure	3 (g)	4117.14(C)(6)
<del>Waiver of textbook and material fund transfer restriction*</del>	<del>5 (h)</del>	<del>3315.17(D)(2)</del>

#### KEY

- (a) Majority of full membership
- (b) 2/3 of full membership
- (c) 3/4 of full membership
- (d) 4/5 of full membership
- (e) 2/3 of remaining members of the Board
- (f) Majority of remaining members of the Board
- (g) 3/5 of full membership
- (h) Unanimous vote of full membership

SOURCE: Business Administration for Public Schools  
Published by the Ohio School Boards Association

\*The number used is based upon the number of members on the Board.

Adoption Date: May 23, 2002

Revision Date:

File: CBC  
SUPERINTENDENT'S CONTRACT

The appointment of the Superintendent is secured through a written agreement stating the terms of the contract. The contract meets all state requirements and protects the rights of both the Board and the Superintendent.

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. **Should a vacancy occur mid-term, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1.** The period of time in which a the Superintendent's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year.

**The Board authorizes the annual payment of the Superintendent's accrued, unused vacation leave.**

If the Board intends to non-renew the Superintendent's contract, notice in writing of the intended nonrenewal will be given to the Superintendent on or before March 1 of the year in which the contract expires.

If at any time, in the opinion of the majority of Board members, the Superintendent's services are considered unsatisfactory, he/she may be notified and may be given an opportunity to correct the deficiencies.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC **124.384(c); 124.39(c); 3319.01; ~~3319.12~~; 3319.16; 3319.225**

Cross Refs.: ~~BCD, Board-Superintendent Relationship (Also CBI)~~  
CBA, Qualifications and Duties of the Superintendent  
CBAA, Incapacity of the Superintendent  
CBG, Evaluation of the Superintendent (Also AFB)  
CBI, Board-Superintendent Relationship (Also BCD)

File: DJF  
PURCHASING PROCEDURES

Monies under the jurisdiction of the Board may not be expended except upon a warrant drawn against a specific appropriation and against a specific fund. Therefore, no contract or purchase order for the expenditure of money will be made unless there is attached to it a certificate of the CFO/Treasurer certifying that the amount required to meet the contract or purchase order has been appropriated and is in the treasury, or is in the process of collection, and is free from previous encumbrance.

Any contract or purchase order issued without such a certificate attached is void, except as the law allows later issuance within 30 days of the certificate and except that, if the amount involved is less than ~~\$1,000~~ **\$3,000**, the CFO/Treasurer may authorize it to be paid without the ratification or affirmation of the Board. Under certain conditions, the law also allows the CFO/Treasurer to issue blanket certification, subject to limitations of time and amount as set by law.

Purchasing procedures are designed to ensure the best possible price for the desired products and services. Procedures for purchasing are developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations are solicited. All purchase orders/requisitions shall be approved and signed by the superintendent.

~~In compliance with the State Use Law, the Board directs the administration to determine if products and services needed by the District may be purchased from the Ohio Industries for the Handicapped. If applicable, the District will purchase products and/or services from the OIH.~~

Special arrangements may be made for ordering perishable and emergency supplies.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC 3313.46; 3327.08; 5705.41**(D)(1)**; 5705.412; 5705.44

Cross Refs.: DJ, Purchasing  
DJC, Bidding Requirements

File: DN  
SCHOOL PROPERTIES DISPOSAL PROCEDURE

~~In lieu of selling any item valued at more than \$10,000 as specified in this paragraph, the Board may sell any item directly to any governmental entity specified in ORC 3313.41, upon such terms as the Board may establish.~~

~~The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the education program or the operation of the District.~~

~~Real estate property shall be disposed of by sale or otherwise, in accordance with law (ORC 3313.40, 3313.41). Other school property and equipment, the value of which does not exceed \$10,000, shall be disposed of by the director of business affairs in such a manner as will be in the public interest and benefit the District.~~

~~In lieu of selling any item valued at more than \$10,000, the Board may sell any item directly to any governmental entity specified in ORC 3313.41, upon such terms as the Board may establish.~~

~~Items have no resale value these may be offered without cost to charitable and civic organizations, or disposed of by the most efficient method, without Board approval.~~

~~Personal property, the value of which exceeds \$10,000 shall be sold at public sale to the highest bidder in accordance with law.~~

~~Any property designated unsold after public offer or not of suitable condition for sale shall be junked.~~

**The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the District.**

**The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.**

**The Board follows the procedures set forth in State law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is first required to sell its real property to start-up community schools operating in the District and college-preparatory boarding schools located within the territory of the District. If the community school or college-preparatory boarding school is not interested in buying the property, the Board can sell its real or personal property at a public auction and follow specific statutory requirements if the property or individual item exceeds \$10,000 in value. If this amount is changed by the legislature, the Board and administration's responsibility changes automatically to reflect the new minimum statutory dollar value.**

**The Board directs the periodic review of all District property and authorizes the disposition by sale, donation, trade or discard of any property or individual items not required for school purposes.**

**The District complies with State law regarding the sale or lease of unused District property to community schools and college-preparatory boarding schools.**



**Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law**

**For the disposal of property which is not governed by the Ohio Revised Code or administrative regulations, the administration is required to follow these procedures:**

- 1. The Superintendent determines that the value of the property is less than the value set forth in State law. The property is valued pursuant to a reasonable method as determined by the Superintendent.**
- 2. The Board is notified when real or personal property is no longer needed for school purposes and directs that the property be sold.**
- 3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale or by trade as determined by the Superintendent or the Board on an individual basis.**

Adoption Date: May 23, 2002  
Revision Date: October 13, 2008

Revision Date:

**Legal Refs.: ORC 131.09; 3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3314.051**

**Cross Refs.: FL, Retirement of Facilities**

File: EBBC  
BLOODBORNE PATHOGENS

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universally recognized precautions. Universally recognized precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV, **HCV** and/or other blood borne pathogens\*.

To reduce the risk to staff and students by minimizing or eliminating staff exposure incidents to blood borne pathogens\*, the Board directs the superintendent to develop and implement an exposure control plan. **This plan must be reviewed and updated at least annually in accordance with Federal law.**

The plan includes annual in-service training for staff and students; first-aid kits in each school building and each student transportation vehicle; correct procedures for cleaning up body fluid spills and for personal cleanup.

\*Blood borne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Adoption Date: May 23, 2002

Revision Date: June 9, 2008

Revision Date: October 25, 2010

Revision Date:

Legal Refs.: ORC 3707.26; 4167.01 et. seq.; 29 CFR 1910.1030  
Public Employment Risk Reduction Act

Cross Refs.: EBBA, First Aid  
EBC, Emergency/Safety Plans  
~~GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)~~  
**JHCC, Communicable Diseases**

File: EBC  
EMERGENCY/SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as an event which threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies include, but are not limited to, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

### Comprehensive School Safety Plans and Drills

The Board directs the Superintendent/designee to prepare emergency/safety plans for use by staff and students. The plans are posted in each classroom and other areas accessible to **staff and** students.

The comprehensive safety plan sets a protocol for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students.

State law determines the type and number of drills the District must conduct in order to adequately prepare staff and students for emergency situations. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur.

A copy of each school building's current comprehensive safety plan and blueprint is filed with the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department that serves the political subdivision in which the school building is located. A copy of each school building's current comprehensive safety plan and floor plan is filed with the Ohio Attorney General. The floor plan is used solely by law enforcement responding to an emergency in the building and is not a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. When the comprehensive safety plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from **the Safety Committee**.

**Although the plan is reviewed annually, State law requires** the District's comprehensive safety plan ~~must~~ to be updated no later than every three years and within 90 days whenever a major modification to an individual school building necessitates changes in that building's plan.

### Administrative Rules/Protocols

~~The Board directs each building principal/designee to develop administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office and produced to Board of Health sanitarians, upon request, during board of health inspections.~~

- ~~1. A list of dangerous or recalled products.~~
- ~~2. Radon rules or protocols including evidence that the school has been built radon resistant or has been tested for radon within the past five years.~~
- ~~3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.~~

4. ~~A school wide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.~~
5. ~~Guidance regarding bloodborne pathogen risk reduction.~~
6. ~~Procedures for administering medications to students.~~
7. ~~A written comprehensive safety plan addressing:~~
8. ~~A written chemical hygiene plan, which sets forth procedures, equipment, personal protective~~
  - A. ~~safety management accountabilities & strategies;~~
  - B. ~~safe work practices;~~
  - C. ~~accident analysis procedures;~~
  - D. ~~job safety analysis procedures;~~
  - E. ~~safety committees & employee involvement strategies;~~
  - F. ~~employee safety & health training;~~
  - G. ~~treatment of sick or injured workers;~~
  - H. ~~safety & health hazard audits;~~
  - I. ~~ergonomics;~~
  - J. ~~transportation safety;~~
  - K. ~~identification & control of physical hazards;~~
  - L. ~~substance abuse;~~
  - M. ~~school violence prevention, and~~
  - N. ~~personal protective equipment.~~
9. ~~Material safety data sheets for every hazardous chemical used in the school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the central office of each building).~~
10. ~~Protocols on staff and student hand washing.~~
11. ~~No smoking signs.~~
12. ~~The District's integrated pest management policy.~~
13. ~~Protocols for using automated external defibrillators (AEDs);~~
14. ~~Protocols for responding to in-school crises, including student crime, suicide, death a of student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.~~
15. ~~Protocols for the management of students with life threatening allergies.~~

Adoption Date: May 23, 2002

Revision Date: May 24, 2010

Revision Date: September 22, 2008

Revision Date:

Legal Refs.: **The Elementary and Secondary Education Act; 20 USC 1221 et seq.**  
**Family Educational Rights & Privacy Act; 20 USC Section 1232g**  
**U.S. Const. Amend. IV**  
 ORC 149.433; 2305.235; 2923.11; 3301.56; 3313.20; 3313.536; 3313.717;  
 3313.719; 3314.03; 3314.16; 3701.85; 3737.73; 3737.99  
 OAC 3301-35-06;

Cross Refs.:	<b>EBC, Emergency/Safety Plans</b> <b>JFC, Student Conduct (Zero Tolerance)</b> <b>JFCJ, Weapons in the Schools</b> <b>EEACCA, Video Cameras on Transportation Vehicles</b> <b>EBAA, Reporting of Hazards</b> <b>EBBA, First Aid</b> <b>EBBC, Bloodborne Pathogens</b> <b>ECA, Buildings &amp; Grounds Security</b> <b>ECG, Integrated Pest Management</b> <b>EEAC, School Bus Safety Program</b> <b>EF/EPB, Food Services Management/Free and Reduced Price Food Services</b>	<b>JFG, Interrogations and Searches</b> <b>JO, Student Records</b> <b>KK, Visitors to the Schools</b> <b>EFH, Food Allergies</b> <b>GBE, Staff Health and Safety</b> <b>JHF, Student Safety</b> <b>JHCD, Administering Medicines to Students</b> <b>KBCA, News Releases</b> <b>Emergency/Safety Plans Handbook</b>
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File: EBC-R (NEW)  
EMERGENCY/SAFETY PLANS

The Board directs the Superintendent/designee to prepare and maintain comprehensive emergency/safety plans and administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office and produced during board of health inspections.

Administrative Rules/Protocols

The Board directs each building principal/designee to develop administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office and produced to Board of Health sanitarians, upon request, during board of health inspections.

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that the school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A school-wide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
  - A. safety management accountabilities & strategies;
  - B. safe work practices;
  - C. accident analysis procedures;
  - D. job safety analysis procedures;
  - E. safety committees & employee involvement strategies;
  - F. employee safety & health training;
  - G. treatment of sick or injured workers;
  - H. safety & health hazard audits;
  - I. ergonomics;
  - J. transportation safety;
  - K. identification & control of physical hazards;
  - L. substance abuse;
  - M. school violence prevention, and
  - N. personal protective equipment.
8. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
9. Material safety data sheets for every hazardous chemical used in the school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the central office of each building).
10. Protocols on staff and student hand washing.
11. No smoking signs.
12. The District's integrated pest management policy.
13. Protocols for using automated external defibrillators (AEDs);
14. Protocols for responding to in-school crises, including student crime, suicide, death of a student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.
15. Protocols for the management of students with life-threatening allergies.

Adoption Date:

File: EBCD  
EMERGENCY CLOSINGS

The Superintendent/designee may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather or other emergencies ~~that~~ **which** threaten the safety or health of students or staff members. It is understood that the Superintendent takes such action only after consultation with transportation and weather authorities.

In the event that the Superintendent/designee shortens the school day by no more than two hours due to hazardous weather, either at the beginning or the end of the given school day, that day will not be designated a calamity day.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

Prior to September 1 of each year, the Board adopts a resolution specifying a contingency plan under which the students make up days the schools were closed because of calamity. These make-up days are beyond the number of calamity days provided for by law.

The contingency plan cannot in any way conflict with the collective bargaining agreement.

The District may make up excess calamity days by increasing the length of one or more school days in increments of one-half hour.

