



## SCHOOL BOARD LEGAL STATUS

The **Ohio** General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education. Boards ~~of education~~ are political subdivisions of the state **of Ohio** and members of a board are officials elected by the citizens of a district to represent them in the management of the public schools.

Legally, a board **of education** is a body politic and corporate, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing and disposing of real and personal property; and taking and holding in trust for use of the district any grant or gift of land, money or other personal property.

The Board of the Lake Local School District is composed of five members elected by the citizens of the District. A regular term is four years.

[Adoption date: June 20, 2005]

[Revised: ]

LEGAL REFS.: ORC **3311.01; 3311.03; 3311.19**  
3313.01; 3313.02; 3313.09; 3313.17; ~~3313.20; 3313.33; 3313.47~~

CROSS REFS.: AA, School District Legal Status  
BBA, School Board Powers and Duties  
BBB, School Board Elections

## EXECUTIVE SESSIONS

Educational matters should be discussed and decisions made at public meetings of the Board (~~in accordance with the rationale for the creation of public governing bodies~~). Some matters are more properly discussed by the Board in executive session. As permitted by law, such matters may involve:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee, official or student or the investigation of charges or complaints against such individual, unless an employee, official or student requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);
2. the purchase of property for public purposes or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;
3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;
4. matters required to be kept confidential by Federal law or State statutes;
5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment; ~~or~~
6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action ~~or~~
7. **consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:**
  - A. **the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and**

- B. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.**

Conferences with a member of the office of the State Auditor or an appointed certified public accountant for the purpose of an audit are not considered meetings subject to the Open Meetings Act (*Sunshine Law*).

The Board meets in executive session only to discuss legally authorized matters. Executive sessions are held only as part of a regular or special meeting and only after a majority of the quorum determines, by a roll-call vote, to hold such a session.

When the Board holds an executive session for any of the reasons stated above, the motion and vote to hold the executive session shall state one or more of the purposes listed under such paragraph for which the executive session is to be held, but need not include the name of any person to be considered in the executive session. The minutes shall reflect the information described above.

In compliance with law, no official action may be taken in executive session. To take final action on any matter discussed, the Board reconvenes into public session.

The Board may invite staff members or others to attend executive sessions at its discretion.

Board members shall not disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

[Adoption date: June 20, 2005]

[Revised: ]

LEGAL REFS.: ORC 102.03  
121.22(~~B~~)

CROSS REFS.: AFBA, Evaluation of the Treasurer (Also BCCB)  
BCD, Board-Superintendent Relationship (Also CBI)  
BCE, Board Committees  
BCF, Advisory Committees to the Board  
BD, School Board Meetings  
BDDG, Minutes  
KBA, Public's Right to Know  
KLD, Public Complaints About District Personnel

## SPECIAL USE OF SCHOOL BUSES

Buses owned by the Board are used primarily for the purpose of transporting students and school personnel for school-approved activities. They are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses is scheduled through the transportation office.
2. Fees for the use of the buses are established and made part of District regulations.
3. The drivers of the buses must ~~possess valid commercial drivers' licenses as required by law~~ **meet all federal, state, and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.**
4. The drivers of the buses ensure that the buses are not overloaded, that students conduct themselves in a safe and orderly manner while in the buses and that the buses are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

### Approved Non-Routine Use of School Buses

~~The "non-routine use of school buses"~~ **"Non-routine student transportation"** is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.,-such as:

**All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.**

- ~~1. trips that are extensions of the instructional program as determined by the District or county board of mental retardation and developmental disabilities administration;~~
- ~~2. trips for the transportation of enrolled students directly participating in school-sponsored events. A "school sponsored event" is defined as any activity in which students are participating and are under the direct supervision and control of a certified staff member or any adviser as designated by the Superintendent;~~



## PROFESSIONAL ~~CERTIFIED~~ STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board **highly** qualified candidates for employment. Through recruiting and evaluation procedures, the Superintendent recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent to see that persons nominated for employment in the schools meet all certification/licensure requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.
2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.
3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent **or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract.**
4. No candidate is hired without an interview and a criminal records check.
5. All candidates are considered on the basis of their merits, qualifications and the needs of the District. In each instance, the Superintendent and others having a role in the selection process seek to recommend the best qualified applicant for the job.
6. **All candidates for teaching positions must meet the Ohio Department of Education's standards of highly qualified teacher (HQT).**

While the Board may accept or reject a nomination, an appointment is valid only if made with the recommendation of the Superintendent **or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract.** In the case of a rejection, it is the duty of the Superintendent to make another nomination.