**The District may choose to make-up a maximum of three days via online lessons and/or blizzard bags.**

Adoption Date: May 23, 2002

Revision Date:

Revision Date: May 24, 2010

Legal Refs.: ORC 3313.48; ~~3313.482; 3313.642;~~ 3317.01; ~~3737.73;~~ **3313.88; 3313.481**  
OAC 3301-35-06

Cross Refs.: EBC, Emergency/Safety Plans  
ID, School Day

Contract Refs.: Teachers' Negotiated Agreement  
Support Staff Negotiated Agreement

File: EBCD-R  
EMERGENCY CLOSINGS

School Closing Procedures for Employees

~~It sometimes is necessary for the Westlake Schools to close an individual school building or all buildings due to weather, calamity or other emergency.~~

~~In the event a school is closed for any reason, the following personnel will report for work at regularly scheduled hours unless informed otherwise by the superintendent or his/her designated representative.~~

- ~~1. superintendent~~
- ~~2. principal~~
- ~~3. assistant principal(s)~~
- ~~4. head custodian~~

~~Other employees will report only upon notification from the Superintendent, building principal or the Superintendent's designated representative.~~

~~In the event all schools are closed for any reason, the following personnel will make reasonable effort to report for work as nearly as possible to regular work hours unless notified otherwise by the superintendent or his/her designated representative.~~

- ~~1. Director of Business Affairs~~
- ~~2. maintenance personnel as determined by Director of Business Affairs~~

**In accordance with State law, the District may choose to make-up calamity days via online lessons. A plan for online lessons must be submitted to the Ohio Department of Education (ODE). The plan must include:**

- 1. the number of days the District plans to make-up via online lessons;**
- 2. a statement requiring each classroom teacher to develop enough lesson plans to cover the number of make-up days specified in the plan;**
- 3. a statement requiring the District to make the lessons available to students on the District's website as soon as practicable after school closure;**
- 4. a statement granting students a two-week period from the date of posting to complete the lesson;**
- 5. a statement specifying that teachers will grade the online lessons in the same manner as other lessons and that students may receive an incomplete or failing grade if the lesson is not completed on time;**
- 6. a statement allowing students to work on posted lessons at school after it reopens if the student does not have access to a computer at his/her residence. The District may provide the student access to a computer before, during or after the regularly scheduled school day, or may provide a substantially similar paper lesson. Students without access to a computer at home are granted two weeks from the date of reopening, rather than the date of posting to complete the lesson and**
- 7. a statement indicating whether the District will utilize blizzard bags in addition to posting classroom lessons online. Blizzard bags are paper copies of the online lessons. If the District uses blizzard bags, teachers must also prepare paper copies of the online lessons, and the Board's plan to ODE must specify the method of distributing the blizzard bags, which may include distribution by a set deadline or distribution prior to an anticipated school closure.**

**The District must also secure written consent of the teachers' union. The Board then submits the plan along with a copy of the teachers' union consent to ODE by the deadline specified under State law.**

Adoption Date: May 23, 2002

Revision Date:

File: EBCE (New)  
PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

The Board is concerned with the safety of everyone present on District property and has directed the Superintendent/designee to develop and maintain a comprehensive safety plan, in accordance with State law, that addresses potential safety issues that may arise within the District.

In addition to the comprehensive safety plan, staff members are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

The Board also is concerned with the prevention of fraud, including the misuse and misappropriation of public money, and, in accordance with State law, shall provide information to all staff members about the fraud reporting system established through the Auditor of State.

The Board shall put forth its best efforts in prevention and correction of safety and fraud issues; however, there may be times when such violations may occur. Staff members who report these violations in good faith have the right to do so without any retaliation by the Board, District administrators or other staff members.

The Board does not condone, nor does it tolerate, any act of discrimination, harassment or other acts of retaliation at any time for the reporting of safety and fraud violations. Staff members in violation of this policy will be disciplined in accordance with the negotiated agreement, Board policy and/or State law.

Adoption Date:

Legal Refs.:        ORC    117.103; 124.341; 4113.52

Cross Refs.:        EB, Safety Program

EBC, Emergency/Safety Plans



File: EBCE-R (New)  
**PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS**  
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

Safety Violations

1. Awareness and reporting of a violation

If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

2. Not correcting the violation

If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

3. Notifying the employer

If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

4. Reporting fellow employees' violations

If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

5. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- A. removing or suspending the employee from employment;
- B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- C. transferring or reassigning the employee;
- D. denying the employee a promotion that otherwise would have been received or
- E. reducing the employee in pay or position.

6. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

7. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

Adoption Date:

File: EBCE-E-1 (New)  
PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

The Ohio Auditor of State's office maintains a system for the reporting of fraud, including misuse of public money by any official or office. The system allows all Ohio citizens, including public employees, the opportunity to make anonymous complaints through a toll free number, the Auditor of State's website, or through the United States mail.

Auditor of State's fraud contact information:

Telephone: 1-866-FRAUD OH (1-866-372-8364)

US Mail: Ohio Auditor of State's Office  
Special Investigations Unit  
88 East Broad Street  
P. O. Box 1140  
Columbus, Ohio 43215

Web: [www.ohioauditor.gov](http://www.ohioauditor.gov)

Adoption Date:

File: EBCE-E-2 (New)  
PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

Acknowledgement of receipt of Auditor of State fraud reporting system information

Pursuant to Ohio Revised Code 117.103(B)(1), a public office shall provide information about the Ohio fraud reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has 30 days after beginning employment to confirm receipt of this information.

By signing below, you are acknowledging Westlake City School District provided you information about the fraud reporting system as described by Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud reporting system.

I, \_\_\_\_\_, have read the information provided by my employer regarding the fraud reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned acknowledges receipt of this information.

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Print Department: \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

Adoption Date:

File: ECG  
INTEGRATED PEST MANAGEMENT

The Board is committed to providing students and staff with a safe learning and teaching environment free of pests, ~~and pesticides~~ **and other harmful chemicals through adoption of an integrated pest management policy. The goals of the District's integrated pest management program are to:**

- 1. provide the healthiest learning environment possible by preventing unnecessary exposure of students and staff to toxic pesticides;**
- 2. promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;**
- 3. ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and**
- 4. reduce the need for reliance on chemical pesticides.**

~~The Board directs the administration to develop guidelines to identify pests and conditions that attract pests, for the proper use and control of pesticides and chemicals, and to utilize prevention techniques such as monitoring, sanitation, vacuuming, structural repair and sealing. In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.~~

**The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and pre-notification of chemical use.**

**Parents of minor students, adult students and staff enrolled or employed at the school may request to receive prior notification of scheduled service visits by pesticide businesses in which pesticides may be applied, or of scheduled pesticide applications by licensed schools employees.**

**In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.**

~~Whenever possible, pesticides are administered during non-instructional periods and/or during school breaks. If it becomes necessary to administer pesticides during times school is in session, the administration will provide advance notice to affected persons in the general area where the pesticide is to be applied, including the name of the pesticide to be used, the date and time of the pesticide application, and the telephone number to contact for more information.~~

~~The Board directs the Superintendent/designee to develop procedures to comply with this policy.~~

Adoption Date: June 9, 2008

Revision Date:

Revision Date: October 13, 2008

Legal Refs.: ~~29 CFR 1910.1030;~~

~~Comprehensive Environmental Response, Compensation & Liability Act, 42 USC 9601 et seq~~

~~Public Employment Risk Reduction Act~~

ORC 4167.01 et seq.; **921.01; 921.06; 921.16; 921.18**

OAC 3701-54-09; **901:5-11-4 and 5-11-15**

Cross Refs.: EB, Safety Program  
~~ING, Animals in the~~  
Schools

EBAA, Reporting of Hazards  
GBE, Staff Health and Safety

EBC, Emergency/Safety Plans  
~~EBBC, Blood-borne Pathogens~~

File: ECG-R-1  
INTEGRATED PEST MANAGEMENT  
(Site Plan)

The District's Integrated Pest Management (IPM) program applies to school personnel involved in developing and implementing IPM activities for non-agricultural uses. Persons responsible for developing and implementing IPM activities shall:

Comprehensive Site Assessment

Conduct a comprehensive site assessment that identifies the:

1. conditions producing or that could produce the pest problem, including pest entry spots;
2. type and extent of pest activity, which may be determined through the use of monitoring devices and
3. potential impacts of pests on humans, domestic animals and the environment.

Service Plan Determination

Determine, in conjunction with the entity contracted with for pest management services:

1. measures that aid in long term prevention, elimination or control of pests;
2. priorities for pest control and elimination;
3. whether chemical control is necessary to prevent, eliminate or control pests and
4. the most effective measures, application products and methods to control pests while minimizing exposure to humans, domestic animals and the environment.

Ongoing Monitoring and Assessment

Establish with the entity contracted with for pest management services, a strategy, schedule and specific recommendations for ongoing site monitoring and assessment to resolve short and long term control or elimination of pest problems.

Evaluation and Re-assessment

Evaluate the results of implementing the IPM activity in accordance with the time frame agreed upon with the contracted entity for pest management services. The evaluation includes re-assessment of the site and considers whether:

1. correction of conditions was completed and effective;
2. methods used to prevent, control or eliminate pests at the site were effective;
3. risks of exposure to humans, domestic animals and the environment were sufficiently minimized and
4. other measures, products or methods should be chosen for future pest management and control.

Adoption Date:

File: ECG-R-2  
INTEGRATED PEST MANAGEMENT  
(Use of Pesticides)

The following guidelines are used by District staff and contractors when pesticides or alternative pest-control products are used.

Pesticide Use When School is Not in Session

Pesticides will be applied on or in classroom buildings only if they are applied for the longer of four hours or the minimum time specified on the pesticide's label:

1. prior to the beginning of the school day;
2. after the school day has concluded or
3. when school is not in session under the school calendar established by the Board.

Pesticide Use When School is in Session

Pesticides will only be applied on or in classroom buildings when school is in session provided that:

1. persons other than the applicator and necessary school staff are not scheduled to be in the treatment area during treatment, and for the longer of four hours or the minimum time specified on the pesticide's label, as measured from the time the pesticide application is complete and
2. the entrance to the area where the pesticide is applied is posted with a sign including the following:
  - A. the sign shall measure at least eight and one half inches by 11 inches and
  - B. the sign is printed with letters at least 1 inch in height stating: "Pesticide Treatment Area. Do not enter before (date and time when re-entry is permitted)."

Exempted Pesticides

The pesticide being used is one of the following and is applied in strict accordance with the label instructions:

1. manufactured paste or gel balls;
2. paraffin-based rodent control product placed in industry-identified, tamper-resistant bait stations;
3. termite baiting stations;
4. rodenticides placed in wall voids or other areas that are inaccessible to humans and domestic animals;
5. disinfectants, sanitizers, germicides and anti-microbial agents or
6. dusts used in unoccupied areas of the structure.

Pesticide Documentation

Except for the exempt pesticides, if one of the above conditions is met, the following information is provided to the school's contact person for pesticide applications as soon as practicable following the application:

1. date and time pesticide was applied;
2. treatment area;
3. target pests;
4. brand name and EPA registration number of pesticide applied and
5. if applied under the rules for application when school is in session, the time or conditions for re-entering the treatment area as specified by the label, if specified.

#### Prior Notification

The District will develop a plan where parents or guardians of minor students, adult students, faculty and staff who are enrolled or employed may request and receive prior notifications of scheduled service visits by businesses in which pesticides may be applied or scheduled pesticide applications by licensed school employees.

The District's plan for prior notification includes:

1. the method of notification as determined by the school, which may include but not be limited to email and listserv methods and
2. if special circumstances prevent prior notification, notification will be made as soon as possible and the notice shall explain the reasons why advance notice was not provided.

Exempt pesticides need not comply with the notice requirements.

#### District Contact, Records and Documentation

The District designates an employee as contact person for pesticide application. The District maintains records and documentation of pesticide applications for inspection during normal school hours.

1. Records provided to the designated contact person are maintained for one year after application.
2. Documentation that the requested notifications were made in compliance with the IPM plan is also maintained.

Adoption Date:



File: EFF  
FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines:

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
  - A. daily nutritional needs of students consistent with the guidelines established by the US Department of Agriculture;
  - B. provisions of the District's student wellness program; and
  - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
  - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
  - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced :
  - A. Vending machines offering foods or beverages which do not meet the nutritional standards established by the District may not be operated during the school lunch period **day**. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
  - B. Bake sales and other school fundraising activities involving food items may not be held during the school lunch period **day**.
4. Annually, the Director of Business Affairs or designee reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for special or extracurricular events.

Adoption Date: May 23, 2002  
Revision Date: October 25, 2010

Revision Date: June 30, 2011  
Revision Date:

Legal Refs.: ORC 3313.814; **3313.816; 3313.817** OAC 3301-91-09

Cross Refs.: EF-EFB-Food Services Management/Free and Reduced-Price Food Services IGDF, Student Fund-Raising Activities  
EFG, Student Wellness Program

## WESTLAKE CITY SCHOOL DISTRICT NUTRITION STANDARDS

The Westlake City School District Nutritional Standards must be met for all sales of food to all Westlake City School District students during the regular and extended school day setting. This includes foods sold through the Food Service Department as well as any other organization or person.

Sales of food in competition with the Food Service Department meal program are prohibited by Board Policies EFF and EF/EFB in conjunction with federal law.

District nutrition standards apply only to food or beverages sold. Food provided free as refreshment for latchkey, catering, parties, potlucks, teacher appreciation luncheons or breakfasts, etc. is not subject to district nutrition standards. However, offering foods that meet these nutrition standards is highly recommended.

Westlake City School District Nutrition Standards are aligned with the Alliance for a Healthier Generation's School Beverage and Competitive Food Guidelines:

### SCHOOL BEVERAGE GUIDELINES

BEVERAGES	ELEMENTARY & INTERMEDIATE	MIDDLE	HIGH*
Water	<ul style="list-style-type: none"> <li>Any size</li> <li>No added sugars, artificial sweeteners or sodium</li> </ul>		Any Size
Plain Fat Free or Low Fat Milk Up to 150 calories per 8 oz <i>Includes nutritionally equivalent milk alternatives per USDA</i>	8 oz - (150 calories)	10 oz (188 calories)	12 oz (225 calories)
Flavored Fat Free or Low Fat Milk Up to 150 calories per 8 oz <i>Includes nutritionally equivalent milk alternatives per USDA</i>	8 oz - (150 calories)	10 oz (188 calories)	12 oz (225 calories)
100% Juice (OR 100% Juice Plus Water) Up to 120 calories per 8 oz + 10% DV for at least 3 vitamins and nutrients**	8 oz (120 cal) - Ala Carte 4 oz (60 cal) - Plate Lunch	10 oz (150 cal) - Ala Carte 4 oz (75 cal) - Plate Lunch	12 oz (180 cal) - Ala Carte 4 oz (90 cal) - Plate Lunch
No or Low Calories Beverages Up to 10 calories per 8 oz No added caffeine	None	None	Any size
Other Beverages Up to 66 calories per 8 oz No added caffeine	None	None	12 oz (99 calories)
* At least 50% of beverages must be water and/or no or low calorie beverages. ** 100% juice ( or 100% juice plus water) with no added sweeteners must contain at least 10% Daily Value of 3 vitamins and nutrition's as such as Vitamin A,C,D, and calcium.			

# SCHOOL FOOD GUIDELINES

	CALORIES	TOTAL FAT	SAT FAT	TRANS FAT	SUGAR BY WEIGHT	SODIUM
<b>BASELINE</b>	100	35%	10%	0g	35%	230mg
<b>DRIED FRUIT WITH NO ADDED SUGAR</b>	150 ELEMENTARY 180 MIDDLE 200 HIGH	0g	0g	0g	exempt	230mg
<b>NUTS, NUT BUTTERS &amp; SEEDS</b>	150 ELEMENTARY 180 MIDDLE 200 HIGH	exempt	exempt	0g	35%	230mg
<b>LOW FAT &amp; FAT-FREE DAIRY*</b>	150 ELEMENTARY 180 MIDDLE 200 HIGH	35%	10%	0g	35%	480mg
<b>SOUP &amp; VEGETABLES WITH SAUCES</b>	150 If contains at least two of the following: 2g fiber; or 5g protein; or 10% DV Vitamin A, C, E, foliate, calcium, magnesium, potassium, or iron; or 1/2 serving (1/4 cup) fruit or vegetables.	35%	10%	0g	35%	480mg If contains at least two of the following: 2g fiber; or 5g protein; or 10% DV Vitamin A, C, E, foliate, calcium, magnesium, potassium, or iron; or 1/2 serving (1/4 cup) fruit or vegetables.
<b>SNACKS</b>	150 ELEMENTARY 180 MIDDLE 200 HIGH If contains at least two of the following: 2g fiber; or 5g protein; or 10% DV Vitamin A, C, E, foliate, calcium, magnesium, potassium, or iron; or 1/2 serving (1/4 cup) fruit or vegetables.	35%	10%	0g	35%	230mg
<b>FRUITS WITH NUTS (TRAIL MIX)</b>	150 ELEMENTARY 180 MIDDLE 200 HIGH Product must contain only fruit, nuts and/or seeds and must have no added sweeteners.	exempt	10%	0g	35%	230mg
*Cheese may be reduced fat or part skim in 1.5 oz portions. One (1) egg or egg equivalent with no added fat is permitted.						

Sales of candy and other foods and drinks outside of the regular or extended school day are at the discretion of the school's wellness committee and Wellness Policy EFGA. However, healthy food choices for fundraising or non-food based fundraising are highly recommended.

Meals served through the National School Breakfast, Lunch, Snack and Summer Food Service Programs will meet, at a minimum, nutrition standards and guidelines established by the Westlake City School District, in conjunction with local, state and federal regulations and will conform to standards outlined in Senate Bill 210, "Healthy Choices for Healthy Children."

File: EGAAA  
COPYRIGHT

The Board conforms to existing ~~United States~~ **Federal** copyright laws and maintains the highest ethical standards in the use of copyrighted materials for instructional purposes.

The Board encourages its staff to enrich the learning programs by making proper use of supplementary materials. It is the responsibility of the staff to abide by the copying procedures and obey the requirements of ~~the~~ **Federal** law. Under no circumstances may employees of the District violate copyright regulations in order to perform their duties properly. The Board is not responsible for any violations of the Copyright Act by its employees.

~~Public Law 94-533~~, The Copyright Act affects all employees because it sets guidelines regarding the duplication and use of all copyrighted materials – print, non-print, music, computer software and others. The Superintendent is responsible for disseminating the guidelines for duplication and use of copyrighted materials to all employees.

Any employee who is uncertain as to whether the reproducing or use of copyrighted materials complies with ~~the procedures~~ **Federal guidelines** or is permissible under **Federal** law shall contact the Superintendent/designee.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: U.S. Const. Art. I, § 8  
Copyright Act; 17 USC 101 et seq.; **Pub. L. No. 94-533**

Cross Refs.: **IIA, Instructional Materials**  
**IIAC, Library Materials Selection & Adoption**

Educational Use of Copyrighted Print Materials

1. Fair use

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

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

2. Single copying for teachers

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

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

3. Multiple copies for classroom use

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

- a. the copying meets the tests of brevity, spontaneity and cumulative effect as defined below and
- b. each copy includes a notice of copyright.

1) Brevity

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

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

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

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

Special work: certain work in poetry, prose or "poetic prose", which often combines language with illustrations, of less than 2,500 words.

A "special work" may not be reproduced in its entirety. However, an excerpt comprising not more than two of the published pages of a special work, and containing not more than 10% of the words found in the text thereof, may be reproduced.

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

3) Cumulative effect

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

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

The limitations stated in the preceding two paragraphs shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

The limitations as to single copying for teachers and multiple copies for classroom use are applicable.

#### 4. Prohibitions

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

#### Educational Use of Copyrighted Music

##### 1. Permissible uses

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

##### 2. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.
- B. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.
- C. Copying shall not be used for the purpose of performance except as previously stated.
- D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.
- E. Copying without inclusion of the copyright notice which appears on the printed copy is prohibited.

#### Educational Use of Copyrighted Audiovisual Material

- 1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures, or videotaping commercial television broadcasts, employees shall consult with the principal to determine whether the proposed action complies with the “fair use” principles of the Copyright Act.
- 2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems educational television station. Before recording the telecast, the following conditions shall be satisfied.

- A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
- B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board meeting or similar activity.
- C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
- D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

#### Educational Use of Copyrighted Library Material

- 1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.
- 2. A library may provide a single copy of copyrighted material at cost to a student or staff member.
  - A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.
  - B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.
- 3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

#### Copying Limitations

- 1. Circumstances arise when personnel are uncertain whether or not copying is prohibited. In those circumstances, the superintendent shall be contacted. If the superintendent is uncertain, he/she shall consult with the District's legal counsel.
- 2. The following prohibitions have been expressly stated in federal guidelines.
  - A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
  - B. Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.
  - C. Employees shall not:
    - 1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;
    - 2) copy or use the same items from term to term without the copyright owner's permission;
    - 3) copy or use more than nine instances of multiple copying of protected material in any one term;
    - 4) copy or use more than one short work or two excerpts from works of the same author in any one term or
    - 5) copy or use protected materials without including a notice of copyright. The following shall constitute a satisfactory notice:

NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

- 3. Employees shall not reproduce or use copyrighted material at the direction of a District administrator without permission of the copyright owner.

#### Computer Software Copyright

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

1. The ethical and practical implications of software copyright violations will be provided to all employees and students using District computer facilities and software.
2. Employees and students will be informed that they are expected to adhere to the Copyright Act and all subsequent amendments thereto governing the use of software.
3. Wherever possible, efforts will be made to secure software from being duplicated from floppy disks, hard drives or networked systems.
4. Illegal copies of copyrighted software shall not be made or used on District equipment.
5. District administrators shall be designated as the only individuals who may sign license agreements for educational software used on District computers.
6. Documentation of licenses for software used on District computers will be located at the site where the software is being used.

#### Unsupervised Copy Equipment

The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audiotape recorder, videotape recorder and copy camera):

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

#### Library Copying for Students or Staff

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

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

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

#### WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OR OTHER REPRODUCTION OF COPYRIGHTED MATERIAL.

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

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

Adoption Date: May 23, 2002

Revision Date:



File: FL  
RETIREMENT OF FACILITIES

When a school building becomes inadequate due to age, condition, size of site, lack of need or other overriding limitations and cannot reasonably and economically be brought up to current educational standards, the building is considered for a comprehensive closing study. The Superintendent recommends to the Board ~~that~~ **which** facilities appear to justify further analysis.

The Board may seek both professional advice and advice from the community prior to taking action to retire any school facility. The Board may consider the following factors:

1. age and current physical condition of the facility, its operating systems and program;
2. adequacy of site, location, access, surrounding development, traffic patterns and other environmental conditions;
3. re-assignment of students, including alternative plans, according to Board policy;
4. transportation factors, including number of students bused, time, distance and safety;
5. alternative uses of buildings;
6. cost/savings (e.g., personnel, plant operations, transportation, capital investment and alternative use) and
7. continuity of instructional and community programs.

If the Board determines to close a school, it first considers other uses of the building before considering its sale. **The Board may consider the building's historical value.** ~~The historic value of any building is also considered by the Board.~~ In such cases, ~~it~~ **the Board** may take special action to provide for its preservation.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC 3313.41; **3313.411; 3313.49; 3318.02; 3318.03**

Cross Refs.: **ABA, Community Involvement in Decision Making (Also KC)**  
**BCF, Advisory Committees to the Board**  
**BCH, Consultants to the Board**  
**DN, School Properties Disposal**

File: GBA  
EQUAL OPPORTUNITY EMPLOYMENT

The District provides equal opportunities for employment, retention and advancement of all personnel.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, national origin, **ancestry, sexual orientation**, citizenship status, religion, sex, economic status, age, disability or military status.

Adoption Date: May 23, 2002  
Revision Date: September 22, 2008

Revision Date: April 27, 2009  
Revision Date:

Legal Refs.: ORC Chapter 4112.02, ~~5903.01(G)~~  
Civil Rights Act, Title VI; 42 USC 2000d  
Executive Order 11246, as amended by Executive Order 11375  
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681  
**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**  
Rehabilitation Act; 29 USC 794  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
~~Americans with Disabilities Act; 42 USC 12112 et seq.~~  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.

Cross Refs.: AC, Nondiscrimination      ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment      ACB, Nondiscrimination on the Basis of Disability

File: GBCB  
STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the State of Ohio and the negotiated agreement, the policies of the Board and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner that not only reflects credit to the District, but also presents a model worthy of emulation by students. **Unless permitted by law**, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of on-going operations and the instructional program are the following specific responsibilities that are required of all personnel:

1. faithfulness and promptness in attendance at work;
2. support and enforcement of policies of the Board and regulations of the administration;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of District property;
5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times. and
6. respect for students, parents and community members.

Adoption Date: May 23, 2002  
Revision Date: September 16, 2004

Revision Date:

Legal Refs.: **Gun-Free Schools Act; 20 USC 8921**  
ORC 124.34; **2923.1212; 2923.122**; 3319.081; 3319.16; 3319.31; 3319.36

Cross Refs.: **GBCA, Staff Conflict of Interest**  
**GBH, Staff-Student Relations (Also JM)**  
**JFC, Student Conduct (Zero Tolerance)**  
**JHF, Student Safety**  
**KGB, Public Conduct on District Property**

File: GBE  
STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices that promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with state law. The results of all such examinations are filed with the Superintendent.

Employees who are required by state or federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board. **Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.**

#### Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the central office and request the necessary forms to make application for payment under this Act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulation, in order to prove that the injury was not proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by ~~a~~ **the employee's** physician; **provided job duties are permissible under the prescribed substance.** The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive workers' compensation benefits.

Adoption Date: May 23, 2002

Revision Date:

Revision Date: June 9, 2008

Legal Refs.: ORC 3313.643; 3313.71; 3313.711; 3327.10; 4113.23; 4123.01 et seq.; **4123.35**; 4123.54  
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.

**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**

Cross Refs.:	EB, Safety Program	EBBC, Bloodborne Pathogens
	<del>EBD, Crisis Management</del>	<del>ECG, Integrated Pest Management</del>
	GBP, Drug-Free Workplace	GBQ, Criminal Record Check
	GCBC, Professional Staff Fringe Benefits	GDBC, Support Staff Fringe Benefits
	<b>GBCB, Staff Conduct</b>	<b>Staff Handbook</b>
	EEACD, Drug Testing for District Personnel Required to Hold a CDL	

File: GBL  
PERSONNEL RECORDS

The Superintendent/**designee** develops and implements a comprehensive and efficient system of personnel records. The Superintendent ~~is hereby designated as the~~ **will designate an employee to be** directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by the state or federal law or considered pertinent by the Superintendent. Anonymous materials or materials from an unidentified source are not placed in a staff member's file.
2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.
3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for the personnel records is required to make copies available at cost within a reasonable period of time.
4. The public has access to all records in the personnel file with the following exceptions:
  - A. medical records;
  - B. records pertaining to adoption, probation or parole proceedings;
  - C. trial preparation records;
  - D. confidential law enforcement investigatory records;
  - E. Social Security number and
  - F. records of which the release is prohibited by state or federal law.

Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file, unless the State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.
6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is determined by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.
7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in the Ohio Revised Code. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.
8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

Adoption Date: May 23, 2002

Revision Date:

Revision Date: April 27, 2009

Legal Refs.: ORC 9.01; 9.35; 149.41; 149.43; 1347.01 et seq.; 3317.061; 3319.311; 3319.314; 4113.23  
~~OAC 3301-35-03(A)-(10)~~

**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**

Cross Refs.: KBA, Public's Right to Know

Contract Refs.: Teachers' Negotiated Agreement, Support Staff Negotiated Agreement

File: GBQ  
CRIMINAL RECORD CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) criminal record checks of all candidates under final consideration for employment or appointment in the District. The BCII criminal record checks include information from the Federal Bureau of Investigation (FBI).

The Board may employ persons on the condition that the candidates submit to and pass a BCII criminal record check in accordance with the State law. Any person conditionally hired who fails to pass a BCII criminal ~~background~~ records check is released from employment. Applicants are given a separate written statement informing them that the Board uses a criminal record check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document which ~~contains only~~ **only contains** this notice. The applicant's written authorization to obtain the criminal record check will be obtained prior to obtaining the criminal record check.

Prior to taking an adverse action against an applicant or employee (such as declining to employ, reassigning an employee, denying a promotion, suspension, nonrenewal or termination) based in whole or in part on a criminal record check, the applicant or employee is given a written pre-adverse action disclosure statement which includes a copy of the criminal record check and the Federal Trade Commission's notice entitled "A Summary of Your Rights Under the Fair Credit Reporting Act."

After taking an adverse action, the applicant or employee is given a written adverse action notice which includes the name, address and telephone number of BCII, a statement that BCII did not make the decision to take the adverse action and cannot give specific reasons for it, the individual's right to dispute the accuracy or completeness of any information furnished by BCII and the individual's right to an additional free criminal record check from BCII upon request within 60 days.

An applicant for employment may provide a certified copy of a BCII criminal records check to the District in compliance with State law. The District may accept this ~~background~~ **criminal records** check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCII.

State law requires subsequent criminal record checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the record check shall be assured that all records pertaining to such information are destroyed.

#### Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

## Contractors

Criminal records checks are required for contractors who meet the following four criteria:

1. The contractor is an employee of a private company under contract with the District to provide “essential school services”;
2. The contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child;
3. The contractor is not licensed by ODE; and
4. The contractor is not a bus driver.