Employment of Retired Administrators

The Board recognizes that recruiting and retaining highly qualified administrative personnel has become increasingly difficult in Ohio's competitive marketplace. Therefore the Board will, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the District. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "retired administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: June 20, 2005]

[Revised: ]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Fair Credit Reporting Act; 15 USC 1681 et seq.  
ORC **2921.42**  
3307.01; 3307.353  
3313.53  
3319.02; 3319.07; 3319.08; 3319.11; 3319.22 through 3319.31;  
3319.39  
3323.06  
OAC 3301-35-05; 3301-35-06  
3307.1-13-03

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of **Gender Sex**  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
GBQ, Criminal Records Check  
GDD, Support Staff Hiring

READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, **except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis**, by September 30. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by **ODE. the Ohio Department of Education (ODE).**

If the diagnostic assessment shows that a student is not reading at grade level, the District provides 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 the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services 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 develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading ~~deficiency~~ **deficiencies**;
2. a description of additional instructional services that 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 scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that ~~unless~~ **if** the student ~~attains the appropriate level of reading competency~~ **does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071** by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade **for the first time on or after July 1, 2013**, the District provides a teacher who has ~~been actively engaged in reading instruction for the previous three years and satisfies one or more of the following~~ **at least one year of teaching experience and who satisfies one or more of the following** criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, **as applicable**;
2. has completed a master's degree program with a major in reading;
3. ~~has demonstrated evidence of a credential earned from a list of scientifically research-based reading instruction programs approved by the department and/or was rated~~ **"most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE)**;
4. was rated "above **expected** value-added," ~~which means most effective in reading, as determined by the department, for the last two school years.~~ **in reading instruction, as determined by ODE for the most recent consecutive two years**;
5. **has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or**

6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

**For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide a teacher who:**

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

**For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:**

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

**For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.**

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 midyear 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 90 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 teacher who **satisfies one or more of the criteria set forth above.** ~~has been actively engaged in reading instruction for the previous three years and satisfies one or more of the following criteria:~~
  - ~~A. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement;~~
  - ~~B. has completed a master's degree program with a major in reading;~~
  - ~~C. has demonstrated evidence of a credential earned from a list of scientifically research based reading instruction programs approved by the department and/or~~
  - ~~D. was rated "above value added," which means most effective in reading, as determined by the department, for the last two school years.~~
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 *ODE 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.

**Districts required to submit staffing plans do so in accordance with State law.**

[Approval date: September 17, 2012]

[Revised: August 19, 2013]

[Revised:                    ]

## 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 ~~are 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 the 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- **and**
14. **a list of all institutions of higher education that currently participate in the program or another dual enrollment program compiled and distributed by the Ohio Department of Education.**

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 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.
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) earned are awarded one Carnegie unit toward high school graduation credit. **Fractional Carnegie units shall be awarded proportionally.**

#### 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 that 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.

[Approval date: June 20, 2005]  
[Re-approval date: April 18, 2011]  
[Revised: ]

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.

5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.
6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Student Code of Conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law ~~and the Ohio Administrative Code.~~
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.

15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, **and must fulfill the same academic, nonacademic and financial requirements as any other participant.**
17. Resident students attending STEM schools ~~are permitted to participate~~ **are not prohibited from participating** in the District's extracurricular activities, including interscholastic athletics, **and must fulfill the same academic, nonacademic and financial requirements as any other participant.**
18. **Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.**
19. **Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.**

[Adoption date: June 20, 2005]

[Re-adoption date: August 24, 2009]

[Re-adoption date: December 14, 2009]

[Re-adoption date: July 19, 2010]

[Revised: August 19, 2013]

[Revised: ]

LEGAL REFS.: ORC 3313.537; **3313.5311**; **3313.5312**; 3313.58; 3313.59; 3313.664  
3315.062  
3319.16  
**3321.04**  
Chapter 4112  
OAC 3301-27-01  
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
DJ, Purchasing  
IGDB, Student Publications  
IGDC, Student Social Events  
IGDF, Student Fundraising Activities  
IGDG, Student Activities Funds Management  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
JECBC, Admission of Students from Nonchartered or Home Schooling  
JED, Student Absences and Excuses  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JL, Student Gifts and Solicitations  
JN, Student Fees, Fines and Charges  
KGB, Public Conduct on District Property  
KK, Visitors to the Schools  
Student Handbooks

## INTERSCHOLASTIC ATHLETICS

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

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education (~~ODE~~) in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the 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.

All students participating in interscholastic athletics must 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 to 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 infractions 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 OHSAA bylaws.~~

Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's interscholastic athletics program; **and must fulfill the same academic, nonacademic and financial requirements as any other participant.** The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition to participation.