Adoption Date: May 23, 2002  
Revision Date: September 22, 2008

Revision Date: April 27, 2009  
Revision Date:

Legal Refs.: Fair Credit Reporting Act; 15 USC 1681 et seq.  
ORC 109.57; 109.572; 109.575; 109.576; 2953.32; 3301.074; 3314.19; 3314.41;  
3319.088; 3319.089; 3319.22; 3319.222  
3319.29; 3319.291; ~~3319.302~~; 3319.303; ~~3319.304~~; 3319.311; 3319.313  
3319.315; 3319.39; 3319.391; 3319.392; 3327.10

OAC 3301-27-01; 3301-83-06

Cross Refs.: EEAC, School Bus Safety Program  
GBL, Personnel Records  
GCBB, Professional Staff Supplemental Contracts  
GCD, Professional Staff Hiring  
GCPD, Suspension and Termination of Professional Staff Members  
GDBB, Support Staff Pupil Activity Contracts  
GDD, Support Staff Hiring  
GDPD, Suspension, Demotion and Termination of Support Staff Members  
IIC, Community Instructional Resources (Also KF)  
IICC, School Volunteers  
KBA, Public’s Right to Know  
LEA, Student Teaching and Internships

File: GBR  
FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family and Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 work weeks (or 26 work weeks to care for a covered service member) of unpaid family and medical leave in any 12-month period. The Board continues to pay the District's share of the employee's health benefits during the leave. In addition, the District restores the employee to the same or a similar position after the termination of the leave in accordance with Board policy.

In complying with the FMLA, the District adheres to the requirements of applicable Federal and State laws.

Additional information is contained in the regulations which follow this policy.

Adoption Date: May 23, 2002

Revision Date:

Revision Date: May 24, 2010

Legal Refs.: Family & Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825  
**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**  
ORC 124.38; ~~3313.20~~; 3319.08; 3319.13; 3319.131; 3319.14 3319.141

Cross Refs.: GCBD, Professional Staff Leaves and Absences  
GDBD, Support Staff Leaves and Absences

Contract Refs.: Teachers' Negotiated Agreement  
Support Staff Negotiated Agreement



File: GCBB  
PROFESSIONAL STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to professional staff members may require extra responsibility or extra time beyond that required of all professional staff members. When the Board and administration determine the need, qualified staff selected for such positions are provided supplemental contracts and additional compensation.

The Board approves the positions and the compensation for these assignments. Supplemental contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

Supplemental contracts are limited contracts given for terms not to exceed five years. Supplemental contracts expire automatically at the end of their terms, with or without Board action.

The Board directs the superintendent/designee to identify those supplemental contract positions that supervise, direct or coach student activity programs which involves athletic, routine/regular physical activity or health and safety considerations. Individuals accepting these contract positions must complete the requirements established by the Ohio Department of Education, state law and the Ohio Administrative Code.

**The Board recognizes the need for proactive planning to avoid and appropriately address sports related injury. The Athletic Director is encouraged to be actively involved in pursuing programs to protect student athletes' health and safety. Programs such as the National Federation of State High School Associations' "Concussion in Sports" course will be reviewed, and the Athletic Director will determine how to properly incorporate such training for those identified supplemental contract positions that supervise, direct or coach student activity programs.**

Adoption Date: May 23, 2002  
Revision Date: October 13, 2008

Revision Date: April 27, 2009  
Revision Date:

Legal Refs.: ORC 3313.53; 3319.08; 3319.11; 3319.111; 3319.39  
OAC 3301-20-01; 3301-27-01; ~~3301-27-02~~

Cross Refs.: GBQ, Criminal Records Check  
GCB, Professional Staff Contracts and Compensation Plans  
GCKA, Professional Staff Extra Duty  
GDBB, Support Staff Supplemental Contracts  
IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics

Contract Refs.: Teachers' Negotiated Agreement

File: GCBD  
PROFESSIONAL STAFF LEAVES AND ABSENCES

A leave of absence is a period of extended absence from duty by a staff member for which written request has been made and formal approval has been granted by the Board. The Board provides a plan for considering leaves and absences for its staff members in accordance with state and federal laws and Board policies.

Compensation, if any, during leaves of absence depends upon the type of leave. Deductions are made in salaries for absence in accordance with regulations developed by the administration and approved by the Board.

Depending on the type of leave and when the group insurance policy permits, an employee may continue to participate in Board-approved insurance programs, provided that the employee pays the entire premium for these benefits.

A staff member terminates his/her affiliation with the Board if, at the expiration of the specified period of leave, he/she declines the position that is offered to him/her. Assuming his/her contract has not expired during a leave of absence, an employee holds the same contract status upon returning to duty as was held on the date on which the leave began.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: Family and Medical Leave Act; 29 USC 2611 et seq.  
**Americans w/Disabilities Act Amendments Act of 2008; 42 USC 12101 et. Seq.**  
**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et. Seq.**  
ORC 124.38; ~~3313.20~~; 3313.211; 3319.08; 3319.09; 3319.13; 3319.131;  
3319.14; 3319.141; 3319.143

Cross Refs.: GBR, Family and Medical Leave  
**GCB, Professional Staff Contracts and Compensation Plans**

Contract Refs.: Teachers' Negotiated Agreement

File: GCPA  
REDUCTION IN PROFESSIONAL STAFF WORKFORCE

The Board may reduce the number of teachers upon the return to duty of regular teachers after leaves of absence, suspension of schools, territorial changes affecting the District or decreased enrollment of students in the District, or for financial reasons.

The Board may reduce the number of administrators upon the return to duty of administrators after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District, for financial reasons, or for other reasons unrelated to the performance of the individual administrator.

Adoption Date: May 23, 2002  
Revision Date: April 27, 2009

Revision Date:

Legal Refs.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172; **3319.18**

Contract Refs.: Teacher's Negotiated Agreement

File: GDBB  
SUPPORT STAFF PUPIL ACTIVITY CONTRACTS

The Board believes that a varied cocurricular program adds depth and richness to the academic program, teaching skills and life lessons not easily learned in the classroom. The Board also recognizes the importance of positive adult leadership in pupil activity programs.

Nonlicensed/noncertificated staff members may be awarded pupil activity contracts. Compensation for the position is at the same Board-approved rate as that paid to licensed individuals.

Any nonlicensed/noncertificated staff member desiring to accept a pupil activity contract must hold a valid pupil activity permit issued under rules adopted by the State Board of Education. The Board may terminate or suspend the pupil activity contract if this permit is suspended, revoked or limited by the State Board of Education.

Pupil activity contracts are limited nonteaching contracts in effect for a term not to exceed one year. The Board provides written notice of nonrenewal on or before June 1 of each year.

The Board approves the positions and the compensation for these assignments. Contracts are awarded by the Board upon the recommendation of the Superintendent. The Board meets all requirements of the Fair Labor Standards Act.

The Board directs the Superintendent/designee to identify those pupil activity contract positions that direct, supervise or coach programs that involve athletic, routine or regular physical activity or involve health and safety considerations. Individuals accepting these contract positions must meet the requirements established by the Ohio Department of Education, State law and the Ohio Administrative Code.

**The Board recognizes the need for proactive planning to avoid and appropriately address sports related injury. The Athletic Director is encouraged to be actively involved in pursuing programs to protect student athletes' health and safety. Programs such as the National Federation of State High School Associations' "Concussion in Sports" course will be reviewed, and the Athletic Director will determine how to properly incorporate such training for those identified supplemental contract positions that supervise, direct or coach student activity programs.**

Adoption Date: May 23, 2002

Revision Date:

Revision Date: April 27, 2009

Legal Refs.: ~~Fair Labor Standards Act~~  
ORC 3313.18; 3313.53; 3319.081; 3319.083; 3319.303; 3319.39  
OAC 3301-20-01; 3301-27-01

Cross Refs.: GBQ, Criminal Records Check  
IGDJ, Interscholastic Athletics  
GCBB, Professional Staff Supplemental Contracts  
GDB, Support Staff Contracts and Compensation Plans  
GDKA, Support Staff Extra Duty  
IICC, School Volunteers  
IGD, Cocurricular and Extracurricular Activities

Contract Refs.: Support Staff Negotiated Agreement

File: GDBD  
SUPPORT STAFF LEAVES AND ABSENCES

Leaves and absences granted to the support staff are for the purposes of helping them maintain their physical health, taking care of family and other personal emergencies and discharging important and necessary obligations.

All requests for long-term leaves of absence are submitted by the superintendent, together with his/her recommendations, to the Board for its action.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: Family and Medical Leave Act; 29 USC ~~2611~~ **2601** et seq.  
**Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.**  
ORC 124.38-124.39; ~~3313.20~~; 3313.211; 3319.13; 3319.141; **3319.142**; 3319.143

Cross Refs.: GBR, Family and Medical Leave  
GDB, Support Staff Contracts & Compensation Plans

Contract Refs.: Support Staff Negotiated Agreement

File: IB  
ACADEMIC FREEDOM

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

It is the responsibility of the teacher to make certain that such access to materials presenting ~~all~~ **various** sides of ~~a situation~~ **an issue** is available ~~and discussed~~. ~~However,~~ **T**eachers must take into account the **age and** relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views. ~~All instruction will conform to adopted courses of study.~~

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

Adoption Date: May 23, 2002

Revision Date:

Cross Refs.: **AC, Nondiscrimination**  
**EDE, Computer/Online Services (Acceptable Use and Internet Safety)**  
INB, Teaching about Controversial Issues  
**JB, Equal Educational Opportunities**

File: IF  
CURRICULUM DEVELOPMENT

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

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

**Curriculum planning is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.**

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

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

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

Each semester the Superintendent/**designee** provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: OAC 3301-35-02; 3301-35-03; **3301-35-04; 3301-35-06**

Cross Refs.: ABB, Staff Involvement in Decision Making (Also GBB)  
**ABA, Community Involvement in Decision Making (Also KC**  
**AFI, Evaluation of Educational Resources**  
**BCF, Advisory Committees to the Board**

Contract Refs.: Teacher Negotiated Agreement

File: IFD  
CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study that promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for such curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by ~~the~~ **State and Federal** law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are **reviewed and updated as needed.** ~~evaluated on a rotating basis.~~ After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.:	ORC	<b>3301.07; 3313.60; 3313.602; 3313.90</b>
	OAC	3301-35-02; 3301-35-03; <b>3301-35-04; 3301-35-06</b>



File: IGBE  
REMEDIAL INSTRUCTION

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

~~The Board directs the classroom teachers of students in the first, second and third grades to annually assess and identify, at the end of the school year, the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.~~

~~Students who are reading below grade level at the end of the third grade are offered intense remediation services during the summer following third grade, and provided an additional opportunity to take the Reading Achievement Test.~~

**The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.**

**The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades assess and identify by September 30 of each school year the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.**

**Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.**

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

~~Intervention services are offered to students who fail to attain a proficient score on a third, fourth, fifth, sixth, seventh or eighth grade Achievement Test.~~

**Intervention services are also offered to students who:**

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

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

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

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

Effective July 1, 2003

~~The fourth grade reading guarantee is replaced with the third grade reading guarantee.~~

~~Third grade students who receive a below limited proficient score on the third grade reading achievement test and fourth grade students who receive a limited proficient score on the fourth grade reading proficiency test are provided one of three options:~~

- ~~1. — promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the fourth grade;~~
- ~~2. — promotion to the fourth grade with “intensive intervention” services or~~
- ~~3. — retention in the third grade.~~

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

The Superintendent/**designee** is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

Adoption Date: May 23, 2002  
Revision Date: September 16, 2004

Revision Date: July 16, 2007  
Revision Date:

Legal Refs.: ORC 3301.07; **3301.0710**; 3301.0711(D); **3301.0712**; **3301.0715**; 3313.608;  
**3313.609**; **3313.6010**; 3313.6012; **3314.03**

OAC ~~3301-35-02~~; **3301-05-04**; **3301-35-06**

Cross Refs.: IKE, Promotion and Retention of Students  
**IGBEA, Reading Skills Assessments & Intervention (3rd Grade Reading Guarantee)**

File: IGBEA (NEW)  
READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student by September 30 and identifies students who are reading below their grade level. The District uses a diagnostic assessment to measure English proficiency that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a high performing teacher and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a district policy for the mid-year promotion of students who were retained but who now are reading at or above their grade level.

Adoption Date:

Legal Refs.:	ORC	3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3313.608 3313.609; 3313.6010; 3313.6012; 3324.01
	OAC	3301-35-04; 3301-35-06

Cross Refs.:	IGBE, Remedial Instruction
	IGBI, Limited English Proficiency
	IKE, Promotion and Retention of Students

File: IGBEA-R (NEW)  
READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student by September 30. The District uses an English diagnostic assessment either approved under State law or a comparable tool that has been approved by the Ohio Department of Education.

If the English diagnostic assessment shows that a student is not reading at grade level, the District will provide written notification to the parents or guardian that includes:

1. Notice that the school has identified a substantial reading deficiency in their child;
2. A description of current services provided to the student;
3. A description of proposed supplemental instruction services and supports;
4. Notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available; and
5. Notice that unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

For a student not reading at grade level, the District will provide intensive reading instruction immediately following the identification of a reading deficiency. This instruction must:

1. Include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers, and
2. Be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District will develop a reading improvement and monitoring plan. This plan will be developed within 60 days of receiving the student's results on the diagnostic assessment. The plan will include all of the following:

1. Identification of the student's specific reading deficiency;
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
3. Opportunities for the student's parents or guardians to be involved in the instructional services;
4. A process to monitor the implementation of the student's instructional services;
5. A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. A statement that unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring entering the third grade after July 1, 2013, the District will provide a teacher who has either passed a reading instruction test or has a reading endorsement on his/her teaching license.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a district policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than ninety minutes of daily reading. In addition, the remediation may include any of the following:
  - A. Small group instruction
  - B. Reduced teacher-student ratios
  - C. More frequent progress monitoring
  - D. Tutoring or mentoring
  - E. Transition classes containing third and fourth grade students
  - F. Extended school day, week or year
  - G. Summer reading camps
3. Provide a high-performing teacher, as determined by available student performance data and performance reviews.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by the Ohio Department of Education.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Adoption Date:

File: IGCH (Also LEC)  
POSTSECONDARY ENROLLMENT OPTIONS

~~The Board, therefore, recognizes the benefit to students and to the District for students to participate in programs offered by accredited colleges and universities in the State of Ohio.~~

~~Students in grades 9 through 12 will be permitted to enroll in approved postsecondary programs in accordance with state standards and District guidelines. Students successfully completing these courses may receive high school credit to satisfy graduation requirements providing they meet all terms and conditions of established standards. No student under 18 shall participate in this program without the written consent of his/her parents/guardians and the written approval of the high school principal indicating all conditions have been satisfied.~~

~~The superintendent is directed to establish the necessary administrative guidelines to assure that participation in these programs are in accordance with state standards and all conditions are effectively communicated to students and parents. The superintendent is also directed to establish procedures governing the awarding of credit and the proper record of participation in these programs.~~

The Board wishes to encourage each student to achieve to their maximum potential.

**State law provides for student participation in the postsecondary enrollment options program (PSEOP) for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 9th through 12th grade students may enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.**

**The Board directs the Superintendent or his/her designee to develop and establish the necessary administrative guidelines to ensure that the PSEOP is operating in accordance with state requirements.**

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC ~~3365.02; 3365.10;~~ **Chapter 3365**  
~~3302.44 Rules for Post-Secondary Enrollment Options~~  
OAC **Chapter 3301-44**

Cross Refs.: **IGBM, Credit Flexibility**

**IGCD, Educational Options (Also LEB)**

File: IGCH-R (Also LEC-R)  
POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options program by March 1 of each school year.

Students and/or parent(s) are required to inform the high school guidance counselor of intent to participate by March 30 of the year in which the student wishes to enroll. Failure to inform the high school guidance counselor by the March 30 deadline of intent to participate shall result in the student having to secure written permission from the Superintendent in order to participate in the program.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services are to include but not be limited to:

1. grade status as locally determined;
2. acceptance by college;
3. enrollment options required by State law;
4. financial arrangements for tuition, books, materials and fees;
5. process of granting academic credits;
6. criteria for any transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course, and the effect of the grade attained in the course being included in the student's grade point average, if applicable;
10. the effect of program participation on student's ability to complete District graduation requirements, as well as participation in cocurricular and extracurricular activities;
11. academic and social responsibilities of students and parents relative to this program;
12. information about and encouraging the use of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college/*university* course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college/*university*.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment options program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

### **High School/College Enrollment**

1. A 9th grade student may receive credit toward high school graduation for up to the equivalent of four academic school years.
2. A 10th grade student may receive credit toward high school graduation for up to the equivalent of three academic school years.
3. An 11th grade student may receive credit toward high school graduation for up to the equivalent of two academic school years.
4. A 12th grade student may enroll for no more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
6. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
7. College courses for which five semester hours (7.5 quarter hours) are earned are awarded one Carnegie unit toward high school graduation credit.

### **Financial Responsibilities**

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
  - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
  - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
  - C. Upon parental application and determination of need according to the provision of the National School Lunch Act, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
  - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

### **Other Considerations**

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension.
3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.



4. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

#### Eligibility

1. ~~Ninth through 12<sup>th</sup> grade students may enroll full or part time for nonsectarian courses for high school and/or college credit.~~
2. ~~Full time students in grades 9 through 12 may enroll in college for high school graduation and/or college credit if the following conditions are met:~~
  - a. ~~Student must be accepted by the college.~~
  - b. ~~College must send written notice (to all appropriate parties, including student, parent, District Superintendent and Superintendent of Public Instruction) within 10 days of enrolling students. Such notices shall include courses and hours of enrollment and the option selected.~~

#### Postsecondary Enrollment Options Available

~~Option A\*~~ Students may choose to receive college credit only. Under this option, the student must pay tuition and fees as established by the college or university and must pay for textbooks and materials.

~~Option B\*\*~~ Students may choose to receive high school graduation credit and college credit or high school credit only. Colleges and universities enrolling students under Option B will be reimbursed each July as determined by an established formula for tuition, fees, textbooks and materials.

~~\* If, after high school graduation, an individual enrolls in a college attended as a high school student, the college must award full credit for all courses successfully completed under either Option A or Option B. Students also may be able to transfer these credits to other colleges willing to accept them.~~

~~\* College courses successfully completed under Option A will not be awarded high school graduation credit.~~

~~\*\* Courses successfully completed under Option B will receive high school credit for graduation as appropriate (see Rule 3301-44-06).~~

#### Notification

1. ~~Students in grades 8 through 11 must be notified prior to the first of March each year of the post-secondary options program and the options available.~~
2. ~~Students must notify the high school principal prior to March 31 each year if they intend to participate in the program in the following year. Students notifying the school after this date may be denied participation.~~
3. ~~Counseling services must be provided to students in grades 8-11 and their parents prior to March 31 each year. The counseling must address the possible advantages and consequences of participation in the program.~~

#### Possible program advantages

- a. ~~opportunity to take classes not offered at the high school~~
- b. ~~experience college level work prior to making a decision about college enrollment~~
- c. ~~take academically challenging classes or classes in particular areas of interest~~
- d. ~~opportunity to involve counselor and principal in education planning~~
- e. ~~opportunity to receive both secondary and postsecondary credit~~

#### Possible program consequences

- a. ~~increased student responsibility for learning~~
- b. ~~increased financial obligations~~
- c. ~~reduced opportunities or time for participating in high school activities~~
- d. ~~increased travel time~~

- e. ~~effect on GPA and class rank~~
  - f. ~~scope of college courses may differ from high school courses as well as content in proficiency tests~~
  - g. ~~reduced opportunities for employment~~
  - h. ~~social discomfort~~
4. ~~Prior to enrolling in classes students and their parents must sign a statement that they have received information concerning the postsecondary enrollment options. (If student is 18 or older only the student signature is required)~~

### Counseling

~~Students must be provided counseling prior to participating in the postsecondary option program. Counseling shall include the following:~~

<del>1. program eligibility;</del>	<del>6. scheduling;</del>
<del>2. process for granting credit;</del>	<del>7. consequences of failing;</del>
<del>3. financial arrangements — tuition, books;</del>	<del>8. graduation requirements;</del>
<del>4. criteria for transportation aid;</del>	<del>9. academic and social responsibilities of students and parents/guardians and</del>
<del>5. available support services;</del>	<del>10. use of college counseling services.</del>

### Awarding High School Credit

- 1. ~~College courses for which five semester hours (eight quarter hours) of credit are earned shall be awarded one Carnegie unit toward high school graduation. Fractional units shall be awarded proportionately.~~
- 2. ~~The high school principal shall determine the comparability of college courses to high school courses in determining graduation requirements. Any dispute with regard to credits shall be appealed to the State Board of Education whose decision is final.~~
- 3. ~~Proportional reductions of the maximum credits that may be earned will be made for students participating in the Postsecondary Enrollment Options program for less than one academic year.~~
- 4. ~~Student records must reflect evidence of successful completion of each college course and the high school credit awarded. All credit must also note the name of the college attended.~~
- 5. ~~Since Westlake High School has an eight period day, a maximum of seven Carnegie Units may be earned during an academic school year.~~

### GPA and Class Rank

~~Grades received in college courses being counted for high school credit (Option B) shall be calculated into the GPA based on the Carnegie Unit and grade with no weighted grades of any being applied to college course work. All courses failed or not completed will be calculated into the GPA as a zero.~~

### Scheduling

- 1. ~~Colleges will give priority to their regular students in considering high school student admission. Once accepted, however, high school students in the Postsecondary Enrollment Options program cannot be displaced by regular students.~~
- 2. ~~No high school graduation credit will be waived for any student as a result of participating in this program.~~
- 3. ~~Scheduling conflicts are not the responsibility of the District.~~
- 4. ~~The District is not responsible for the coordination of break schedules.~~
- 5. ~~Courses may supplement and supplant high school courses.~~
- 6. ~~Students must be in good standing, as defined by the high school principal, in any college courses necessary to complete minimum graduation requirements in which the student has enrolled but has not yet completed in order to participate in graduation activities.~~

~~7. Students may not enroll in summer college courses under either option.~~

~~8. Students may enroll in evening college classes under this option.~~

#### Financial Responsibilities

- ~~1. All financial responsibilities for students enrolled in college courses for college credit only (Option A) will be with the student/parent. This shall include all related expenses including tuition, fees, textbooks, material and transportation.~~
- ~~2. For students enrolled in college courses for high school graduation credit exclusively (Option B), the college will be reimbursed for tuition, fees, materials, and textbooks in accordance with the computational procedures specified in Section 3365.07(B) of the Revised Code.~~
- ~~3. Failure to complete a course, whether through a formal Class Drop process, or nonattendance for other than normally accepted school absence will result in any or all financial obligation for that course defaulting to the student and his/her parent. Failure to reimburse the District for such cost will result in the withholding of grades, transcripts, and credits as provided by statute.~~
- ~~4. At the end of the college term the student is responsible for returning to the school any college textbooks purchased by public funds. Failure to return books will be considered as lost books and charged to the student or parent accordingly.~~

#### Extracurricular Activities

- ~~1. Students enrolled in the Postsecondary Options program remain high school students and are entitled to participate in all extracurricular activities provided they meet the eligibility criteria established by the Board and Westlake High School.~~
- ~~2. Participation in college activities is dependent upon the rules of the participating college.~~

#### Transportation

- ~~1. The Westlake Schools are not responsible for transportation to or from college classes.~~
- ~~2. Parents or students may request reimbursement for transportation costs if the student qualifies for financial assistance.~~

#### Parent/Student Responsibilities

- ~~1. Apply to and be accepted by the college of choice.~~
- ~~2. Meet all college course requirements and standards.~~
- ~~3. Meet all attendance requirements.~~
- ~~4. Secure means for transportation.~~
- ~~5. Participation in any/all mandated State of Ohio standardized high school exams (i.e. proficiency tests) is required. Students who might have scheduling conflicts with the college course(s) and the established dates and times for such exams are required to make arrangements in advance with their high school counselor.~~

Adoption Date:

File: IGDB  
STUDENT PUBLICATIONS

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

School-Sponsored Publications

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

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

Non School-Sponsored Publications

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

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: U.S. Const. Amend. I  
ORC ~~3313.66; 3313.661~~

**Cross Refs.: EDE, Computer Online Services (Acceptable Use & Internet Safety  
IIBH, District Websites  
JF, Student Rights and Responsibilities**

File: IGDJ  
INTERSCHOLASTIC ATHLETICS

The Board believes that interscholastic and intramural athletics are a desirable part of the total school program. The athletic program has great potential to contribute to the sound growth and all around development of students.

The Board believes that standards and ideals established and practiced will influence greatly the youth, the school and community; therefore, only the best traditions of good citizenship and conduct will be fostered.

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes pride in winning, it emphasizes and requires good sportsmanship and positive mental attitude as a prerequisite to participation.

The superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the 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 consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in an extracurricular activity.

Coaches are required to complete ~~an all approved course in sports-related first aid training and a course in cardiopulmonary resuscitation~~ **coursework as specified by the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education (ODE)** in order to qualify to serve as a coaches.

Trained and competent leadership and coaching, adequate equipment and facilities are essential prerequisites for any sponsored activity.

The welfare of the students takes precedence over any other interests.

The athletic program of the District shall follow rules and regulations as established and maintained by the Ohio High School Athletic Association.

Scheduling, arrangements and organization shall be under the direct supervision of the athletic coordinator.

**In addition to the above, the Board requires those identified supplemental contract positions that supervise, direct or coach student activity programs to view the National Federation of State High School Associations' "Concussion in Sports" course.**

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 is 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 to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician. ~~In the event a religious practice prohibits a physical examination, the superintendent may consider options acceptable by the OHSAA after being provided documented evidence the individual's religious practice prohibits this type of examination. If such a circumstance is determined acceptable by both the OHSAA and the superintendent, it shall be required that the parents/ guardians sign both an Authorization form (page 3 HIPAA form) and Consent to Participate form (which both the parent(s) and student must sign). It shall also be required the parents/ guardians sign a declaration that they are refusing the PPE and are holding the school district harmless for any liability incurred as a result of that decision. Refusal to sign the forms means the student shall not participate.~~

All students participating in interscholastic athletics must ~~purchase insurance available through the school, or the parent(s) must sign a waiver ensuring that such coverage is not necessary~~ **be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.**

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as make him/her a worthy representative of his/her school.

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

**Students are ineligible for athletics for one year when they transfer from one district to another without changing residency. However, there are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Association Bylaws.**

~~Beginning in the fall of the 2001 school year, students are ineligible for athletics for one year when they transfer from one district to another without changing residency. Transfers within the school district are not affected. There are exceptions to the ineligibility provisions contained in the Ohio School Athletic Bylaws.~~

**Resident students attending STEM schools are also permitted to participate in the District's interscholastic athletics program.**

Foreign exchange students not enrolled in a state-approved educational or exchange program must be legally adopted by a resident of that school district in order to be eligible for athletics.

Adoption Date: May 23, 2002  
Revision Date: August 24, 2005

Revision Date: July 14, 2008  
Revision Date:

Legal Refs.: ORC 2305.23; 2305.231; **3313.537**; 3313.66; 3313.661; 3313.664; 3315.062  
OAC **Chapter 3301-27**; ~~3301-27; 3301-35-03(H)~~

Cross Refs.: **IGD, Cocurricular and Extracurricular Activities**  
IGDK, Interscholastic Extracurricular Eligibility  
**IKF, Graduation Requirements** **JECBA, Admission of Exchange Students**  
JGD, Student Suspension JGE, Student Expulsion  
**JN, Student Fees, Fines and Charges** Student Handbook

File: IIAA  
TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;
2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and
3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees.

The final decision on the recommendation of textbooks rests with the superintendent, subject to official adoption by the Board.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC ~~3315.17; 3315.18;~~ 3329.01; ~~3329.05;~~ 3329.06; 3329.07; 3329.08; 3313.642  
OAC ~~3301-35-03;~~ **3301-35-04; 3301-35-06**

Cross Refs.: IIA, Instructional Materials  
KLB, Public Complaints About the Curriculum or Instructional Materials

File: IIAB (NEW)  
TEXTBOOK SELECTION AND ADOPTION

The right to a free choice among alternatives is basic to a democratic society. It is through the exercise of the freedoms set forth in the Bill of Rights that an informed choice can take place. Our educational system must, therefore, allow free access to a full range of instructional materials to insure the realization of this freedom.

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the professional staff to increase the effectiveness of the instructional program. Supplementary instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials and materials available in electronic or digital formats (such as materials accessible through the Internet).

Materials are considered on the basis of overall purpose; timeliness or permanence; importance of the subject matter, quality of the writing or production; readability and popular appeal; authoritativeness; reputation of the publisher or producer, reputation and significance of the author, artist, composer, producer, etc.; format and price.

Supplementary materials support and are consistent with the general educational goals of the District and the written objectives of specific courses.

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. Materials should be appropriate for the subject area, age level, ability level, emotional development and social development of the students for whom they are selected.

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their over-all reputation, and should not be rejected because of an occasional article that may be offensive.