Resident students attending STEM schools ~~are also permitted to participate~~ **are not prohibited from participating** in the District's interscholastic athletics program; **and must fulfill the same academic, nonacademic and financial requirements as any other participant.**

**Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.**

**Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.**

Foreign exchange students ~~not enrolled in a state approved educational or exchange program must be legally adopted by a resident of the District in order to be eligible for athletics.~~ **enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.**

[Adoption date: June 20, 2005]  
[Re-adoption date: August 24, 2009]  
[Re-adoption date: April 18, 2011]  
Re-adoption date; August 19, 2013]  
[Revised:                    ]

LEGAL REFS.: ORC 2305.23; 2305.231  
                  3313.537; **3313.5311**; **3313.5312**; 3313.539; 3313.66; 3313.661;  
                  3313.664  
                  3315.062  
                  3319.303  
                  **3321.04**  
                  3707.52  
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
                  IGDK, Interscholastic Extracurricular Eligibility  
                  IKF, Graduation Requirements  
                  JECBA, Admission of Exchange Students  
                  **JECBC, Admission of Students from Nonchartered or Home Schooling**  
                  JGD, Student Suspension  
                  JGE, Student Expulsion  
                  JN, Student Fees, Fines and Charges  
                  Student Handbooks

## INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 1.0 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association ~~or Lake High School/Lake Middle School activities~~ must also comply with all eligibility requirements established by the Association ~~or District~~. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

**If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.**

**If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.**

**Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.**

[Adoption date: June 20, 2005]

[Re-adoption date: April 18, 2011]

[Revised: ]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.535; **3313.537**; **3313.5311**; **3313.5312**; 3313.66; 3313.661  
3315.062  
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics  
JECBA, Admission of Exchange Students  
**JECBC, Admission of Students from Nonchartered or Home Schooling**  
JFC, Student Conduct (Zero Tolerance)  
Student Handbooks

## PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

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

- ~~1. promotion to the fourth grade if the principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared for the fourth grade;~~
- ~~2. promotion to the fourth grade and provide "intensive intervention" services or~~
- ~~3. retention in the third grade.~~

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

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

**Beginning with students who enter third grade in the 2013/2014 school year, any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, *receive the minimum level of achievement on the Third Grade English Language Arts Assessment* is not promoted to fourth grade unless one of the following applies:**

- 1. The student is a limited English proficient student who has been enrolled in United States schools for less than ~~two~~ three full school years and has had less than ~~two~~ three years of instruction in an English as a second language program.**
- 2. The student is a child with a disability entitled to special education and related services under *Ohio Revised Code Chapter (RC) RC 3323* and the student's Individualized Education Program (IEP) exempts the student from retention under this division.**
- 3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.**

4. All of the following apply:
  - A. The student is a child with a disability entitled to special education and related services under RC 3323.
  - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
  - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
  - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

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

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 midyear promotion policy.

[Adoption date: June 20, 2005]  
[Re-adoption date: August 24, 2009]  
[Re-adoption date: September 17, 2012]  
[Revised: ]

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  
IGBE, Remedial Instruction (Intervention Services)  
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading  
Guarantee)  
IGCD, Educational Options (Also LEB)



## 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 courses 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 Treasurer for deposit in the General Fund of the Board.

### 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 anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, **except where required by State law**. Participation in extracurricular field trips will not be permitted unless payment has been received. **Students may be prohibited from participating in commencement exercises unless payment has been received.**

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. The first week of October, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines.
3. A payment schedule may be arranged at the building level with full payment to be received by May 1.
4. ~~The Treasurer will work with parents in establishing payment of fees on an installment basis where applicable.~~

[Adoption date: June 20, 2005]

[Re-adoption date: July 19, 2010]

[Re-adoption date; June 18, 2012]

[Revised: ]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751  
Child Nutrition Act of 1966, 42 USC 1771  
ORC 3313.642  
3329.06

CROSS REFS.: IGCB, Experimental Programs  
IGCD, Educational Options (Also LEB)

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a system-wide basis. The Board directs the Superintendent/designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its PBIS system.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
  - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
  - B. uses pressure point, pain compliance or joint manipulation techniques or
  - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);

9. aversive behavioral interventions or
10. seclusion in a locked room or area.

### Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. **This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.**

Restraint may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

### Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. for the minimum amount of time necessary to protect the student and others from physical harm;
3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student and

4. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student.

#### Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

#### Training and Professional Development

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a system-wide basis.

#### Data and Reporting

Each incident of seclusion or restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the Ohio Department of Education (ODE), as requested by ODE.

#### Monitoring and Complaint Processes

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

[Adoption date:                    ]

LEGAL REF.: ORC 2919.22  
                  OAC 3301-35-15  
                  3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities  
                  JF, Student Rights and Responsibilities  
                  JGA, Corporal Punishment  
                  JH, Student Welfare  
                  JHF, Student Safety

## 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 ~~are 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 the 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; **and**
14. **a list of all institutions of higher education that currently participate in the program or another dual enrollment program compiled and distributed by the Ohio Department of Education.**

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 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.
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) earned are awarded one Carnegie unit toward high school graduation credit. **Fractional Carnegie units shall be awarded proportionally.**

#### 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 that 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.

[Approval date: June 20, 2005]  
[Re-approval date: April 18, 2011]  
[Revised: ]