Films and other rented instructional materials are used in the classroom for education purposes only. No rented film that includes a notice that the film is intended for "home use only" will be shown to a class for entertainment purposes.

When using film, instructional television or any other technology (coupled with graded courses of study and general curriculum materials), teachers should keep in mind that the software delivered to the student must be suitable to both the skill and maturity level of the learner. Federal copyright rules must be followed at all times.

In addition, parents have the right to inspect any materials used as part of the educational curriculum to which their child will be exposed.

The recommendation of supplementary materials rests with the Superintendent/designee and final approval rests with the Board.

Adoption Date:

LEGAL REFS.:	U.S. Const. Art. I, Section 8; Copyright Act, 17 USC 101 et seq. Family Educational Rights and Privacy Act; 20 USC Section 1232h ORC 3313.642; 3329.06; 3329.07; 3329.08 OAC 3301-35-04; 3301-35-06
CROSS REFS.:	EDE, Computer/Online Services IIAC, Library Materials Selection & Adoption (Acceptable Use and Internet Safety) EGAAA, Copyright INB, Teaching About Controversial Issues IIAA, Textbook Selection & Adoption KLB, Public Complaints About the Curriculum or Instructional Materials



File: IIBH  
DISTRICT WEBSITES PUBLISHING

~~School District websites and web pages provide the District with unique and ever-changing ways to opportunities to engage students, impact student learning and interact with the community. and improve student learning. School District websites:~~

1. **complement educational programming;**
2. **give the Board opportunities to communicate its mission, goals, policies, and plans with the community, and provide other pertinent updates to all stakeholders;**
3. allow ~~an~~ individual schools to provide current and complete information to its community at large;
4. give the community a means to communicate effectively with **the Board and staff;** ~~students and personnel;~~
5. create expanded means for student expression; ~~and/or~~
6. provide ~~new~~ avenues for teachers to help students meet high standards of performance; **and**
7. **provide opportunities for staff to communicate with students.**

~~All District schools wishing to maintain a presence on the Internet must develop written web regulations that allow the school to realize the benefits of maintaining a web site while protecting the school and community from its potential misuse.~~

**Purpose and Use of District Web Sites**

~~The primary purpose of a District's website is to communicate effectively with its community.~~ **The Webmaster or Superintendent/designee is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent.** The principal or designee of each school shall ensure that the ~~site~~ **school's web page** is maintained in such a way that the community receives ~~reasonably~~ current and accurate information.

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

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

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

**Advertising or Sponsorships**

Any use of advertising or sponsorships that appear on ~~a school~~ **the District's** website must be approved by the superintendent or his/her designee. Guidelines must be consistent with District policies and guidelines ~~used in~~ **for** other District publications.

The Board directs the superintendent to develop regulations to implement **all the provisions of** this policy. ~~Such~~ **These** regulations shall address **staff and student** ~~and~~ staff privacy and content standards for web-site publications

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: Family Educational Rights and Privacy Act; 20 USC § 1232g **et seq.**  
**Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii);**  
**(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)**  
ORC ~~149.41~~; 149.43; 3313.20  
OAC ~~3301-35-02(B)(4)(b); 3301-35-03(E);~~ **3301-35-04; 3301-35-06**

Cross Refs.: EDE, Computer/On Line Services (**Acceptable Use & Internet Safety**)  
IGDB, Student Publications  
JO, Student Records  
KBA, Public's Right to Know  
**KJ, Advertising in the Schools**

File: IKE  
PROMOTION AND RETENTION OF STUDENTS

The promotion of each student in the District will be determined individually. The decision to promote or retain a student in a grade may be based on any or all of the following: intellectual ability; academic achievement; physical; emotional and/or social development; and environmental factors.

K-6

1. A student meeting grade level requirements in Reading/Language Arts and Mathematics will be promoted.
2. A student not meeting grade level requirements in Reading/Language Arts or Mathematics will be referred to the building level Intervention Assistance Team.
3. Parents shall be an integral part of the promotion/retention ~~decision~~ **process**.
4. A student being considered for retention shall be provided with appropriate intervention.
5. The final decision relative to promotion/retention shall rest with the building principal.

Fourth grade students who receive a below basic score on the fourth grade reading proficiency test are provided one of the three options:

1. Promotion to fifth grade if the principal and reading teachers agree that other evaluations of the student's work indicate the student is academically prepared for fifth grade;
2. Promotion to fifth grade with "intensive intervention" in that grade or
3. Retention in fourth grade.

Grades 7-8

1. A student must pass three of the four core subjects (English, Math, Science, and Social Studies) in order to be promoted.
2. If Math or English is not passed, attendance at summer school will be required.
3. Students not meeting the criteria for promotion will be identified and provided assistance by the grade level team and guidance staff.
4. When a student's academic progress jeopardizes promotion, the student and parents will be notified. This will occur generally at the end of each grading period and/or no later than the midpoint of the fourth quarter.
5. Students on an IEP will be promoted as long as students' goals are met.
6. The decision to promote or retain will be made by the building principal and may be affected by mitigating circumstances.

Grades 9-12

Students must have the following number of units of credit to be classified as a student in that grade level.

1. To be eligible for classification as a 10<sup>th</sup> grade student, the student must have received five and one-half units of credit.
2. To be eligible for classification as an 11<sup>th</sup> grade student, the student must have received 11 units of credit.
3. To be eligible for classification as a 12<sup>th</sup> grade student, the student must have received 16.5 units of credit.

**Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the district-level mid-year promotion policy.**

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC **3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715; 3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03**  
OAC **3301-35-04; 3301-35-06**

Cross Refs.: AFI, Evaluation of Educational Resources IGCD, Educational Options (Also LEB)  
**IGBE, Remedial Instruction (Intervention Services)**  
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)

File: IKF  
GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The Westlake High School minimum requirements for graduation from high school are as follows.

<b><u>Westlake High School Graduation Requirements Through 2013-2015</u></b>		
<b>Total Credits: 23 / MUST be enrolled in 4 Core Classes</b>		
<u>Graduation Courses</u>	<u>CLASS OF 2013 &amp; 2014</u> 23 Credits	<u>CLASS OF 2015 &amp; BEYOND</u> 23 Credits
English	4.0 credits See Course of Study for junior/ senior requirements	4.0 credits See Course of Study for junior/senior requirements
Math	3.0 credits 1 credit Algebra I	4.0 credits 1 credit Algebra II
Social Studies	3.0 credits 1 credit World History 1 credit American History 0.5 credit Government 0.5 credit Economics	3.0 credits 1 credit World History 1 credit American History 0.5 credit Government 0.5 credit Economics
Science	3.0 credits 1 credit Physical Science 1 credit Biological Science	3.0 credits 1 credit physical science 1 credit life science 1 credit advanced study
Health/PE	1.5 credits	1.0 credits
Practical/Fine Arts	1.0 credit	1.0 credit
Computer Ed/Business/Engineering & Technology Education	0.5 credit	0.5 credit
Service Learning	N/A	Class of 2015-53 Hours / 2016 & Beyond-60 Hours
Electives	7.0 credits	6.5 credits
World Language	N/A	N/A
<b>TOTAL:</b>	<b>23.0 Credits</b>	<b>23.0 Credits</b>
10 <sup>th</sup> Grade OGT *Subject to legislative mandate	*10 <sup>th</sup> grade OGT	*TBD

The State of Ohio minimum requirements for graduation from high school are as follows.

<u>State Minimum</u>	<u>Units</u>	<u>Ohio Core</u>	<u>Units</u>
English Language Arts	4.0	English Language Arts	4.0
Social Studies, including ½ unit of American History & ½ unit of American Govt.	3.0	Social Studies, including ½ unit of American History & ½ unit of American Government	3.0
Science, including 1 unit each in Physical Science & Biology	3.0	Science with inquiry-based lab experience, including 1 unit each in Phys. Sci.- Life Sci. & 1 unit in Chemistry, Physics or other phys. Sci., advanced Biology or other life sci., Astronomy, Physical Geology or other earth/space sci.	3.0
Mathematics	3.0	Math, including one unit of Algebra II or its equivalent	4.0
Health	0.5	Health	0.5
Physical Education	0.5	Physical Education	0.5
Electives *	<u>6.0</u>	Electives **	<u>5.0</u>
Total	20.0	Total	20.0

The ~~state minimum~~ Ohio Core requirements for graduation also include:

1. student electives\* of at least one unit or two half units, from the areas of business/technology, fine arts and/or World language;
2. units earned in English language arts, mathematics, science and social studies shall be delivered through integrated academic and technical instruction and
3. passing all State required examinations.

The Ohio Core requirements for graduation also include:

- ~~1. student electives\*\* of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway) (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core;~~
- 2. student electives\*\* of any one or combination of the following: World language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, engineering, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core;**
3. units earned in social studies shall be integrated with economics and financial literacy and
4. passing all State required examinations.

#### Summer School

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

#### Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

#### Post Secondary Enrollment Options

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

#### Correspondence Courses

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

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools that have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

### Coursework Completed Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

### Community Service

**The District offers community service education which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.**

### Ohio Core Opt Out

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2014, the ability to opt out of the Ohio Core curriculum in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

Adoption Date: May 23, 2002

Revision Date:

Revision Date: May 24, 2010

Legal Refs.: ORC 3301.07(D)(3); 3313.60; 3313.6014; 3313.603; 3313.605; 3313.61; 3345.06  
OAC 3301-35-04

Cross Refs.: IGBM, Credit Flexibility IGCD, Educational Options (Also LEB)  
IGCA, Summer Schools IGCI, Community Service  
IGCH, Postsecondary Enrollment Options (Also LEC)  
JN, Student Fees, Fines and Charges

File: IKF-R  
**GRADUATION REQUIREMENTS**  
(Ohio Core Opt Out)

Students entering ninth grade on or after July 1, 2010, and before July 1, 2014, may qualify for participation in the Ohio Core Opt Out program. Eligible students may graduate without having completed the Ohio Core curriculum prescribed by State law. Students wishing to participate in this program must have attended high school for two years.

A student wishing to participate and his or her parent(s) or guardian must sign and file written consent to the student's graduating without completion of the Ohio Core curriculum and acknowledgement that one consequence of failure to complete the Ohio Core curriculum is ineligibility to enroll in most State universities in Ohio without further coursework.

The minimum requirements for graduation from high school under the Ohio Core Opt Out are as follows.

Minimum

English Language Arts	4 units
Social Studies, including ½ unit of American History and ½ unit of American Govt.	3 units
Science, including one unit each in Physical Science and Biology	3 units
Mathematics	3 units
Health	½ unit
Physical Education	½ unit
Electives *	<u>6 units</u>
Total	20 units

\* Each student's electives shall include at least one unit, or two half units chosen from among the areas of business/technology, fine arts, and/or **World** language.

The District retains the authority to increase these minimum requirements in compliance with State law. Under State law, the District may stipulate any of the following:

1. a minimum high school curriculum that requires more than 20 units of academic credit to graduate;
2. an exception to the district's minimum high school curriculum that is similar to the Ohio Core Graduation Opt Out, but with additional requirements, which may include the requirement that the student successfully complete more than the minimum curriculum listed above or
3. that no exception comparable to the Ohio Core Graduation Opt out is available within the District.

The student and parent/guardian must also agree to fulfill any procedural requirements stipulated by the school to ensure informed consent and facilitate orderly filing of statements required under State law.

Additionally, participation in the program requires the student, the student's parent or guardian and a representative of the student's high school to jointly develop an individual career plan for the student. The student's individual career plan must specify that the student will do one of the following:

1. matriculate to a two-year degree program;
2. acquire a business and industry credential or
3. enter an apprenticeship.

The student's high school provides counseling and support for the student related to the student's individual career plan during the remainder of the student's high school experience.



File: IKF-E (NEW)  
**GRADUATION REQUIREMENTS**  
(Ohio Core Opt Out Informed Consent Agreement)

I understand that participation in the graduation opt out program will result in graduation without completion of the Ohio Core curriculum. I also acknowledge that one consequence of failure to complete the Ohio Core curriculum is ineligibility to enroll in most State universities in Ohio without completion of further coursework. I hereby agree to accept and abide by the policies, rules and regulations of the Board of Education and to fulfill any procedural requirements stipulated by the school.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="text-align: center;">Student's Signature</div>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="text-align: center;">Date</div>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="text-align: center;">Parent's Signature</div>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="text-align: center;">Date</div>

Adoption Date:

File: IL  
TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

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

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

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

Each disabled student is considered individually as to his/her participation in the proficiency testing program and achievement/ability testing program.

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

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

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC **3301.0710-0713; 3301.0715; 3301.0717;** 3319.32; 3319.321

OAC **3301-13-05;** 3301-35-02; **3301-35-03; 3301-35-04**

Cross Refs.: AFE, Evaluation of Instructional Programs (Also IM)  
IGBA, Programs for Special Needs Students  
~~JO, Student Records~~

File: IL-R  
TESTING PROGRAMS

The District will administer the Ohio state proficiency tests at identified grade levels according to state law.

Guidelines Proficiency Testing

1. Storage/Access

- ~~A. Materials for grade level proficiency tests will be delivered to the District test coordinator.~~
- ~~B. The District test coordinator will make provisions to contact the individual school coordinators and either hand deliver them or have the school coordinator pick up the materials.~~
- ~~C. No materials will be sent via intradistrict delivery.~~
- ~~D. Materials received by the District and school coordinator will be secured in a locked room, cabinet or closet. Personnel with access to these locked materials will be the following: District coordinator, school coordinator and building administrator.~~
- ~~E. Following daily administration of the test, all materials will be collected by school coordinator and rescued into the locked area.~~
- ~~F. Student answer booklets will be express mailed according to prescribed state guidelines/ timeline.~~
- ~~G. Test booklets and extra materials will be boxed and sent via courier according to prescribed state guidelines/timeline.~~

2. Test/Administration

~~All teachers, proctors, or aides involved with administration and monitoring of proficiency tests will adhere to the following confidential and secure behaviors.~~

~~Directions must be read as stated in each test section, no modifications or alternative wording is allowed.~~

~~Discussion of any part or items on the test during or after administration is prohibited.~~

~~Copying any items or sections of the test is prohibited.~~

~~Proctors will be provided with test administration manuals only.~~

~~Proctors will not keep test booklets or answer sheets after daily or entire administration of tests. A school test coordinator will collect all materials at the conclusion of the evaluation session.~~

~~Proctors will not provide any specific item assistance to students. No explanation of directions or items will be allowed.~~

~~Proctors will monitor testing environment by circulating around the room periodically. Proctors must not sit or stand in one area during the testing.~~

~~Spacing of students needs to be maximized to facilitate a secure and conducive environment for testing.~~

~~Proctors will collect student's materials if there is a suspicion of cheating and contact the school test coordinator.~~

~~Proctors will ensure that all students remain quiet until all students have finished testing or until the maximum time limit is exceeded (2 1/2 hours).~~

~~Any scheduled breaks must be monitored to ensure security of materials and prevent discussion among students about the test.~~

3. Catastrophic/Calamity

- ~~A. In the event that school is closed for any scheduled days of testing, the following day or next available school day will be used to continue testing.~~

- ~~B. In the event that school is closed on a day during the week of testing, the District test coordinator will contact the State Department of Education immediately.~~
- ~~C. In the event of a fire alarm or other unforeseen event that requires the evacuation of the school building, test sites will be secured.~~
- ~~D. If testing cannot continue for the day or week because of damage or safety concerns in the building, the test materials will be hand delivered to the District coordinator and secured in a locked area. Provisions for securing an alternative testing site will be investigated and the Board will make an executive decision as to whether testing resumes.~~

Consequence For Violation Of Test Security

- ~~1. Any teacher, proctor, aide or other school personnel caught violating storage/access and or test/administration procedures will be reported to the District test coordinator. The District coordinator will report these infractions to the superintendent and Department of Education.~~
- ~~2. Sanctions against the employee will depend on the severity of the breach of these procedures and response of the employee.~~
- ~~3. Violation of security issues is a serious offense and may result in a letter of reprimand, suspension without pay and/or ultimate dismissal.~~

**In accordance with State law, the District's plan for testing security must:**

- 1. be in writing;**
- 2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;**
- 3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;**
- 4. specify the procedure for handling, tracking and maintaining secure testing materials on site before, during and after assessment administration, including the accounting for and storing of all assessment materials;**
- 5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final make-up assessment;**
- 6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;**
- 7. specify the procedure for determining whether to invalidate a student's assessment score;**
- 8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and**
- 9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.**

Adoption Date: May 23, 2002

Revision Date:

Cross Refs.: IL, Testing Programs

ILA, Testing Programs (Required State Assessments)

File: INB  
TEACHING ABOUT CONTROVERSIAL ISSUES

In the study of controversial issues, students have four rights that recognize **the right to**:

1. ~~the right to~~ study any controversial issue which has political, economic or social significance and concern;
2. ~~the right to~~ have free access to all relevant information, including materials which circulate freely in the community;
3. ~~the right to~~ study under competent instruction in an atmosphere free from bias and prejudice and
4. ~~the right to~~ form and express their own opinions on controversial issues without jeopardizing relations with teachers or the school.

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

Teachers determine the appropriateness of certain issues for consideration using the following criteria.

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.
3. The issue should receive only as much time as is needed to consider it adequately.
4. The issue should be current, significant and relevant to the students and the teacher.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom shall confer with the principal concerning 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.

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC 2907.31  
OAC ~~3301-35-01; 3301-35-02; 3301-35-03; 3301-35-04~~

Cross Refs.: IB, Academic Freedom  
KLB, Public Complaints About the Curriculum or Instructional Materials

File: ING  
ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

~~There are a variety of ways animals can be used in schools including:~~

- ~~1. scientific instruction~~
- ~~2. classroom pets~~
- ~~3. school mascots~~
- ~~4. search dogs~~

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

**Service Animals**

**In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.**

Adoption Date: May 23, 2002  
Revision Date: October 13, 2008

Revision Date:

Legal Refs.: ORC **Chapter 3323; Chapter 4112**  
OAC ~~3701-54-07~~  
**Individuals with Disabilities Education Act; 20 USC 1400 et seq.**  
**Rehabilitation Act of 1973; 29 USC 794**  
**Americans w/Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.**  
**28 CFR 35.136(d)**

Cross Refs.: AC, Nondiscrimination JFG, Interrogations and Searches  
ACB, Nondiscrimination on the Basis of Disability  
~~EBAA, Reporting of Hazards~~ ~~ECG, Integrated Pest Management~~  
EBC, Emergency/Safety Plan

File: ING-R  
ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, **other than service animals**, the building principal approves the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under sixteen weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.
2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.
3. Students are to be instructed not to bring personal pets to school without written permission of the ~~teacher or~~ principal.
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
  - A. no one is allergic to the animal;
  - B. proper examinations and immunizations have been given by a veterinarian;
  - C. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
  - D. arrangements have been made for the proper care of the animal when school is not in session and
  - E. rules have been established for the handling and treatment of the animal.
5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:
  - A. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;
  - B. studies involving animals have clearly defined objectives;
  - C. all animals used in the studies must be acquired in accordance with law;
  - D. the comfort of the animal used in the study is highly regarded and
  - E. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.
6. When animals are used as part of an experiment, such as dissection in a science course, the building principal/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.
7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.
8. Hand washing facilities are available and immediately used when animals are handled.
9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.
10. Animals are not permitted on surfaces where food or drink is prepared or consumed.
11. All animal feed is tightly sealed and labeled in containers separate from human food.

File: ING-R  
ANIMALS IN THE SCHOOLS

**In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities. Service animals must:**

- 1. be on a harness, leash or other tether or be under the control of the handler either through voice commands, signals or other means;**
- 2. be housebroken and**
- 3. be up-to-date on vaccinations.**

**In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.**

Adoption Date: May 23, 2002  
Revision Date: October 13, 2008

Revision Date:



File: JEB  
ENTRANCE AGE  
(Mandatory Kindergarten)

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

~~The District policy requiring successful completion of kindergarten may, upon parental request to the pupil personnel services committee, be waived provided the child demonstrates to the satisfaction of the committee the social, emotional and cognitive skills necessary for first grade, and that the child is at least six by the District admittance date. This committee shall be comprised as set forth in the Ohio Revised Code.~~

Beginning School Year 2012-2013 and Beyond

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

~~The District policy requiring successful completion of kindergarten may, upon parental request to the pupil personnel services (early entrance evaluation) committee, be waived provided the child demonstrates to the satisfaction of the committee the social, emotional and cognitive skills necessary for first grade, and that the child is at least six by the District admittance date. This committee shall be comprised as set forth in the Ohio Revised Code.~~

Refer to policy JEBA and regulation JEBA-R for information specific to Early Entrance.

Adoption Date: May 23, 2002  
Revision Date: October 25, 2010

Revision Date:

Legal Refs.: ORC 3321.01  
OAC 3301-35-05(F)

Cross Refs.: IKEB, Acceleration  
JEA, Compulsory Attendance Ages  
JEBA, Early Entrance (Kindergarten or First Grade)  
JEBA-R, Early Entrance (Kindergarten or First Grade)

File: JEBA  
EARLY ENTRANCE  
(Kindergarten or First Grade)

State law establishes minimum age requirements for admission to kindergarten.

~~and first grade and sets forth requirements for a standardized testing program to evaluate those students deemed ready by parents for early admission. The district shall admit a child who fails to meet minimum age requirement for admission to kindergarten or first grade, if the child meets necessary standards deemed appropriate as outlined in the standardized testing program.~~

~~Children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian.~~

~~Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are also evaluated for possible early admittance if referred by an educator within the District or a preschool educator, a pediatrician or a psychologist who knows the child. The building principal may also request evaluation at his/her discretion.~~

Referrals for students to be evaluated and assessed should be made to the Pupil Services Department. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by a Pupil Personnel Services (early entrance evaluation) Committee to determine the most appropriate and available learning environment for the students. ~~The committee shall be comprised as set forth in the Ohio Revised Code.~~

The Pupil Personnel Services (early entrance evaluation) Committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten. ~~if the committee finds that the student should be considered gifted. In this instance, The~~ parents of the student are provided with a copy of the written plan.

Adoption Date: August 14, 2006

Revision Date: April 27, 2009

Revision Date: October 25, 2010

Revision Date:

Legal Refs.: ORC **3314.06**; 3321.01; 3324.01 et. seq. OAC 3301-51-15

Cross Refs.: IGBB, Programs for Gifted and Talented Students  
IKEB, Acceleration  
JEB, Entrance Age (Mandatory Kindergarten)  
JEBA-R, Early Entrance (Kindergarten or First Grade)

File: JECAA  
ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students, have a basic right to admission in the District schools and equal educational opportunities. Accordingly, the District must enroll each homeless student in the District in the school determined to be in the student's best interest. A homeless student or individual is defined as an individual who lacks fixed, regular and adequate nighttime residence and who has a primary nighttime residence that is: **including:**

1. ~~a supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill);~~  
**a "doubling up" or sharing the housing with another family due to loss of housing, economic hardship or a similar reason;**
2. **living in a motel, hotel, or campground due to the lack of alternative adequate accommodations;**
3. **living in emergency or transitional shelters;**
4. **abandonment in hospitals;**
5. **awaiting foster care placement;**
6. **a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;**
7. **living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and**
8. **migratory students.**
- ~~2. an institution that provides a temporary residence for individuals intended to be institutionalized or~~
- ~~3. a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;~~
- ~~4. a motel, car, campground or~~
- ~~5. a "doubling up" with another family because of inability to afford housing otherwise.~~

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

**To the extent feasible, the District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.**

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the enrollment, retention and success in school of homeless students;
2. **the District does not segregate homeless students into separate schools or separate programs within a school based on the student's status as homeless;**
- 2.3. it appoints a District liaison who ensures that homeless students enroll and succeed in school and
4. **homeless students are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students.**

- ~~3. homeless students are provided with transportation services that are at least comparable to the service provided to non-homeless students.~~
- ~~4. homeless students are provided with transportation services that are at least compatible to the service provided to non-homeless students.~~

**The liaison ensures compliance with the subgrant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.**

~~If the District receives sub-grants to implement this policy, the liaison ensures compliance with the sub-grant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.~~

~~To the extent feasible, the District complies with the request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.~~

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

The District complies with the Ohio Department of Education's Plan Ohio and federal law for the education of homeless children and youth.

Adoption Date: May 23, 2002

Revision Date:

Revision Date: July 3, 2003

Legal Refs.: 42 USC § 11431 et seq.

**The Elementary and Secondary Education Act; 20 USC 1221 et seq.**

**ORC 9.60 through 9.62; 3313.64(F)(13)**

**OAC 3301-35-02; 3301-35-04; 3301-35-06**

**Cross Refs**      **AC, Nondiscrimination**  
                     **JB, Equal Educational Opportunities**

File: JFC  
STUDENT CONDUCT  
(Zero Tolerance)

Students are expected to conduct themselves in a way that exhibits respect and consideration for the rights of others. Students of the District must conform with school regulations and accept directions from authorized school personnel. The Board has “zero tolerance” of violent, disruptive, harassing, intimidating, bullying or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the Student Code of Conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon enrolling in the District schools during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the Student Code of Conduct and the fact that any violations of the Student Code of Conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the Student Code of Conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters that might lead to a reduction of the expulsion period include the student’s mental and/or physical characteristics or conditions; the age of the student and its relevance to the punishment; the prior disciplinary history of the student and/or the intent of the perpetrator.

The Student Code of Conduct is made available to students and parents and is posted in a central location within each building.

Adoption Date: May 23, 2002  
Revision Date: May 22, 2006

Revision Date: May 24, 2010  
Revision Date:

Legal Refs.: Gun-Free Schools Act; 20 USC 8921  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Children's Internet Protection Act; **47 USC 254(h)(5)(b)(iii)**;  
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)  
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662

Cross Refs.:	AC, Nondiscrimination	<del>JG, all subcodes</del> <b>Student Discipline</b>
	EBC, Emergency/Safety Plans	JGA, Corporal Punishment
	ECAB, Vandalism	JGD, Student Suspension
	EDE, Computer/Online Services	JGDA, Emergency Removal of Student
	JFCA, Student Dress Code	JGE, Student Expulsion
	JFCEA, Gangs	<b>JM, Staff-Student Relations</b>
	JFCF, Hazing and Bullying	
	JFCJ, Dangerous Weapons in the Schools	Student Handbooks
	JFCK, Use of Electronic Communication Equipment by Students	

File: JFG  
INTERROGATIONS AND SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students, employees and community members, the Board authorizes its administration to conduct searches of school property, a student's person or personal property or student automobiles in accordance with Board-adopted procedures. The Board further authorizes its administration to seize illegal, unauthorized, or contraband materials that may be discovered in any search. The Board has further developed procedures that will be followed in the event a law enforcement agency requests an opportunity to search or interrogate a student.

Searches of School Property

The administration is authorized to conduct periodic general inspections of any school property for any reason, at any time without notice, without student consent, and without a warrant. School property includes school lockers, desks or other receptacles that a student may use for storage of personal or school belongings, which receptacle is property of the Board.

Personal Searches

A student's person and/or personal effects (e.g. book bag, purse, pockets, electronic devices) may be searched when an administrator has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials or is otherwise in violation of school policy. Any personal searches will be conducted in accordance with the procedures governing personal searches.

Automobile Searches

The Board reserves the right to conduct routine patrols of ~~student~~ parking lots and inspections of the exteriors of students' automobiles on school property. When the administration has reasonable suspicion to believe that illegal or unauthorized materials are contained inside a student's vehicle, it may inspect the interior of the vehicle. Routine patrols and inspections of ~~student~~ parking lots and student automobiles may be conducted without notice, without student consent and without a search warrant.

Searches or Interrogations by Law Enforcement Officials

Generally, law enforcement authorities will be allowed to interview students on school premises only if there are special circumstances requiring an immediate interview or if the interview is conducted at the request of the school. Law enforcement authorities will not be allowed to search a student's locker, desk, automobile or person without a search warrant unless public health or safety is involved. Any interrogations or search conducted by law enforcement authorities will be governed in accordance with the District's procedures.

Adoption Date: May 23, 2002

Revision Date: January 26, 2009

Legal Refs.: ORC 3313.20  
New Jersey v. TLO 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

File: JHC  
STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the schools to help protect the health of students. ~~The services of a nurse or nurses are available to the District.~~ Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linkages. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

Adoption Date: May 23, 2002  
Revision Date: July 3, 2003

Revision Date:

Legal Refs.: **The Elementary and Secondary Education Act;**  
**Health Insurance Portability & Accountability Act; 29 USC 1181 et.seq.**  
20 USC 1221 et seq.  
42 U.S.C. Sec. 12101 et seq. (1997)  
20 U.S.C. 1232g Sec. 1400 6301 et seq. (1997)  
29 U.S.C. Sec 794(a) (1988)  
ORC 3313.50; 3313.67-3313.73  
~~OAC 3301-35-03(D)~~

Cross Refs.: IGBA, Programs for Special Needs Students  
JED, Student Absences and Excuses  
JHCB, Inoculations of Students  
JHCD, Administering Medicines to Students  
JHG, Reporting Child Abuse



File: JHCB  
IMMUNIZATIONS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis examinations in compliance with the law.

Students eligible for kindergarten and students new to the District must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving such immunizations, to be completed no later than the day of entrance. Students failing to complete such immunizations within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

Adoption Date:	May 23, 2002	Revision Date:	October 25, 2010
Revision Date:	August 14, 2006	Revision Date:	
Legal Refs.:	ORC 3313.67; 3313.671; 3313.71; 3313.711; 3701.13		
Cross Refs.:	JEC, School Admission <del>JEG, Exclusions and Exemptions from School Attendance</del> JHCA, Physical Examinations of Students <b>JHCC, Communicable Diseases</b>		

File: JHCC  
COMMUNICABLE DISEASES

**The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation.**

**In order to protect the health and safety of students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools.**

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school ~~physician~~ **nurse**, the student may be excluded from school. Re-admission is dependent upon a decision by a physician, school nurse or public health nurse. ~~In case of doubt, the school physician is consulted.~~

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC 3313.67; **3313.671**; 3313.68; 3313.71; 3319.321;  
3707.04; 3707.06; 3707.08; **3707.16**; 3707.20; 3707.21; 3707.26

Cross Refs.: ~~JEG, Exclusions and Exemptions from School Attendance~~  
**JHCA, Physical Examination of Students**  
**JHCB, Immunizations**

2. District staff is prohibited from providing personal social networking website passwords to students.
3. Fraternization between District staff and students via the Internet, personal e-mail accounts, personal social networking websites and other modes of virtual technology is also prohibited.
4. Access of personal social networking websites during school hours is prohibited.

Violation of the prohibitions listed above will result in staff and/or student discipline in accordance with State law, Board policies and regulations, the Staff and Student Codes of Conduct and handbooks and/or staff negotiated agreements. Nothing in this policy prohibits District staff and students from the use of education websites and/or use of social networking websites created for curricular, cocurricular or extracurricular purposes.

Adoption Date: May 23, 2002

Revision Date:

**Legal Refs.:** ORC 3313.20

**Cross Refs.:** GBC, Staff Ethics  
 GBCA, Staff Conflict of Interest  
 GBCB, Staff Conduct  
 GBI, Staff Gifts and Solicitations  
 IIBH, District Websites  
 JFC, Student Conduct (Zero Tolerance)  
 JG, Student Discipline

JHF, Student Safety  
 JHG, Reporting Child Abuse  
 JL, Student Gifts and Solicitations  
 JO, Student Records  
 KBA, Public's Right to Know  
 Staff Handbooks  
 Student Handbooks

**Contract Refs.:** Teachers' Negotiated Agreement

Support Staff Negotiated Agreement

File: JN  
STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. **Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act will be charged in compliance with State and Federal law.** This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not a course of instruction.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the CFO/Treasurer for deposit in the General Fund of the Board.

~~Please note the school District will assess a \$30 fee for any check returned because of non-sufficient funds, stop payment, or account closure. This fee will be in addition to the amount of the returned check. Subsequent payments to settle delinquent accounts will only be accepted in the form of cash, money order, or bank certified funds. The school District will not accept further personal checks until the above debt has been satisfied.~~

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to ~~any~~ **anyone** requesting same on his/her behalf until all fees and fines **for that student** have been paid in full. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

Collection Process

~~The principal and Treasurer will establish a collection process for unpaid fees and fines.~~ The principal will advise parents of fees due at the beginning of the school year. The first week of October, the Principal may send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines. A payment schedule may be arranged at the building level with full payment to be received by June 15.

Adoption Date: May 23, 2002

Revision Date: May 24, 2010

Revision Date: September 16, 2004

Revision Date:

Legal Refs.: ORC 3313.642; 3329.06

National School Lunch Act of 1946, 42 USC 1751 Child Nutrition Act of 1966, 42 USC 1771

Cross Refs.: IGCB, Experimental Programs

IGCD, Educational Options (Also LEB)

File: LEC (Also IGCH)  
POSTSECONDARY ENROLLMENT OPTIONS

~~The Board wishes to encourage each student to achieve to their maximum potential. The Board, therefore, recognizes the benefit to students and to the District for students to participate in programs offered by accredited colleges and universities in the State of Ohio.~~

~~Students in grades 9 through 12 will be permitted to enroll in approved postsecondary programs in accordance with state standards and District guidelines. Students successfully completing these courses may receive high school credit to satisfy graduation requirements providing they meet all terms and conditions of established standards. No student under 18 shall participate in this program without the written consent of his/her parents/guardians and the written approval of the high school principal indicating all conditions have been satisfied.~~

~~The superintendent is directed to establish the necessary administrative guidelines to assure that participation in these programs are in accordance with state standards and all conditions are effectively communicated to students and parents. The superintendent is also directed to establish procedures governing the awarding of credit and the proper record of participation in these programs.~~

**State law provides for student participation in the postsecondary enrollment options program (PSEOP) for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 9th through 12th grade students may enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.**

**The Board directs the Superintendent or his/her designee to develop and establish the necessary administrative guidelines to ensure that the PSEOP is operating in accordance with state requirements.**

Adoption Date: May 23, 2002

Revision Date:

Legal Refs.: ORC 3365.02; 3365.10; **Chapter 3365**  
3302.44—Rules for Post-Secondary Enrollment Options  
OAC **Chapter 3301-44**

Cross Refs.: IGBM, Credit Flexibility IGCD, Educational Options (Also LEB)

File: LEC-R (Also IGCH-R)  
POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options program by March 1 of each school year.

Students and/or parent(s) are required to inform the high school guidance counselor of intent to participate by March 30 of the year in which the student wishes to enroll. Failure to inform the high school guidance counselor by the March 30 deadline of intent to participate shall result in the student having to secure written permission from the Superintendent in order to participate in the program.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services are to include but not be limited to:

1. grade status as locally determined;
2. acceptance by college;
3. enrollment options required by State law;
4. financial arrangements for tuition, books, materials and fees;
5. process of granting academic credits;
6. criteria for any transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course, and the effect of the grade attained in the course being included in the student's grade point average, if applicable;
10. the effect of program participation on student's ability to complete District graduation requirements, as well as participation in cocurricular and extracurricular activities;
11. academic and social responsibilities of students and parents relative to this program;
12. information about and encouraging the use of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college/*university* course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college/*university*.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment options program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

### **High School/College Enrollment**

1. A 9th grade student may receive credit toward high school graduation for up to the equivalent of four academic school years.
2. A 10th grade student may receive credit toward high school graduation for up to the equivalent of three academic school years.
3. An 11th grade student may receive credit toward high school graduation for up to the equivalent of two academic school years.
4. A 12th grade student may enroll for no more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
6. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
7. College courses for which five semester hours (7.5 quarter hours) are earned are awarded one Carnegie unit toward high school graduation credit.

### **Financial Responsibilities**

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
  - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
  - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
  - C. Upon parental application and determination of need according to the provision of the National School Lunch Act, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
  - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

### **Other Considerations**

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension.
3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

#### Eligibility

1. ~~Ninth through 12<sup>th</sup> grade students may enroll full or part time for nonsectarian courses for high school and/or college credit.~~
2. ~~Full time students in grades 9 through 12 may enroll in college for high school graduation and/or college credit if the following conditions are met:~~
  - a. ~~Student must be accepted by the college.~~
  - b. ~~College must send written notice (to all appropriate parties, including student, parent, District Superintendent and Superintendent of Public Instruction) within 10 days of enrolling students. Such notices shall include courses and hours of enrollment and the option selected.~~

#### Postsecondary Enrollment Options Available

~~Option A\*~~ Students may choose to receive college credit only. Under this option, the student must pay tuition and fees as established by the college or university and must pay for textbooks and materials.

~~Option B\*\*~~ Students may choose to receive high school graduation credit and college credit or high school credit only. Colleges and universities enrolling students under Option B will be reimbursed each July as determined by an established formula for tuition, fees, textbooks and materials.

~~\* If, after high school graduation, an individual enrolls in a college attended as a high school student, the college must award full credit for all courses successfully completed under either Option A or Option B. Students also may be able to transfer these credits to other colleges willing to accept them.~~

~~\* College courses successfully completed under Option A will not be awarded high school graduation credit.~~

~~\*\* Courses successfully completed under Option B will receive high school credit for graduation as appropriate (see Rule 3301-44-06).~~

#### Notification

1. ~~Students in grades 8 through 11 must be notified prior to the first of March each year of the post-secondary options program and the options available.~~
2. ~~Students must notify the high school principal prior to March 31 each year if they intend to participate in the program in the following year. Students notifying the school after this date may be denied participation.~~
3. ~~Counseling services must be provided to students in grades 8-11 and their parents prior to March 31 each year. The counseling must address the possible advantages and consequences of participation in the program.~~

#### Possible program advantages

- a. ~~opportunity to take classes not offered at the high school~~
- b. ~~experience college level work prior to making a decision about college enrollment~~
- c. ~~take academically challenging classes or classes in particular areas of interest~~
- d. ~~opportunity to involve counselor and principal in education planning~~
- e. ~~opportunity to receive both secondary and postsecondary credit~~

#### Possible program consequences

- a. ~~increased student responsibility for learning~~
- b. ~~increased financial obligations~~
- c. ~~reduced opportunities or time for participating in high school activities~~
- d. ~~increased travel time~~



- e. ~~effect on GPA and class rank~~
  - f. ~~scope of college courses may differ from high school courses as well as content in proficiency tests~~
  - g. ~~reduced opportunities for employment~~
  - h. ~~social discomfort~~
4. ~~Prior to enrolling in classes students and their parents must sign a statement that they have received information concerning the postsecondary enrollment options. (If student is 18 or older only the student signature is required)~~

### Counseling

~~Students must be provided counseling prior to participating in the postsecondary option program. Counseling shall include the following:~~

<del>1. program eligibility;</del>	<del>6. scheduling;</del>
<del>2. process for granting credit;</del>	<del>7. consequences of failing;</del>
<del>3. financial arrangements — tuition, books;</del>	<del>8. graduation requirements;</del>
<del>4. criteria for transportation aid;</del>	<del>9. academic and social responsibilities of students and parents/guardians and</del>
<del>5. available support services;</del>	<del>10. use of college counseling services.</del>

### Awarding High School Credit

- 1. ~~College courses for which five semester hours (eight quarter hours) of credit are earned shall be awarded one Carnegie unit toward high school graduation. Fractional units shall be awarded proportionately.~~
- 2. ~~The high school principal shall determine the comparability of college courses to high school courses in determining graduation requirements. Any dispute with regard to credits shall be appealed to the State Board of Education whose decision is final.~~
- 3. ~~Proportional reductions of the maximum credits that may be earned will be made for students participating in the Postsecondary Enrollment Options program for less than one academic year.~~
- 4. ~~Student records must reflect evidence of successful completion of each college course and the high school credit awarded. All credit must also note the name of the college attended.~~
- 5. ~~Since Westlake High School has an eight period day, a maximum of seven Carnegie Units may be earned during an academic school year.~~

### GPA and Class Rank

~~Grades received in college courses being counted for high school credit (Option B) shall be calculated into the GPA based on the Carnegie Unit and grade with no weighted grades of any being applied to college course work. All courses failed or not completed will be calculated into the GPA as a zero.~~

### Scheduling

- 1. ~~Colleges will give priority to their regular students in considering high school student admission. Once accepted, however, high school students in the Postsecondary Enrollment Options program cannot be displaced by regular students.~~
- 2. ~~No high school graduation credit will be waived for any student as a result of participating in this program.~~
- 3. ~~Scheduling conflicts are not the responsibility of the District.~~
- 4. ~~The District is not responsible for the coordination of break schedules.~~
- 5. ~~Courses may supplement and supplant high school courses.~~
- 6. ~~Students must be in good standing, as defined by the high school principal, in any college courses necessary to complete minimum graduation requirements in which the student has enrolled but has not yet completed in order to participate in graduation activities.~~

~~7. Students may not enroll in summer college courses under either option.~~

~~8. Students may enroll in evening college classes under this option.~~

#### Financial Responsibilities

- ~~1. All financial responsibilities for students enrolled in college courses for college credit only (Option A) will be with the student/parent. This shall include all related expenses including tuition, fees, textbooks, material and transportation.~~
- ~~2. For students enrolled in college courses for high school graduation credit exclusively (Option B), the college will be reimbursed for tuition, fees, materials, and textbooks in accordance with the computational procedures specified in Section 3365.07(B) of the Revised Code.~~
- ~~3. Failure to complete a course, whether through a formal Class Drop process, or nonattendance for other than normally accepted school absence will result in any or all financial obligation for that course defaulting to the student and his/her parent. Failure to reimburse the District for such cost will result in the withholding of grades, transcripts, and credits as provided by statute.~~
- ~~4. At the end of the college term the student is responsible for returning to the school any college textbooks purchased by public funds. Failure to return books will be considered as lost books and charged to the student or parent accordingly.~~

#### Extracurricular Activities

- ~~1. Students enrolled in the Postsecondary Options program remain high school students and are entitled to participate in all extracurricular activities provided they meet the eligibility criteria established by the Board and Westlake High School.~~
- ~~2. Participation in college activities is dependent upon the rules of the participating college.~~

#### Transportation

- ~~1. The Westlake Schools are not responsible for transportation to or from college classes.~~
- ~~2. Parents or students may request reimbursement for transportation costs if the student qualifies for financial assistance.~~

#### Parent/Student Responsibilities

- ~~1. Apply to and be accepted by the college of choice.~~
- ~~2. Meet all college course requirements and standards.~~
- ~~3. Meet all attendance requirements.~~
- ~~4. Secure means for transportation.~~
- ~~5. Participation in any/all mandated State of Ohio standardized high school exams (i.e. proficiency tests) is required. Students who might have scheduling conflicts with the college course(s) and the established dates and times for such exams are required to make arrangements in advance with their high school counselor.~~

Adoption Date: May 23, 2002

Revision Date: