



West Central
Learning Academy

STUDENT/PARENT HANDBOOK 2025-2026

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Welcome to West Central Learning Academy II

We hope this will be a great school year for you/your student. Remember the phrase: “I am the key.” As a student “you” are the key to high quality work, your success, and your future.



WCLA II General Contact Information:

Phone: 419-227-WCLA (9252)
Fax: 419-227-2511
Website: <http://www.WCLAOhio.org>
Mailing Address: West Central Learning Academy II
522 W. North Street
Lima, Ohio 45801

WCLA II Office Hours:

Monday- Thursday: 7:25 AM – 2:45 PM

WCLA II expects students, teachers and parents/guardians to interact within the digital environment through the use of APEX messages. However, there may be occasions when a phone call to the WCLA II office is a necessity.

Reporting Absences:

To report an illness or other emergency which prevents a student from doing schoolwork:

WCLA II Office – **419-227-WCLA (9252)**

- Dial 0 for Main Office, Attendance, and Other Assistance
- Dial 3 for Scheduling and Counseling

On-Site Staff:

| Title | Name |
|--|--------------------|
| Superintendent | Mindy Schulz |
| Treasurer | Maria Rellinger |
| Principal | John Edinger |
| Family Civic Engagement Coordinator/Technology | Lynn Norton |
| Administrative Assistant | Christina Phillips |
| Emis Coordinator | Amy Frueh |

Contacting Teachers:

Students use their WCLA GMail to contact teachers. Parents email teachers.

Onsite Instruction, School Closures and/or Delays:

Occasionally the weather conditions may cause schools to have a delayed opening or a complete close down. In either of these events a school official will notify all of the major radio /TV stations in the Lima Area to apprise you of the situation. You can also be notified of this or any other change in the daily schedule by signing up for a text alert. You can do so by going to the parent and student page of our school website and clicking the “School Messenger” link. Do not call the school, but rather sign up for text alerts, listen to your radio, watch your television or check the Internet on days in question. School lines must be kept open for emergencies. Delays and cancellations are a reason to miss mandatory teaching sessions, but are not an excuse from doing work from home. Exceptions to this rule may occur in extreme weather conditions such as a storm in which power is lost for multiple days and will be made at the discretion of the Superintendent.

Enrolling/Withdrawing Students:

Although WCLA II is recognized as a statewide entity, the WCLA II board has elected to limit the enrollment to those students who reside within a fifty mile radius of the WCLA office located at 522 W. North St. Lima, OH 45201. The fifty mile radius includes the following counties: Allen, Auglaize, Hardin, Hancock, Putnam, Van Wert, and Mercer.

A parent, guardian or independent students age 18 and over must notify the WCLA office when a change in the location of the parent/guardian's or student's primary residence occurs and provide the school office with new Proof of Residency.

To enroll a student

Please complete the Final Forms application on the WCLA website. Parents are required to upload in Final Forms the following documents:

- Birth Certificate

- Current Grade Card/ Transcript
- Custody Verification (If Applicable)
- Immunization Records [Click Here](#) to see link for required immunizations
- 2 Proof of Residency showing current address (*as stated in below policy)

Once all of the final forms are completed, WCLA will schedule an enrollment meeting with the parent/guardian and student.

To withdraw a student:

1. Sign a withdrawal form stating the name and address of the new school your child will be attending
2. Have the new school fax a “release of records” document
3. Return school equipment

Withdrawal/Transfer From School

Withdrawal

A student under the age of eighteen (18) shall not be permitted to withdraw from school unless one (1) of the following applies:

- A. S/He is moving out of state.
- B. S/He is transferring to another approved school.
- C. S/He has been granted an Age and Schooling Certificate, that is, a work permit.
- D. S/He has properly enrolled in and is attending an approved program.
Including as stated per ODE: On June 14, 2016, Gov. John R. Kasich signed into law under Sub. House Bill 113 changes to the GED Office. The primary goal of these changes is to increase options for test takers. The law went into effect Sept. 14, 2016. The changes are as follows:
 - Allow the Ohio Department of Education to approve at least two nationally recognized high school equivalency tests. Testing assessments being considered: GED, HiSET and TASC;
 - The Ohio High School Equivalency Diploma will be recognized as the Ohio Certificate of High School Equivalence as of Sept. 14, 2016. All previously awarded Ohio High School Equivalency Diplomas will still be considered valid; and
 - Age requirement change for 16-, 17- and 18-year-old test takers including:

A test taker who is 16, 17, or 18 will be eligible to test under the following guidelines:

Officially withdrawn from school and has not received a high school diploma or honors diploma; and

A test taker who is 16 or 17 years of age must submit a consent form signed by either the parent, guardian or court official.

E. Force Withdrawal due to 72 Hour Rule (effective 11/2/18)

Custodial & Non-Custodial Parents, Step-Parents

It is the responsibility of the custodial parent or guardian to provide the school with copies of official court decrees and/or custody papers. The school will refuse to release a child to a natural or adoptive parent where the custodial parent has provided these documents.

A non-custodial parent has the right to obtain copies of school records, progress reports, and cumulative file materials, and to participate in parent-teacher conferences unless the courts have specifically revoked his right. A non-custodial parent may not contact nor communicate with a child at school without the consent of the custodial parent.

Step-parents may have access to student records and reports and the student at school if the custodial parent has given written authorization. This is done on the emergency contact filled out by the parents each year.

Verification of Residency Policy

Ohio Revised Code 3314.03(A)(33) and the Sponsor contract require the governing authority of the School to adopt a student residence and address verification policy for all students attending the school upon enrollment and on a monthly and annual basis. In order to comply with law, the school is enacting this policy.

The governing authority of West Central Learning Academy II shall review the school district of residence for each student attending the school and verify the district of residence to the Ohio Department of Education. West Central Learning Academy II or its agents shall conduct verification of students' district of residence as follows:

Upon Enrollment of a new Student:

West Central Learning Academy II requires evidence establishing proof of residence as part of the application process for all new students. West Central Learning Academy II will determine the student's district of residence based upon the address information contained in one of the acceptable documents. Acceptable documents for proof of residence are identified in ORC 3314.11(E) and include the following documents:

- A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;
- A utility bill or receipt of utility installation issued within ninety days of enrollment;
- A paycheck or pay stub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
- The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
- Any other official document issued to the parent or student that includes the parent's or student's primary residence (i.e. Ohio drivers license, local Ohio voter registration documents; and any other state or locally issued identification).
- Any other official document approved by the Ohio Department of Education that may be used to determine proof of residency.

Once the district of residence is verified, the school will ensure that the appropriate district of residence is reported using the method and timeline specified by the Ohio Department of Education.

Annual Registration Packet

In the annual registration packet for returning students, the school shall include a document requiring the parents to verify the resident address of the student. If the address has changed, the school shall request verification of the address using one of the acceptable documents as identified in ORC 3314.11(E). The School will verify the district of residence and report the appropriate district of residence using the method and timeline specified by the Ohio Department of Education.

Monthly Review

On a monthly basis, the school shall review the residency records of students. This process shall include a monthly reminder to parents to update addresses and a random selection of students to verify primary residence addresses. The process for verification will be defined by the school. If a student's address has changed, the school shall request verification of the address using one of the acceptable documents as identified in ORC 3314.11(E). The School will verify the district of residence and report the appropriate district of residence using the method and timeline specified by the Ohio Department of Education..

Presentation to Governing Authority for Verification

Each month, the school's attendance officer and/or school superintendent shall provide the governing authority sufficient information to allow the governing authority to verify the residency information. The information should include the following:

- A report of the school's monthly residence/primary address review identifying the number of student's addresses verified each month through random selection and the number of parents who voluntarily updated their addresses and a description of the verification process used each month;
- A list of every district of residence that has students attending the school;
- A report of any disputes regarding the district of residence;
- A report of the verification of residence that occurred upon enrollment of every new every student; and
- Annually, at the end of each school year, a report of the annual verification regarding the district of residence.

A copy of the verification report shall be included in the board agenda and the board meeting minutes.

The school shall take steps to properly identify and report, to the best of their knowledge, the district of residence for each student using the method and timeline specified by the Ohio Department of Education. If a district of residence disputes the residency of a student, the school shall request proof of residency from the parent to confirm the residency of the student. If the disagreement persists after the close of the monthly reporting window as stated in ORC 3314.11(G), the school may present the dispute to the state superintendent of public instruction.

WCLA SCHOOL CALENDAR

2025-2026 School Year

West Central Learning Academy 522 W. North St Lima Ohio 45801 419-227-9252

2025 to 2026

| August 2025 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

August 12th First Day of School

| September 2025 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

September 1st No School Labor Day

| October 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

October 10th End of 1st 9 Weeks

October 13th Beginning of 2nd 9 Weeks

| November 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

November 25-28 Thanksgiving Break

| December 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

December 19th End of 2nd 9 Weeks

December 22nd-31st Christmas Break

| January 2026 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

January 1st-2nd Christmas Break

January 5th School Resumes

January 5th 3rd 9 Weeks Begins

January 19th No School MLK Day

| February 2026 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | | | |

February 16th No School President's Day

| March 2026 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

March 6th End of 3rd 9 Weeks

March 9th Start of 4th 9 Weeks

| April 2026 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

April 3rd and April 6th Easter Break

| May 2026 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

May 15th End of 4th 9 Weeks

May 15th Graduation

May 25th Building Closed

1st 9 weeks 43 days Aug 12th-Oct 10th

2nd 9 weeks 46 days Oct 13th-Dec 19th

3rd 9 weeks 43 days Jan 5th-Mar 6th

4th 9 weeks 46 days Mar 9th-May 15th

180 Total Days of Instruction

921.6 Total Instructional Hours Per Year

Onsite Hours 7:25 a.m. to 10:50 a.m.

Onsite Hours Wednesday 7:25 a.m. to 10:20 a.m.

Onsite Hours 11:25 a.m. to 2:45 p.m.

Onsite Classes Monday to Thursday

Students are required to attend

classes onsite the majority of the time.

WCLA II Mission and Goals:

Mission Statement:

To provide safe, supportive, flexible online learning.

Vision Statement:

Learn today, Career tomorrow

Goals:

Goal #1: To assess the operations and finances of WCLA.

Goal #2: To prepare students for college and career readiness.

Goal #3: To strengthen and increase internal and external partnerships.

Dress Code:

The administration of WCLA II will not become involved in the matter of dress unless an individual student exercises extremely poor judgment in his mode of dress, that is, the dress interferes with the learning process or constitutes a hazard to the student or others. Good judgment would indicate that clothing with offensive illustrations/slogans, pertaining to alcohol, drugs, tobacco products, clothing that is soiled, ripped or torn, bare feet, midribs, hats, headbands, bandannas, sweat pants, chains, spike bracelets, offensive jewelry, and tank tops (girls: sleeve/sleeveless tops or dresses must cover 3 inches of shoulder, length of torso must cover all of you all of the time: boys: sleeveless shirts and sagging pants that show boxers or underwear) are not acceptable. Hooded clothing must be worn with the hood down. No pajamas/robes shall not be worn in the building. All hats must be removed while in the building. Shorts and skirts are to be fingertip length when arms are dropped in a natural position. If a student chooses to violate any part of the dress code, the parent will be called to bring in appropriate clothing.

Bags:

All students that carry bags will be required to carry a clear bag. WCLA will provide a clear bag to students, upon request.

Electronic Devices

It should be understood that the use of student owned electronic devices at school is a privilege and not a right. If, at any point during the school year, it becomes clear to the administration that the good faith, in which this privilege was extended, has been violated by misuse which causes a disruption to the educational process, or the normal activity of the school, or contribute in any way to any situation violating school rules or policy, then the result may be the loss of this privilege, individually or as student body.

Cell phones, iPods, and MP3 players or any other device for listening will not be permitted for use on school grounds:

7:25 a.m. all electronic devices shall be turned off and secured out of sight within a cell phone pouch. The student will put the cell phone in the pouch at the start of the first classroom. The student will be responsible to keep the cellphone/pouch in their possession during class periods. When the student is ready to leave, the student can unlock the pouch to retrieve the cell phone. Student's lunch period, electric devices may be utilized if silenced and not disturbing the educational environment. All electronic devices shall be turned off and secured within the Yondr pouch prior to entering a hall way exiting the commons.

Cell phones are to be turned off and secured out of sight within the cell phone pouch during all classroom periods unless such use is in the teacher's lesson plan for educational purposes. Cell phones used as an educational tool during the activity shall be turned off and secured within the pouch at the conclusion of the educational activity.

Except in those classroom settings where student or staff safety might be compromised, Instructors will have the discretion to allow the use and/or privilege of iPods or MP3 players when they believe it may enhance the student's learning environment during a classroom period. The possession or use of laser pointers is prohibited at any time while on school property. Students are never to bring **personal** laptop computers into the building because of district systems security and protection concerns.

Possession and/or use, other than described above, may result in confiscation of the device in its entirety, disciplinary action and parent retrieval of the item at the sole discretion of the administration. The use of electronic devices for illicit or harassing purposes is a serious violation of school rules and state laws and may be handled accordingly.

West Central Learning Academy does not assume any responsibility for any electronic devices, at any time, brought onto school property, permitted or otherwise, that become lost, confiscated, damaged or stolen.

Equipment and Supplies:

The West Central Learning Academy II is required to provide equipment and a filtered Internet account for students per Ohio Revised Code (ORC 3314.22 Sections (A)(1).

If more than one child living in a single residence is enrolled in the WCLA II, at the option of the parent of those children, the WCLA II may supply less than one computer per child, as long as at least one computer is supplied to the residence. The parent/guardian may amend the decision to accept less than one computer per child anytime during the school year, and, in such case, within ten days after the parent/guardian notifies the school in writing of such amendment, the school shall provide any additional computers requested up to the number necessary to comply with this section. If a parent/guardian chooses to use their own equipment and/or Internet account in lieu of the equipment and Internet account in which they are entitled, a waiver releasing WCLA II of responsibility must be signed by a parent/guardian per Ohio Revised Code ORC 3314.22 Sections (A) (1). The parent/guardian may amend the decision to use their own equipment and/or Internet account anytime during the school year, and, in such a case, within ten days after the parent/guardian notifies the school in writing of such amendment, the school shall provide the computer and/or Internet access.

If a student has not returned their computer or paid a replacement cost of damaged equipment 60 days after withdrawal: WCLA will turn the responsible party over to a collection agency.

Every August WCLA will evaluate the missing/damaged equipment and will then be removed from the WCLA inventory if there have been no results from collections.

Remote Connection to WCLA II Computers:

The WCLA II uses technology that allows remote connectivity to WCLA II equipment at any time and for any reason. These programs allow WCLA II staff to view the screen along with taking control of the keyboard and mouse. The programs are only installed on WCLA II equipment and do not allow access to any other computers on your network. The software requires a username and password in order to make the connection and view the desktop. It is possible through this technology to take screenshots and document any misuse of WCLA II equipment.

In order to ensure privacy, the connection that is made with the WCLA II computer, is encrypted. The information that is transmitted across the line can be read only by both the sending and receiving end. This technology allows WCLA II to provide another level of support to students and resolve issues in a timely manner.

Student Daily Expectations

Students are expected to:

1. Attend Direct Instruction during the assigned times.
2. Check daily messages and announcements on the school website.
3. Be responsible and let the WCLA staff know of any information changes such as change of address, phone number, etc.
4. Message your class teacher if you have any problems or questions about assignments.
5. Plan/schedule/budget your time for the week ahead to get your school work done within the scheduled time period. You should plan to spend

at least 25.62 hours per week on your assignments. A week is from Monday 12:01 a.m. through Sunday 11:59 p.m. Teachers may grade assignments prior to this deadline.

Discipline, Truancy and Attendance Policy:

A positive school climate requires students to: follow school rules; accept guidance from school staff; respect themselves and others; and be an active citizen. The Board of Education has zero tolerance of violent, disruptive, or inappropriate behavior by its students. Student conduct shall be governed by the rules and provisions of the WCLA Student Code of Conduct/Student Discipline Code. This policy will be reviewed periodically.

It is the responsibility of students, teachers and administrators to maintain a school environment that:

- A. Encourages all students to be actively engaged in their learning;
- B. Has consequences that are fair and developmentally appropriate;
- C. Relies on preventive and supportive interventions to support positive behavior and academic outcomes; and
- D. Fairly enforces the WCLA Student Code of Conduct/Student Discipline Code.

All students and families are provided a copy of the WCLA Student Code of Conduct/Student Discipline Code, which contains the rules and regulations that each student is expected to adhere to while in school or participating in any school-related activity regardless of its location. The district has developmentally and age-appropriate discipline strategies ranging from preventative approaches to supportive interventions to address student misbehavior, including excessive absences. Students who do not follow school rules on school property and/or at or in connection with school-related events will be disciplined according to the terms set-forth in the WCLA District's/Board's approved WCLA Student Code of Conduct/Student Discipline Code. The WCLA Student Code of Conduct/Student Discipline Code provides students and families with examples of the type of behaviors that would subject a student to disciplinary action ranging from suspension or expulsion to other less severe forms of discipline.

A student may be subject to school disciplinary action, including suspension or expulsion for harassment, vandalism, physical abuse or other harmful or disruptive behavior toward school personnel or school personnel's property during non-school hours.

If a student's suspension is longer than the school year, the student will not be required to complete the suspension at the beginning of the next school year. However, the student may be required to complete community service or an alternative strategy for engagement, per the superintendent, to be completed during the summer.

Students may be subject to discipline for violation of the WCLA Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the WCLA District/Board but that is connected to activities or incidents that have occurred on property owned or controlled by the WCLA District/Board, or conduct that, regardless of where it occurs, is directed at a WCLA Board/District official or employee, or the property of such official or employee.

Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To promote academic success for all students, the District will partner with students and their families to identify and reduce barriers to regular school attendance. The District will utilize a continuum of strategies to reduce student absences including but not limited to:

- Notifying the parent or guardian of a student's absence;
- Developing and implementing an absence intervention plan on a case by case basis, which may include supportive services for students and families;
- Counseling;
- Parent education and parenting programs;
- Mediation;
- Notifying the registrar of motor vehicles;

- Intervention programs available through juvenile authorities; or
- Referral for truancy if applicable.

Ohio law requires that if a student is absent with or without legitimate excuse from school 38 or more hours in one school month, or 65 or more school hours in a school year, the following will occur. The school's attendance officer will notify the child's parent, guardian, or custodian of the child's absences after the date of the absence that triggered the notice requirement. If a student's absences surpass the threshold for a habitual truant, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to a district absence intervention team, which will develop an intervention plan for that student. Every effort will be made to include a parent, guardian or custodian as a member of the student's absence intervention team. Notice of the plan developed by the student's absence intervention team will be provided to the student's parent, guardian or custodian. At no time, however, will students be expelled or suspended out of school due to excessive absences or truancy.

Applicable Ohio Revised Code Sections contained within this policy: ORC 3313.20 (Rules - locker search policy - professional meetings) ORC 3313.534 (Policy of zero tolerance for violent, disruptive or inappropriate behavior) ORC 3313.66 (Suspension, expulsion or permanent exclusion-removal from curricular or extracurricular activities) ORC 3313.661 (Policy regarding suspension, expulsion, removal, and permanent exclusion) ORC 3313.662 (Adjudication order permanently excluding pupil from public schools) ORC 3321.191 (Adoption of policy regarding student absences; intervention strategies).

WCLA may also assign a student to an absence intervention team, contact a student's parents, or take any other measures it deems appropriate if:

1. The student fails to have contact with teachers for a period of ten consecutive days.
2. The student fails to log into the website for a period of 10 consecutive days.
3. The student receives an attendance warning and fails to correct the circumstances leading to the warning within one week.

4. The student misses four mandated tutoring sessions without doctor's note.
5. WCLA has other reasons for concern regarding the student's attendance.

Truancy may also have an effect on grade promotion. A student shall be denied promotion to the next grade level if:

The student has been absent ten (10) percent of the required school days during the school year, and the student has failed two or more of the required curriculum subject areas in the current grade, unless the principal and the teachers of any failed subject agree that the student is academically prepared to be promoted to the next grade level.

WCLA II will automatically withdraw a student if the student without legitimate excuse fails to participate in 72 consecutive hours of learning opportunities provided to the student.

Board Adopted: January 10, 2019

Revised: November 21, 2019

Reviewed and Revised: October 15, 2020

Reviewed and Revised: Aug 11, 2022

Summary: In order to remain in **good standing**, each WCLA student will need to:

- **Attend on-site classes a minimum of 51% of the time during their assigned times in combination with completing APEX Learning assignments for a daily total of 5.12 hours**
- **On days the student is not scheduled to be on-site, log in 5.12 hours each day, on the APEX website**
- **Complete assigned lessons for the designated week meeting their progress goals.**

Excused Absences:

It is understood that occasionally students cannot participate in classes due to illness or personal circumstances. To report an excusable absence the Parent of Record must call the Attendance Officer at 419-227-9252 explaining the reason for the absence. **ABSENCES MUST BE REPORTED ON THE DAY THEY OCCUR IN ORDER FOR THEM TO BE EXCUSED.** The determination as to whether an absence is excused or unexcused rests with the school administration. **Students who are absent for three or more consecutive days due to illness, must submit a doctor's excuse for the absences.**

Excused absences do not exempt students from doing assignments.

Technical Difficulties:

It is the responsibility of the Students and Parents to ensure daily connectivity for students to complete assignments. In the event a WCLA II computer is suspected to not be working properly, it is the responsibility of the student and parent to bring the equipment into the WCLA II to be examined.

College Visitations:

College visitations for high school students should be arranged through the guidance counselor or Superintendent prior to the college visit. Failure to notify the staff in advance of the absence will result in the absence being considered unexcused.

Vacations:

Parents **MUST** contact the school Principal **in advance** of any absence due to family vacations. Due to the nature of online instruction it is possible in many cases for students to continue their course work while they are out of town. Students are responsible for completing all missed coursework and assignments.

Disciplinary Policy:

Although much of the school year will be spent in a digital environment, there may be occasions during which students will be in the presence of other students and staff members at school-related activities. Rules and regulations are necessary to ensure a positive learning environment; they are in place to protect every student's opportunity to learn. Whenever behavior interferes with the learning environment, consequences will result. Repeat offenders or gross violations that impair the safety or privacy of WCLA II staff, teachers and students will result in suspension and/or expulsion of the perpetrator from WCLA II.

Reasons for disciplinary action may include, but are not limited to the following:

1. Repeated offenses, insubordination, inappropriate behavior
2. Cheating or plagiarism
3. Misuse of or vandalizing school property
4. Disruption of school or school-related activities

5. Threatening or intimidating students or staff
6. Sexual harassment
7. Removing or altering official school documents or records
8. Assault
9. Violation of the school Acceptable Use Policy
10. Browsing inappropriate websites on WCLA II equipment. **This includes browsing that occurs offsite.**
11. Possession of deadly weapons at school-sponsored functions or counterfeit weapons or objects which a reasonable person might consider, under the circumstances, capable of harming a person or property. Included in this prohibition is the possession or use of chemicals and gases, such as mace and stink bombs.
12. Smoking/use of tobacco or tobacco products, including vaping on school premises.
13. Possession/use of alcohol, narcotics, drugs, counterfeit and/or controlled substances and paraphernalia on school premises.

Search and Seizure

The Board of Education recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and may provide storage places for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs the school personnel to conduct a routine inspection at least annually of all such storage places.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Administrators are permitted to conduct a random search of any student's locker and its contents at any time, providing proper notice has been posted in the locker areas of each building.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal who shall seek the freely offered consent of the student to the inspection. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The Superintendent or its designee shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Superintendent or its designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The Superintendent shall prepare administrative guidelines to implement this policy.

R.C. 3313.20

U.S. Constitution, 4th Amendment

Due Process in Disciplinary Procedure:

Suspension and Expulsion:

In accordance with Ohio law, Section 3313.66 O.R.C., the Superintendent of a school may suspend a pupil from school for not more than ten days. In addition, the Superintendent may expel a student from school for eighty (80) days. Suspensions or expulsions may extend from one school year to the next.

Permanent Exclusion:

Sections 3313.66 and .662 of O.R.C. have been expanded to incorporate changes for Ohio's exclusion law. A student may be permanently excluded from attending an Ohio Public School for certain very serious offenses.

Due Process:

Due process in the context of quasi-judicial administrative proceedings, carried out by the school authorities, does not mean that procedures used in courts in juvenile proceedings must be followed exactly by school authorities when engaged in school-related disciplinary actions. It does mean that clear, definite, and fundamentally fair rules of procedure must govern disciplinary actions taken by school authorities.

According to Ohio law, Section 3313.66 O.R.C., a student must be given written notice of intent to suspend, with reasons for the intended suspension, and an opportunity to explain his/her behavior to the school administrator.

Work Permits

Students who are sixteen (16) and wish to have a work permit should contact the WCLA office. Requirements for a work permit include a physical examination and a certified copy of their birth certificate. The office has forms for the student, physician, and employer to complete. Under state law, an employer cannot pay a minor without first having a work permit on file. Students may earn up to two credits per year from work credits. 120 hours will earn one credit, and 240 credits will earn 2 credits.

18 Year-Old Students

Under state and federal law, persons who have attained the age of eighteen (18) are considered adults and have all the rights accorded to adults. The adult student is responsible for complying with all attendance and discipline policies. Adult students have the right to write and sign their own excuses to school. Recognizing that the adult student normally continues living with parents at home until graduation, the school reserves the right to continue to verify absences with parents and other sources as necessary. If the student lives on their own, they will need to show financial responsible or independence and will be asked to show

Parent/Teacher Responsibility and Notification:**Teachers' Responsibility:**

Communication between teachers and parents is crucial in an online school, so teachers will respond to parents' requests and concerns in a timely manner. Teachers will report weekly progress of students to WCLA II staff and keep the gradebook updated for parents and students.

Parents' Responsibility:

It is the parent's responsibility to check messages in their student's APEX account AT LEAST weekly and respond to messages from teachers and WCLA II staff with an acknowledgement. Parents are an integral partner of a WCLA II student's education. Parents of students whose grades drop to 59% or less in a given week due to non- participation may be scheduled to meet

with the Intervention Team. The team will help the parent(s) create an intervention plan to refocus the student on school.

Parents will be invited to attend help sessions to learn how to monitor the student's schoolwork.

WCLA II Staff Responsibility:

WCLA II staff will take an active role monitoring student progress. WCLA II staff will monitor parent participation in the APEX and provide technical support and retraining for parents who are challenged by their monitoring responsibilities.

WITHDRAWING STUDENTS FOR NON -COMPLIANCE

Students who do not comply with attendance/testing/participation policies of WCLA II may be automatically withdrawn from WCLA II, **per Ohio Revised Code (ORC) Sections 3314.26 and 3314.03(A)(6)(b)**. When a student under the age of 18 is withdrawn, WCLA II staff will notify the district of residence that the student will be returning to traditional school. In the case of a student over 18 years old, the student will be administratively removed from the school and advised of opportunities for GED or adult education programs.

Grading Scale:

Conventional Grading:

Most courses will use the Conventional Grading process whereby the grade is determined by the following scale:

| Grade | Score | GPA Points | Grade | Score | GPA Points |
|-------|--------|------------|-------|-------|------------|
| A+ | 100-97 | 4.0 | C+ | 79-77 | 2.33 |
| A | 96-93 | 4.0 | C | 76-73 | 2.0 |
| A- | 92-90 | 3.7 | C- | 72-70 | 1.7 |
| B+ | 89-87 | 3.33 | D+ | 69-67 | 1.33 |
| B | 86-83 | 3.0 | D | 66-63 | 1.0 |
| B- | 82-80 | 2.7 | D- | 62-60 | 0.7 |
| | | | F | 59-0 | 0.0 |

Pass-Fail Grading Option:

A few classes at the WCLA II have been deemed appropriate for pass/fail grading rather than the conventional grading system (A-F). If a class is deemed to be a pass/fail course:

1. The instructor will establish guidelines regarding the level of work necessary to pass, specific to each class using this option. Be aware that the percentage necessary for passing may be different than under the conventional system.
2. Any passing grade will be denoted with an "S" and will not affect GPA, honor roll, class rank, etc.
3. Any grades that are below the designated level for satisfactory or passing work will be denoted with an "F" and will count in GPA, class rank, etc. just like any other "F."

Standardized Testing

The Ohio Department of Education requires all 9th-12th grade students in Community Schools to be tested annually to check their grade and age equivalence on testing. The test this school uses is the STAR test. Through standardized testing WCLA staff can check that the student is gaining achievement each school year and also watch for difficulties if a low area is detected.

Testing scores will be kept in the student's file and a copy will be sent to parents. Students will complete mandatory testing upon enrollment and again twice more throughout the year. Failure to complete testing may result in mandated tutoring eventually resulting with un-enrollment.

Progress Reports and Honor Roll:

The WCLA II students and parents have continuous access to grades. A grade report will be issued quarterly. Course credit is awarded at the end of each quarter. Students earning a 3.0 – 3.6 grade point average will be listed on the Honor Roll II. Students earning a 3.7 – 4.0 will be listed on the Honor Roll I. The Honor Roll will be posted on our website wclaohio.org, as well as, on the bulletin board at the WCLA II and published in the newspaper.

Class Standing:

WCLA II high school class standing is based on the following guidelines.

| Grade | Number of earned credits required |
|--------------|--|
| Freshman | 0 to 4 credits |
| Sophomore | 5 to 9 credits |
| Junior | 10 to 14 credits |
| Senior | 15 + credits |

Credits and Transfers:

Credits from State-Chartered, Special, and Non-Chartered Schools:

In recognizing its responsibility to uphold the minimum standards of the State of Ohio, the Board of Directors establishes the following policy and criteria regarding the acceptance of credits from non-public schools whether they are state-chartered, special, or non-chartered schools. Grade placement will be based on the class standing policies listed above.

Transfer from a State Chartered High School:

For credit or course-work to be accepted for courses taken in such schools, either a copy of the charter or other assurance of compliance with minimum requirements established by the State of Ohio must be provided. **WCLA II has the discretion of accepting credits from a non-chartered or home school by initiating a review of documents. A standardized test may be required.**

Transfer from a Non-chartered High School:

Any student that transfers to the West Central Learning Academy II from a non-chartered high school will be placed in accordance with the Board of Directors policy. Placement and credits will be made based on the student's demonstrated abilities as determined by testing results, journals, interviews, portfolios, and other performance-based assessments submitted by the student/furnished by the previous school. **Grades from a non-chartered school will be recorded as pass/fail on the student's transcript.**

Career Centers:

WCLA II is pleased to partner with Apollo and Lima Career Centers for career tech opportunities for eligible students in grades 11 and 12. Students enrolled at WCLA II must take all academic requirements through APEX, WCLA's online curriculum. Students desiring to enter into a CTC program at the Career Center must apply through and be approved by the Career Center. Transportation to and from the Career Center is the responsibility of the student and parent/guardian. Students desiring to complete coursework and career tech at Apollo full-time must withdraw from WCLA II, and enroll at their district of residency and apply for admission to the Career Center through the district of residency. Students and parents will meet with the Principal to schedule courses at the Career Center. The Principal will discuss Graduation Requirements including notifying each student's parent/guardian of the requirements prescribed by ORC 3313.603 (See Graduation Section above in the handbook) and that one consequence of not completing the prescribed graduation curriculum is ineligibility to enroll in most state universities in Ohio without further coursework. Since a community school may offer some, but not all, high school grades, School Sponsorship will apply this requirement to community schools that serve grade configurations that include any of grades 9-12.

College Credit Plus:

The College Credit Plus Program was established to permit students in grades seven through twelve to earn college and high school graduation credit through the successful completion of college courses. The program is intended to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college or university level. Any high school student admitted to a course by an institution of higher education will be expected and required to perform at the same level as the institution's regular students. College courses should either contribute to or supplement the broad academic preparation needed by high school students.

In order to be considered for the College Credit Plus Program, the following criteria must be met:

1. Notify the Principal of your intent to participate by April 1st.
2. Receive counseling from the Principal and sign the waiver mandated by legislation.

3. Be accepted by a college that has been approved to participate in the program by the Ohio Department of Education.

Permits eligible students to enroll in college courses for college and high school graduation credit. Students will not be required to pay for tuition or books. There may be expenses for materials or fees associated with such courses. (Note: If a College Credit Plus student fails a course, drops a course, or fails to complete a course, under Ohio law the student/student's parents must repay the school for all expenses.)

While some colleges operate on a semester basis, others operate on a trimester or quarter system (less time in class converts to fewer units of credit). College or university course hours will be converted to Carnegie units, used in Ohio's high schools, in a prescribed fashion as outlined.

SEMESTER HOURS

| | |
|----------------------|-------------------------|
| 3-5 semester hours = | 1.00 High School Credit |
| 2 semester hours = | .67 High School Credit |
| 1 semester hours = | .33 High School Credit |

QUARTER HOURS

| | |
|---------------------|---------------------|
| 3-5 quarter hours = | .67 Carnegie Unit |
| 2 quarter hours = | .4467 Carnegie Unit |
| 1 quarter hours = | .223 Carnegie Unit |

Guidelines for the College Credit Plus are posted online at

<https://highered.ohio.gov/initiatives/access-acceleration/college-credit-plus/ccp-overview/01-ccp-overview>

College Credit plus Pathways

College Credit Plus Pathways for high school students

15 Credit Pathways – Non-STEM focused students

| Autumn Semester | | Spring Semester | |
|-----------------|-------|-----------------|-------|
| Course Name | Hours | Course Name | Hours |
| English 1110 | 3 | History 2001 | 3 |
| Psychology 1100 | 3 | Sociology 1101 | 3 |
| Statistics 1350 | 3 | | |

15 Credit Pathways – STEM focused students

| Autumn Semester | | Spring Semester | |
|-----------------|-------|-----------------|-------|
| Course Name | Hours | Course Name | Hours |
| English 1110 | 3 | Chemistry 1210 | 5 |
| Math 1151 | 5 | Sociology 1101 | 3 |

30 Credit Pathways – Non-STEM focused students

| Autumn Semester | | Spring Semester | |
|-----------------|-------|-----------------------------|-------|
| Course Name | Hours | Course Name | Hours |
| English 1110 | 3 | History 2001 | 3 |
| Psychology 1100 | 3 | Sociology 1101 | 3 |
| Statistics 1350 | 3 | English 2201 | 3 |
| Theatre 2100 | 3 | Philosophy 1101 | 3 |
| Biology 1101 | 4 | American Sign Language 1101 | 4 |

30 Credit Pathways – STEM focused students

| Autumn Semester | | Spring Semester | |
|-----------------|-------|-------------------|-------|
| Course Name | Hours | Course Name | Hours |
| English 1110 | 3 | Chemistry 1210 | 5 |
| Math 1151 | 5 | Math 1152 or 1172 | 5 |
| Spanish 1101 | 4 | Sociology 1101 | 3 |
| Psychology 1100 | 3 | English 2290 | 3 |

Pathways subject to course availability and pre-requisites

Gifted Identification Information:

WCLA II is charged with following the guidelines outlined in the Ohio Revised Code (ORC) 3324.03 (A), (B), (C), or (D) to identify gifted students.

Definitions:

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment .

Screening and Assessing:

The WCLA II uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishments in the areas of cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Stage I: Pre-Assessment:

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool. By using the pre-assessment process, the district ensures equal access to screening and further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Stage II: Assessment and Screening:

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment.

District determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.

Stage III: Assessment for Identification:

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01 – 3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student’s educational needs are determined.

Referral:

The WCLA II ensures ample and appropriate scheduling procedures for assessments and reassessment using:

- Group tests
- Individually administered tests
- Audition, Performance
- Display of Work
- Exhibition
- Checklists

Students may be referred on an ongoing basis, based on the following:

- Child request (self-referral)
- Teacher recommendation
- Parent/guardian request
- Peer referral
- Other (e.g., psychologist, community members, gifted coordinator, etc.)

Upon receipt of a referral, the district will

- Follow the process as outlined
- Notify parents of results of screening or assessment and identification

The district shall annually provide opportunities for assessment in the case of students requesting assessment or recommended for assessment by teachers and parents.

General:

WCLA II accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

Transfer:

WCLA II ensures that any child transferring into the district will be assessed within 90 days of the transfer if requested in writing by the parent. Parents shall submit the written request for testing to the Superintendent.

Services:

WCLA II ensures equal opportunity for all district students identified as gifted to receive services offered by the district.

Withdrawal:

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the Superintendent. If students request to withdraw, parents will be notified.

Appeal Procedure:

An appeal by the parent is the reconsideration of the results of any part of the identification process, which would include:

- Screening procedure or assessment instrument (which results in identification)
- The scheduling of students for assessment
- The placement of a student in any program
- Receipt of services

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision.

Special Education Child Find Policy:

WCLA II has adopted and implemented procedures, as written in the Ohio revised code 3323.03, ensuring that a free appropriate public education (FAPE) is made available through the Child Find process of identifying, locating and evaluating all children from age three to twenty-one who may have a disability and be in need of special education and related services, regardless of the severity of the disability. WCLA II seeks to identify, through Child Find, all children who are enrolled at the school, including those who are homeless or wards of the state who may be in need of special education and related services.

A child with a disability is a child having a cognitive disability (e.g. mental retardation), hearing impairment (including deafness), a speech or language impairment, visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities (as written in Ohio revised code 3323.01).

Parent, relatives, public and private agency employees, and concerned citizens are asked to help WCLA II find any child who may have a disability and need special education and related services. Any questions concerning special education and services should be directed to the WCLA Special Education Officer at 419-227-9252.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Superintendent a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school Superintendent clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to the school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon receipt of a signed records release form or a legal document, the school discloses education records to officials of another school district in which a student seeks or intends to enroll, or to law enforcement, court officials or social service agencies with legal jurisdiction for the student's welfare.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Student Records:

Student records shall be available only to students and their parents, eligible students, designated school officials, and designated school personnel, who have a legitimate educational interest in the information or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a post-secondary institution.

The school follows the guidelines of the Family Education Rights and Privacy Act regarding all student records. Both parents shall have equal access to student records unless stipulated otherwise by a court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code. "Legitimate educational interest" shall be defined as a direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District, or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family.

The exception to disclosure of student information without consent is the release of "directory information." The district will make the information listed below available upon request unless a parent/guardian or student 18 years or older has notified the school in writing by September 15th of each school year that he/she will not permit distribution of the following information. Under Ohio law directory information includes the following:

- Student name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities
- Dates of attendance
- Dates of graduation
- Awards received
- Honor rolls
- Scholarships

Directory information will not be provided to any organization or individual for profit making purposes.

Parent's Right to Know:

Parents have a right to request the following information about the professional qualifications of their children's teachers:

- Whether the teacher has met state qualifications and has a license for the grade level and the subject area he or she teaches
- Whether the teacher has an emergency or provisional license
- What degrees the teacher holds and the field of discipline of his or her certification or degree
- Whether the child is being taught by paraprofessionals and, if so, their qualifications

In addition, school districts must notify parents if their child has been assigned, or has been taught by – for four or more consecutive weeks – a teacher who is not highly qualified.

Please contact the WCLA II if you have any questions regarding the professional qualifications of your child's teacher.

Parent Involvement Policy:

The West Central Learning Academy II will put into operation programs, activities, and procedures for the involvement of parents in Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. The West Central Learning Academy II will work to ensure that the required school- level parental involvement policies meet the requirements of Section 1118 (b) of the Elementary and Secondary Education Act, and will include as a component, a school- parent compact.

The West Central Learning Academy II will incorporate this parental involvement policy with its Local Educational Agency plan that was developed under Section 1112 of the Elementary and Secondary Education Act.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the Elementary and Secondary Education Act in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.

If the Local Educational Agency's plan for Title I, Part A, is not satisfactory to the parents of the participating children, the West Central Learning Academy II will submit any parent comments with the plan when the school district submits the plan to the Ohio Department of Education.

The West Central Learning Academy II will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the school.

The West Central Learning Academy II will be governed by the following statutory definition of parental involvement, and expects that Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*

(D) the carrying out of other activities such as those described in Section 1118 of the Elementary and Secondary Education Act.

The West Central Learning Academy II will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Ohio.

The mission of the Ohio PIRC is to empower all parents and families by providing information, resources, and training to support children's learning and enhance the environments in which they grow.

Ohio Parent Information Center

788 Mt. Vernon Avenue

Columbus, Ohio 43203

Phone: (614) 372-2320

Phone: (866) 253-1829

Fax: (614) 253-6327

E-mail: harrislaw@aol.com

Website: <http://www.ohiopirc.org>

Chromebook Usage Policy

If the Chromebook or charger is damaged, lost or stolen during the school year, students will be charged for replacement costs and must pay for the replacement fee BEFORE a new Chromebook and/or charger is issued. For those who owe from the previous school year, a new Chromebook and/or charger will not be issued until the replacement fees are paid.

Acceptable Computer and Internet Usage Policy:

The following is the *Acceptable Use and Internet Safety Policy* of the West Central Learning Academy II. Upon reviewing, signing, and returning this Policy as the students have been directed, each student will use the Internet as a means of accessing significant educational materials and opportunities and is agreeing to follow the Policy. If a student is under 18 years of age, he or she must have his or her parents or guardians read and sign the Policy. The School District cannot provide Internet access to any student who, if 18 or older, fails to sign and submit the Policy to the School as directed; or, if less than 18 years old, does not return the Policy with the signatures of the student and his/her parent(s) or guardian(s).

Listed below are the provisions of the agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the WCLA II Help Desk. If any user violates this Policy, the student's access will be denied or withdrawn and he or she may be subject to additional disciplinary action.

This document constitutes the School District's Computer Network and Internet Acceptable Use

Policy (“Policy”), and applies to all persons who use or otherwise access the Network and/or Internet, whether with District or personal equipment or whether on-site or by wireless or other remote access (“Users”).

Computer Network and Internet Acceptable Use Policy **(STUDENTS)**

1. Definitions. For purposes of this Policy:

- The term “Network” shall mean the District’s group of computers and peripherals, whether interconnected via cable, wireless and/or any other means whatsoever, all other District software and hardware resources including all Web-based material and all Web hosting, all data, databases and storage media, all standalone, portable and/or borrowed devices, and all provided connectivity between and among Users and from Users to the global Internet, including any and all Information Technology Centers or other third-parties providing connectivity and other services, and any and all identifiers, accounts, rights, permissions, and current or future hardware, software, or connectivity owned or managed by the District to which access is provided to Users.

The rules of appropriate use and conduct created by this Policy apply to all District-owned computers and devices, even when such computers or devices are not connected with the Network. Such rules of appropriate use and conduct also apply to the use of privately-owned computers and mobile devices which are connected to the Network, communicate with Network Users by means of other non-District networks, or which are used in any way which is illegal, violates the Student Code of Conduct, or may be reasonably anticipated by District administrators to disrupt or materially interfere with school activities.

- The term “Use” of the Network shall mean any and all actions of a User which create traffic on the Network, including traces or remnants of traffic that pass through District equipment, wiring, wireless networks, or storage devices regardless of any other factor such as passage of time, user deletion, transit of the Network without storage or origination and/or storage on personal equipment.

2. Purpose and Use: The School District is providing Users access to its Network to support and enhance the educational experience of students. Access to system computers and the Network is a privilege, not a right. The District reserves the right to withdraw access at any time for any lawful reason. The District reserves the right to determine what constitutes an improper use of system computers or the Network, and is not limited by the examples of misuse given in this Policy. Users may violate this Policy by evading or circumventing the provisions of the Policy, alone or with others. If Users have any doubt about their obligations under this Policy, including whether a certain activity is permitted, they must consult with the WCLA technology coordinator to be informed whether or not a use is appropriate.

3. **Users Bound by Policy in Accepting Access:** The User consents to the terms of this Policy whenever he or she accesses the Network. Users of the Network are bound to the terms of this Policy regardless of whether they received and/or signed a copy of this Policy.
4. **Personal Responsibility:** Users are responsible for their behavior on the Network just as they are in a classroom, school hallway, or other School District property. Each User is responsible for reading and abiding by this Policy and any and all future amendments, which will be made readily available in both electronic and printed form. Anonymous use is not permitted and access (including passwords) may not be shared or transferred. If a User suspects that a password is not secure, he or she must inform the WCLA technology coordinator immediately. Any improper use of your account, even if you are not the User, is your responsibility.
5. **Reporting Misuse of the Network:** Users must report any misuse of the Network to the WCLA technology coordinator. “Misuse” means any apparent violation of this Policy or other use which has the intent or effect of harming another person or another person’s property. This includes, but is not limited to, the transmission of sexually explicit images or messages which would constitute bullying, sexual harassment, or a violation of the Student Code of Conduct.
6. **Violating Policy with Personal Equipment:** The use of personal equipment and/or personal Internet access to violate this Policy or to assist another to violate the Policy is prohibited. Exceeding permission (such as abusing access to unfiltered Internet connectivity) is a violation of this Policy. Using private equipment to divert student time and/or attention from scheduled educational, co-curricular, or extracurricular activities, or to divert paid work time from its proper purpose, is always strictly prohibited. Personal equipment used to violate this Policy on school property is subject to search and seizure, reasonably related to the violation, for a period of up to thirty (30) days, unless the personal equipment has been provided to law enforcement officials.
7. **Discipline for Violation of Policy:** Violations of each of the provisions of this Policy are considered violations of the Student Code of Conduct, and each violation is a separate infraction. Violations may result in disciplinary action for students up to and including suspension or expulsion and/or referral to law enforcement. The District reserves the right to seek reimbursement of expenses and/or damages arising from violations of this Policy.
8. **Waiver of Privacy:** By accepting Network access, Users waive any and all rights of privacy in connection with their communications over the Network or communications achieved through the use of District equipment or software. Electronic mail (email) and other forms of electronic communication (including instant messaging, social media of all forms, and SMS messages originating from email) are not guaranteed to be private. The District owns all data in the system. Systems managers have access to all messages and other data for purposes of monitoring system functions, maintaining system efficiency, and enforcing computer/network use policies and regulations, District policies, and state and federal laws. Illegal activities or suspected illegal activities may be reported to the

authorities.

9. **Confidentiality and Student Information:** Users are responsible for maintaining security of student information and other personally identifiable data that they access, even if they access such data accidentally or without permission, and for upholding FERPA (20 U.S.C. § 1232g), the student confidentiality law (Ohio Revised Code Section 3319.321), the Ohio Privacy Act (Chapter 1347 of the Ohio Revised Code), and any other applicable privacy policies and regulations. Users are responsible whether such data is downloaded from the Network to their computer screen, transmitted by email, stored on a flash drive, portable device or laptop, copied by handwriting or by any or all other devices, forms of storage or methods. Negligence with respect to protecting the confidentiality of such data will be considered a violation of this Policy whether or not such negligence results in identity theft or other harm. Users shall not engage or attempt to engage in unauthorized computer access, including but not limited to cyber-attacks, hacks, circumvention of password-protected content, and/or access to inappropriate material, including without limitation personally identifiable student information.
10. **District-Owned Equipment:** Desktop computers, laptops, portable devices, and other equipment belonging to the District are your responsibility. Any misuse, failure, damage or loss involving such equipment must be reported to the WCLA technology coordinator. Periodic maintenance on laptops and other hardware is required. It is your responsibility to make such equipment timely available for maintenance at the request of the WCLA technology coordinator. You may be held financially responsible for the expense of any equipment repair or replacement.
11. **Unacceptable Uses of the Network:** All Users must use the Network in an appropriate and responsible way, whether their specific actions are described in this Policy or not. Examples of unacceptable uses include, but are not limited to, the following:
 - **OFFENSIVE OR HARASSING ACTS:** Creating, possessing, copying, viewing, transmitting, downloading, uploading or seeking sexually explicit, obscene, or pornographic materials, including but not limited to pictures, text messages, emails or sexually-oriented content (“sexting”) in electronic or any other form. Using language inappropriate to the school environment, including swearing, vulgarities or language that is suggestive, obscene, profane, abusive, belligerent, harassing, defamatory or threatening. Making, distributing or redistributing images, jokes, stories or other material that would violate this Policy or the School District’s harassment or discrimination policies, including material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, sexual orientation, or other protected characteristics. Engaging in harassment, stalking, or other repetitive unwanted communication or using the Internet in support of such activities.
 - **VIOLATIONS OF PRIVACY:** Unauthorized copying, modifying, intruding, or attempts to copy, modify or intrude into the folders, files, data, work, networks, passwords or computers of others, or intercepting communications intended for others.

Copying, downloading, uploading, or transmitting student or School District confidential information.

- **CREATING TECHNICAL PROBLEMS:** Knowingly performing actions that cause technical difficulties to the system, other users or the Internet. Attempting to bypass school Internet filters or to “hack” into other accounts or restricted information. Uploading, downloading, creating, or transmitting a computer virus, worm, Trojan horse, or other harmful component or corrupted data. Attempting to hack, alter, harm, destroy or interfere with the normal operation of software, hardware, data, other District Network resources, or using the District Network or to do any of the same acts on the Internet or outside Networks. Downloading, saving, and/or transmitting data files large enough to impede the normal functioning of the computer or the Network (such as many music, video, image, or software files) unless given permission by the System Administrator. Moving, “repairing,” reconfiguring, reprogramming, modifying, or attaching any external devices to Network equipment, computers or systems without the permission of the System Administrator. Removing, altering, or copying District software for personal use or for the use of others.
- **USE OF OUTSIDE SERVICES AND APPLICATIONS:** All email, document storage, blogs, social media, or any and all other services and applications (“apps”) must be provided or specifically authorized by the School District on its Network. The use of other providers of such functionality or storage through the Network is prohibited.
- **VIOLATING LAW:** Actions that violate state or federal law or encourage others to do so. Offering for sale or use, soliciting the purchase or provision of, or advocating the use of any substance that the possession or use of is prohibited by law or District Policy. Seeking information for the purpose of creating an explosive device or biohazard, or communicating or seeking materials in furtherance of criminal activities, terrorism, or other threatening acts.
- **VIOLATING COPYRIGHT:** Uploading, downloading, copying, redistributing or republishing copyrighted materials without permission from the owner of the copyright. Users should assume that materials are protected under copyright unless there is explicit permission for use.
- **PERSONAL USE:** Personal shopping, buying or selling items, soliciting or advertising the sale of any goods or services, or engaging in or supporting any kind of business or other profit-making activity. Interacting with personal websites or other social networking sites or tools that are not part of an educational project, receiving or posting messages to web sites or other social networking or blog sites not part of an educational project, participating in any type of gaming activity, engaging in social or hobby activities, or general recreational web browsing if such browsing occurs during instructional time.
- **POLITICAL USE:** Creating, transmitting or downloading any materials that support or

oppose the passage of a levy or a bond issue. Soliciting political contributions through the Network or conducting any type of official campaign business. Unless authorized by a teacher as part of an educational assignment, creating, transmitting or downloading any materials that support or oppose the nomination or election of a candidate for public office.

- **GENERAL MISCONDUCT:** Using the Network in a manner inconsistent with the expectations of the West Central Learning Academy for the conduct of students in the school environment. Uses that improperly associate the School District with Users' personal activities or to activities that injure the District's reputation. Uses that mislead others or violate the standards of academic or personal integrity, including but not limited to plagiarism, disseminating untrue information about individuals or groups, or using another's password or some other user identifier. Creating, possessing, copying, viewing, transmitting, downloading, uploading materials that cause or are likely to cause a substantial disruption of the educational environment, regardless of whether the User uses the Network or a personal or District-owned device.

12. Specific Limits on Communication Over the District Network:

- **Expressing Opinion:** The Network has been created at public expense and exists for purposes relating to education and administration. It does not exist to serve as a personal blog for the expression of opinions or as a public forum of any kind. It is not the intention of the District to allow the public, staff, or students to use the Network, including the web hosting or linking ability, for purposes of expressions of private opinions, or to support private or public causes or external organizations.
- **Large Group Mailings:** The sending of messages to more persons than is necessary for educational or school business purposes is a misuse of system resources and User time. Large group mailings, such as "all district" or "all buildings" are reserved for administrative use, subject to any exceptions which may be developed by the Administration or the System Administrator. Users may not send emails to more than ten (10) recipients in a single message, subject to exceptions developed by the Administration or the System Administrator. The System Administrator may also develop specific limitations on the use of graphics, the size, number, and type of attachments, and the overall size of email messages sent on the system. The use of multiple messages, non-system addresses, or other techniques to circumvent these limitations is strictly prohibited.
- **Electronic Signatures:** Users shall not legally verify documents or use "electronic signatures" in any way unless they have been trained in an approved verification or signature system approved by the Administration. Users asked to legally verify or electronically sign documents should report the situation to the WCLA technology coordinator.

13. System Security and Integrity: The District reserves the right to suspend operations of the Network, in whole or in part, at any time for reasons of maintaining data security and integrity or any other lawful reason. The District reserves the right to block or filter any web sites, social networking sites, email addresses, applications, servers or Internet domains which it, in its sole judgment, has determined to present a risk of exposing students or employees to sexually explicit or otherwise inappropriate content, exposing the system to undue risk of compromise from the standpoint of security or functionality, or creating a substantial likelihood of disruption of educational or co-curricular, or extracurricular activities.

14. Filters: The School will have the following in continuous operation, with respect to any computers belonging to the School and having access to the Internet:

- a. A qualifying technology protection measure, as required by CIPA. The protection measures are designed to block or filter internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors; and
- b. Procedures or guidelines that provides for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are obscene, pornographic, or harmful to minors, as those terms are defined in CIPA.

Such procedures or guidelines will be designed to:

- a. Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
- b. Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- c. Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online;
- d. Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- e. Restrict minors' access to materials "harmful to minors," as that term is defined in CIPA.

15. Training Related to Online Behavior: Pursuant to Federal law, students shall receive education about appropriate online behavior, including: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors while interacting with other individuals on social Networking websites, using email, chat rooms, and other forms of direct electronic communications, and cyberbullying awareness and response; (c) unauthorized access (e.g., "hacking") and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors' access to materials harmful to them.

16. No Warranties Created: By accepting access to the Network, you understand and agree that the School District, any involved Information Technology Centers, and any third-party vendors make no warranties of any kind, either express or implied, in connection with the

provision of access to or the use of the Network. They shall not be responsible for any claims, losses, damages or costs (including attorneys' fees) of any kind suffered, directly or indirectly, by any student arising out of that User's use of and/or inability to use the Network. They shall not be responsible for any loss or deletion of data. They are not responsible for the accuracy of information obtained through electronic information resources.

17. **Updates to Account Information:** You must provide new or additional registration and account information when asked in order for you to continue receiving access to the Network. If, after you have provided your account information, some or all of the information changes, you must notify the WCLA technology coordinator or other person designated by the School District to receive this information.

Personal Responsibility:

By signing this Policy, students and parents are agreeing not only to follow the rules stated in this Policy, but are agreeing to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this Policy or any other use not included in the Policy, that has the effect of harming another or their property.

A student who submits to WCLA II, as directed, a properly signed Policy and follows the Policy to which he or she has agreed to will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new Policy each year they are students of WCLA II prior to receiving an Internet access account.

Educational Purposes:

WCLA II is providing access to its computer networks and the Internet for educational purposes *only*. If a student or parent has any doubt about whether a contemplated activity is educational, they may consult with the person(s) designated by WCLA II to help determine if the activity is appropriate.

Unacceptable Uses of Network:

Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:

1. Uses that violate the law or encourage others to violate the law
2. Transmitting offensive or harassing messages
3. Uses that are commercial transactions: selling or buying over the Internet
4. Giving others private information about you or others, including credit card numbers and social security numbers
5. Offering for sale or use any substance the possession or use of which is prohibited
6. Viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law
7. Intruding into the networks or computers of others
8. Downloading or transmitting confidential, trade secret information, or copyrighted materials even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them

9. Uses that cause harm to others or damage to their property. For example, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than the identified user is communicating or otherwise using his/her access to the network or the Internet
10. Uploading a worm, virus, "Trojan horse," "time bomb" or other harmful form of programming or vandalism
11. Participating in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems
12. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, disclosing or sharing your password with others or impersonating another user

Netiquette:

All users must abide by the customary rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
2. Avoid language that may be offensive to other users.
3. Avoid using Internet access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
4. Avoid the assumption that a sender of email is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
5. Be considerate when sending attachments with email (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.

Internet Safety:

General Warning: Individual Responsibility of Parents and Users. All students and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to determine what materials should be avoided. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the WCLA II Help Desk.

Personal Safety. Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you

“meet” on the computer network or Internet without your parents' permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.

“Hacking” and Other Illegal Activities. It is a violation of this Policy to use the School’s computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by Ohio law, for internal administrative purposes or approved educational projects and activities.

Active Restriction Measures. The School, either by itself or in combination with the Information Technology Center (ITC) providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors using WCLA II computer equipment.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 (h) (7)), as meaning any picture, image, graphic image file, or other visual depiction that: when taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

Privacy:

Network and Internet access are provided as tools for your education. WCLA II reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and will remain the property of the WCLA II and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy:

The student's use of the computer network and Internet is a privilege, not a right. A student who violates this Policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the WCLA II may refuse to reinstate for the remainder of the student's enrollment in the WCLA II. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The School District may also take other disciplinary action in such circumstances.

Warranties/Indemnification:

WCLA II makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the student's use of its computer networks or the Internet under this Policy. By signing this Policy, a student who is 18 years old and the user under 18, who signs with his/her parent(s) are taking full responsibility for use. Said signatures indemnifies and holds the WCLA II, the Information Technology Center (ITC), the ISP that provides the Internet access, and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet. WCLA II will not be responsible for any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the School in the event of the School's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the network.

Fire Procedures:

1. **Evacuate the building**
 - a. Students will walk out designated exits quietly.
 - b. If it is possible, students not in the lab when the alarm sounds will report to their staff members' designated area outside the building.
 - c. Students must go a safe distance from the building and should not stand in driveway or hard surfaced area where emergency vehicles would travel.
2. **Students and staff members will be permitted in the building at the direction** of the Superintendent as recommended by the Fire Chief and/or Scene Command. Decisions regarding school dismissal or further actions are the prerogative of the Superintendent. Parents will be notified of dismissal through WCLA alerts, text messages and/or phone calls.

Bomb Threat and Explosion Procedures:

It is the policy of West Central Learning Academy II that all bomb threats and similar threats are to be considered valid and taken seriously until proven otherwise. Safety of the public and of employees, students and building will take precedence over normal activities.

If the Police Department deems it necessary, the school facilities will be evacuated.

All suspected bombs and/or suspicious objects will be dealt with in accordance to the procedures established by the appropriate bomb/ordinance disposal team called to the scene by the Police Department.

Students and staff remain in the evacuation area until Superintendent announces "all clear."

Parents will be updated through WCLA alerts, text messages and/or phone calls. Parents will also be notified if and when to pick up students if they have been evacuated to a safe location.

STEP OF ACTION FOR EXPLOSIONS

1. If an explosion occurs prior to evacuation, students should seek cover under their tables, if possible. At all times they should cover their heads with their hands or laptop, assuming a kneeling/face down position on the floor until flying debris ceases.
2. Students will be directed on what to do following the explosion by designated staff member.

Tornado/Severe Thunderstorm Procedures:

Tornadoes and severe thunderstorms can occur suddenly; therefore West Central Learning Academy II will monitor a weather alert radio station for severe weather conditions.

Definitions:

Tornado Watch: Conditions are favorable for tornadoes. No sirens will be sounded. Staff will turn on the radio and leave on throughout the threatening weather.

Tornado Warning: Tornado has been sighted or indicated by radar. TORNADO SIREN WILL SOUND. Take shelter immediately.

1. Tornado watch and warnings – A designated person will notify students when these conditions exist.
2. Sounds the alarm – When a tornado warning is issued, it will be announced, "This is not a drill."
3. Students go to pre-designated areas – Students and staff will assume a position against the wall away from windows in a kneeling/sitting position with their head down, with hands covering their heads.

Procedure if a Tornado is Striking the Building:

1. The Superintendent will determine when and where the students and staff should be evacuated and to what extent the building should be evacuated.
2. Parents will be notified when and where to pick up their student(s) through WCLA alerts, text messages and/or phone calls.

Standard parent notification will be done through WCLA alerts, text messages and/or phone calls.

Use and Maintenance of Automated External Defibrillators

These guidelines are established as guidance to those who use WCLA II Automated External Defibrillators ("AEDs") in appropriate emergency medical situations. These guidelines do not create an obligation to use the AEDs nor do they create an expectation that an AED will be available or that a trained employee will be present and/or able to use the AED in the event of a medical emergency. Any individual using a WCLA II AED is subject to the immunities established in R.C. 2305.235 and R.C. 3313.717.

AED SAFETY COORDINATOR

The Technology Coordinator will perform the duties of AED "Safety Coordinator."

MEDICAL AUTHORIZATION FOR THE AED PROGRAM

Prior to authorizing use of the AEDs in the WCLA II, the Safety Coordinator will secure a prescription for such use from an appropriate medical practitioner, as identified below. In order to maintain the prescription, the Safety Coordinator will assure that the serial numbers from all WCLA II AEDs are forwarded to the identified medical practitioner along with all initial and ongoing staff training records. Such information will also be provided to the local emergency medical service provider. The Safety Coordinator will seek a case review by the prescribing medical practitioner in the event that a WCLA II AED is used.

TRAINING OF "EXPECTED USERS"

Individuals in the following positions are hereby identified as "expected users" of WCLA II AEDs:

- A. All WCLA II administrators;
- B. all school nurses;
- C. athletic director(s);
- D. all athletic trainers;
- E. all physical education teachers;
- F. all members of the coaching staff of an interscholastic athletic team;

- G. additional staff as deemed appropriate by each building administrator.

Individuals who are presently employed under a regular or supplemental contract for any of these positions must complete a training course in the use of the AED as well as CPR as described below. Any of these individuals who is able to produce evidence of completion of the requisite training within the two (2) years prior to the adoption of these guidelines is not required to undergo such training again. Any individual who is awarded a contract or supplemental contract for any of these positions subsequent to the adoption of these guidelines must seek appropriate training within a reasonable period of time. The Safety Coordinator will contact the local emergency medical service provider to schedule and coordinate training in a program consistent with the training protocols established by the National Center for Early Defibrillation (www.early_defib.org) and conducted by an organization listed by the National Center. The Safety Coordinator will maintain all records evidencing training. All training will be in compliance with State and/or Federal law.

All expected users must annually complete an AED-CPR skill proficiency demonstration. Each individual's annual performance will be reviewed in cooperation with the local emergency medical service provider. The Safety Coordinator will arrange this annual review with the local emergency medical service provider as well as remediation as appropriate.

AED MAINTENANCE

All WCLA II AEDs must be maintained and tested according to the manufacturer's guidelines.

The Safety Coordinator will retain all manufacturer's guidelines in his/her office along with any additional specifications or technical information for each approved AED model made available for use in the WCLA II.

The Safety Coordinator will oversee the performance of regular maintenance of WCLA II AEDs in accordance with the intervals established by the manufacturer. The Safety Coordinator or a designee will perform monthly checks of the AED defibrillator pads and batteries to assure compliance with expiration dates. The Safety Coordinator will re-order replacement supplies for the AED upon determining that existing supplies will expire within the ensuing two (2) months.

The Safety Coordinator or a designee will maintain a weekly checklist to document the proper maintenance of the AEDs as well as monthly inspections.

Following use of an AED, the Safety Coordinator must replace all single use items associated with the AED as quickly as possible.

AED LOCATIONS

Each program supervisor must identify a location for the storage of any AED assigned to his/her school building. The location for storage of an AED should be made in consultation with the Safety Coordinator and must be a location which is obviously visible to expected users in the event of an emergency and which is accessible outside of normal school hours. Upon installation, the Safety Coordinator must notify all area emergency medical services of the locations of all AEDs.

If an AED is made available for use outside of regular school hours at a site other than a normal fixed location, such as at an athletic contest, then the AED may be transported by any expected user to such a location. The individual responsible for transport must inform all other expected users regarding the location of the transported AED upon arrival.

GUIDELINES FOR USE OF AEDs

Prior to use of an AED, the AED user should assess the scene of the medical emergency for safety. The expected user should make the scene of the emergency as safe as possible prior to use of the AED, including placing the person on a hard surface away from standing water. Users are not expected to place themselves at risk in order to provide aid to others.

Unless otherwise specified by the manufacturer, AEDs should only be used on a person who is at least eight (8) years old and/or eighty (80) pounds. **The AED should be attached only to victims who are unresponsive, not breathing normally and have no detected pulse.**

Procedures For Use During School Hours

Nondiscrimination and Equal Access to Equal Educational Opportunity:

The West Central Learning Academy II is committed to providing equal opportunity for all students, regardless of race, color, creed, disability, religion, national origin, sex, or age.

TITLE IX NOTICE

WCLA does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and its regulations not to discriminate in such manner.

The requirement not to discriminate in the education program or activity extends to admission and employment and inquiries about the application of Title IX and its regulations may be referred to the Title IX Coordinator or the Assistant Secretary for Civil Rights of the U.S. Department of Education.

Lynn Norton, Technology Specialist, Family Civic and Engagement Coordinator, and
Title IX Coordinator
522 W. North St.
Lima, OH 45801

lynn@wclaohio.org

419-227-9252

Rehabilitation Act of 1973 – Section 504:

The West Central Learning Academy II will identify, evaluate and provide special accommodations or programs for students with disabilities within the intent of Section 504 of the Rehabilitation Act of 1973.

Student Suicide & Crisis Lifeline

For suicide crisis and prevention **dial 988** or click here: <https://988lifeline.org/>

Harassment/Bullying/Cyber-Bullying

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

Definitions of Terms:

"Harassment, Intimidation, or Bullying" means any intentional written, verbal, graphic, electronic, or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:

- A. causes mental or physical harm to the other student; and
- B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

"Harassment, Intimidating, or Bullying" also means cyberbullying through electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

- A. causes mental or physical harm to the other student/school personnel; and
- B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.

"Harassment, Intimidating, or Bullying" also includes violence within a dating relationship.

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school-sponsored activity shall mean any activity conducted on or off school-property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Board of Education.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Types of Conduct

Harassment, intimidation, or bullying can include many different behaviors including overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute prohibited behaviors include:

- A. physical violence and/or attacks;

- B. threats, taunts, and intimidation through words and/or gestures;
- C. extortion, damage, or stealing of money and/or possessions;
- D. exclusion from the peer group or spreading rumors; and,
- E. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/on-line sites (also known as "cyber-bullying"), such as the following:
 - 1. posting slurs on websites where students congregate or on web logs (personal on-line journals or diaries);
 - 2. sending abusive or threatening instant messages;
 - 3. using camera phones to take embarrassing photographs of students and posting them online/or otherwise distributing them;
 - 4. using web sites to circulate gossip and rumors to other students; and,
 - 5. excluding others from an on-line group by falsely reporting them for inappropriate language to Internet Service Providers.
- F. violence within a dating relationship.

The following procedures shall be used for reporting, investigating, and resolving complaints of aggressive behavior and/or bullying.

Complaint Procedures

Program supervisors and the Superintendent have the responsibility for conducting investigations concerning claims of aggressive behavior and/or bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of Policy 5517.01 or feels s/he has been a victim of aggressive behavior and/or bullying in violation of Policy 5517.01 is encouraged to immediately report his/her concerns.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the program supervisor and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building program supervisor and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be

forwarded promptly (no later than the next school day) to the building program supervisor or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, s/he shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the program supervisor or his/her designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

All complaints will be promptly investigated in accordance with the following procedures:

Step I Any complaints, allegations, or rumors of aggressive behavior and/or bullying shall be presented to the program supervisor or the Superintendent. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Governing Board official. Complaints against the building program supervisor shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g., the person(s) involved, number of times and places of the alleged conduct, the target of the suspected aggressive behavior and/or bullying, and the names of any potential witnesses). If the person filing the formal complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) workdays after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of

witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

Step III If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) workdays after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) workdays of the appeal being filed.

If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) workdays after receipt of the Step III decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within ten (10) workdays following completion of the hearing.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Publication of the Prohibition Against Harassment, Intimidation, and Bullying

At least once each year, a written statement describing the policy and the consequences for violations of the policy shall be sent to each student's custodial parent/guardian. The prohibition

against harassment, intimidation, or bullying shall be publicized in student handbooks and in Educational Service Center publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student in the West Central Learning Academy is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying", in accordance with R.C. 3313.666 means any intentional written, verbal, graphic or physical act including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

- A. Causing mental or physical harm to the other students including placing an individual in reasonable fear of physical harm and/or damaging of students' personal property; and,**
- B. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.**

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of aggressive behavior and/or bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated and may result in disciplinary action. This may include suspension or possible expulsion for students, up to discharge for

employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the program supervisor or his/her designee that is intended to provide that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building program supervisor. The following sets forth possible interventions for program supervisors to enforce the Board's prohibition against "harassment, intimidation, or bullying."

Non-Disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassing, intimidating, or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Reporting Obligations

If after investigation, acts of harassment, intimidation, or bullying by a specific student are verified, the principal shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

If after investigation, acts of bullying against a specific student are verified, the Principal shall notify in writing the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, or bullying.

Semiannually, the Superintendent shall provide the Board President a written summary of all reported incidents of harassment, intimidation, or bullying and post the summary on the Center website.

Intervention Strategies

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when such prohibited acts are verified, other Center actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time-to-time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents, or school personnel.
- B. Planned professional development programs addressing targeted individuals' problems, including what is safe and acceptable Internet use.
- C. Data collection to document victim problems to determine the nature and scope of the problem.
- D. Use of peers to help ameliorate the plight of victims and include them in group activities.
- E. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough).
- F. Awareness and involvement on the part of all school personnel and parents with regard to victim problems.
- G. An attitude that promotes communication, friendship, assertiveness skills and character education.

- H. Modeling by school personnel of positive, respectful, and supportive behavior toward students.
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines).
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- K. Form harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

Intervention Strategies for Protecting Victims

- A. Supervise and discipline offending students fairly and consistently.
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition.
- C. Maintain contact with parents and guardians of all involved parties.
- D. Assist the victim to obtain counseling if assessment indicates that it is needed.
- E. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed.
- F. Check with the victim daily to verify that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 7-12, written or verbal discussion of the consequences for violations of Policy 5517.01, and their rights and responsibilities under this and other Center policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other Center and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and parent handbooks.

Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees and volunteers with direct contact with students. The in-service education provided to middle and high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or Center-mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment, intimidation, and bullying in other interactions with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

Police and Child Protective Services

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services (CPS), according to the prescribed timelines. The School Center shall also investigate for the purpose of determining whether there has been a violation of Center Policy, even if law enforcement or CPS officials are also investigating. All School Center personnel shall cooperate with investigations by outside agencies.

In addition to, or instead of, filing a bullying, harassment, or intimidation complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under other provisions of the Revised Code or law that may apply.

State Board of Education Model Policy (2012)

Revised: [June 9, 2016]

Re-Adoption and Review Date: [March 28, 2017}

Re-Adoption and Review Date: [December 19, 2018}

Re-Adoption and Review Date: [November 21, 2019]

Re-Adoption and Review Date: [October 15, 2020]

Re-Adoption and Review Date: [October 21, 2021]

STUDENT HAZING

Hazing activities of any type are inconsistent with and disruptive to the educational process, and prohibited at any time in school facilities, on school property, and/or off school property if the

misconduct is connected to activities or incidents that have occurred on school property. No administrator, faculty member, or other Board of Education employee shall encourage, permit, authorize, condone, or tolerate any hazing activities. No student shall plan, encourage, or engage in any hazing.

Hazing is defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the Board shall be alerted to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law.

The Superintendent shall distribute this policy to all students and Board employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

Administrators, staff members and volunteers shall not intentionally remain ignorant of hazing or potential hazing activities.

R.C. 2307.44, 2903.31, 3313.661

Board Adopted: [May 2, 2017]

Appendix A:

Graduation:

Graduation Policy:

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the West Central Learning Academy II. Students must successfully complete the credit requirements contained in the Ohio Revised Code (ORC) and set by the State of Ohio Department of Education and the West Central Learning

Academy II; when a student meets the graduation requirements set by the Ohio Revised Code (ORC) 3313.603 and 3301.0712 for the alternative pathway to graduation; for classes of 2019 and beyond with few exceptions, students must accumulate a minimum of 18 points from scores on their end of course exams to become eligible for a diploma must have met any disciplinary obligations determined by the West Central Learning Academy II; and must have met all financial obligations to West Central Learning Academy II. Students to graduate 2023 and beyond will need to meet the following: Competency Scores in Algebra I and English II End Of Course Exams, earn 2 seals on the seal graduation list on the ODE website <https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Ohio%E2%80%99s-Graduation-Requirements>. See down below:

Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components:

1. Course Completion

Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.

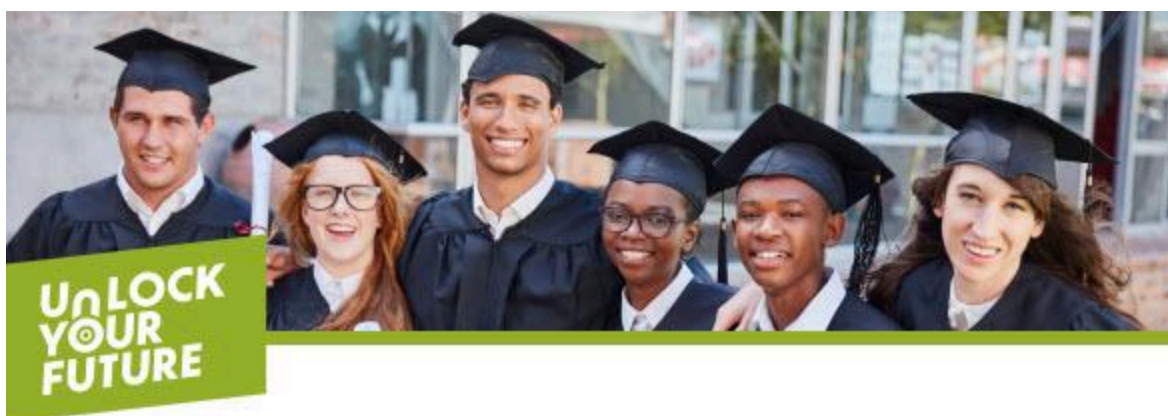
2. Demonstrating Competency

Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.

3. Demonstrating Readiness (Seals)

Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

Last Modified: 3/15/2023 8:10:11 AM



OHIO'S GRADUATION REQUIREMENTS

CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after July 1, 2019, Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

1. Credit Requirements:

Students must earn a minimum total of 20 credits in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math I) and English language arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

| Option 1 | Option 2 | Option 3 | Option 4 | Option 5 |
|----------------------|------------------|---------------------|---------------------|------------|
| Algebra I and ELA II | Career Readiness | College Credit Plus | Military Enlistment | ACT or SAT |

Refer to the back of this page for a brief description of each option.

Option 1. To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

Option 2. To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.
- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

Option 3. To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

Option 4. To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

Option 5. To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio's 12 diploma seals are:

- | | |
|---|---|
| • OhioMeansJobs Readiness Seal (State-Defined) | • Honors Diploma Seal (State-Defined) |
| • Industry-Recognized Credential Seal (State-Defined) | • Seal of Biliteracy (State-Defined) |
| • College-Ready Seal (State-Defined) | • Technology Seal (State-Defined) |
| • Military Enlistment Seal (State-Defined) | • Community Service Seal (Locally-Defined) |
| • Citizenship Seal (State-Defined) | • Fine and Performing Arts Seal (Locally-Defined) |
| • Science Seal (State-Defined) | • Student Engagement Seal (Locally-Defined) |

Want to learn more?

Contact your school counselor or visit education.ohio.gov/graduation



Competency Based/Work-Based Learning

Students enrolled in public schools may receive high school credit by demonstrating competency through work based learning experiences, internships or cooperative education. Your school has adopted a policy to award credit for competency-based learning. This guide will assist the student, parents and school in developing a customized competency-based learning experience for the student.

Credit Flexibility

Credit Flexibility is the customizing of educational delivery to the learning styles and interests of individual students. Students show what they know and move on to higher-order content they are ready to learn and have not yet mastered. They learn subject matter and earn course credit in ways not limited solely to “seat time” or the walls of a school building. They customize aspects of their learning around their interests and needs, which might include flexible schedules and a choice of modalities i.e., Online learning, work-based learning, and project learning.

In Ohio, the Carnegie unit (CU) assigned for a course is determined by the amount of “seat time” a course is scheduled. The ratio is 1 CU per 120 hours of classroom instruction of typical courses, or 1 CU per 150 hours of laboratory instruction or 1 CU for 240 hours of physical education. Partial units are permitted to be assigned.

Ohio awards Carnegie units (CU) based upon the demonstration of the learning expectations of a course, not on the time spent in a course. This is what allows Credit Flexibility.

Benefits of Credit Flexibility

- Personalized learning, accommodating learning styles, pace and interests
- Student engagement and ownership of learning
- Performance focused
- Integrated learning

Examples of Credit Flexibility

- Traditional coursework through distance learning, online learning or after school programs
- Education Options, displaying competency of coursework thru testing, educational travel, independent study, internships, work-based learning.
- Career Technical blend of program and academic credit, work experience
- Individualized learning to fill knowledge “gaps” based on assessments

Eligibility

All students enrolled in your school are eligible to participate in Credit Flexibility as long as the student and legal guardian meet the requirements outlined in the school policy.

Student Success Plan

The Student Success Plan is prepared to allow students' outline a plan for post-secondary transitions. The plan includes support for the students; tools and activities for career development; and curricula and services available and required for the student. The plan is not solely for the student and should be reviewed by staff when working with the student.

[Link to WCLA Student Success Plan Template.](#)

Tools and Guidance to Create a Student Success Plan

| Grade 9 | | | |
|-----------------------|---|--|---|
| Tools and Assessments | Student Activities | School Activities | Resources |
| | Revisit your OhioMeansJobs K-12 account to update your information and continue planning Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning) Explore electives available in 10th grade and identify options to explore interests and expand strengths/skills Explore programs available at your school where you can earn credentials or certificates during high school Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your | Provide students with access to purposeful career exploration activities; Field trips to area businesses that represent in-demand career fields Career speakers and presentations by area professionals Career mentorships and school partnerships with business and industry Job shadows with expectations for students to identify linkages between their own learning and the workplace Internships (paid or unpaid) to gain work experience and workplace skills Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects Advise students as to their strengths/skills survey results, regarding any changes to their learning styles and | OhioMeansJobs K-12 High school course and program offerings High school graduation requirements and pathways to earning a diploma Academic and Career Pathways |

| | | | |
|--|---|---|--|
| | long-term goals and how you can begin preparing now for your career goals by completing related education requirements. | career interests and continue to help them make linkages between their learning and future career options Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: career research paper on their career pathway of interest) | |
|--|---|---|--|

| Grade 10 | | | |
|--|--|--|--|
| Tools and Assessments | Student Activities | School Activities | Resources |
| Career Profile Academic and Career Pathways End-of-Course Exams Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB) | Revisit your OhioMeansJobs K-12 account to update your information and continue planning Research college admissions criteria (i.e., G.P.A., entrance exam scores, essay, interview) Complete Career Profile to explore the relationship between personality and career interests Explore electives available in 11th grade and identify options to explore interests and expand strengths/skills Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning) Begin an initial draft of your résumé and cover letter using the information you documented (i.e., contact information, education and training, experiences). You can use this later to update and submit for a job, college or scholarship. | Provide students with access to purposeful career exploration activities; Field trips to area businesses that represent in-demand career fields Career speakers and presentations by area professionals Career mentorships and school partnerships with business and industry Job shadows with expectations for students to identify linkages between their own learning and the workplace Internships (paid or unpaid) to gain work experience and workplace skills Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects Provide students with | OhioMeansJobs K-12 High school course and program offerings High school graduation requirements and pathways to earning a diploma Academic and Career Pathways act.org collegeboard.com |

| | | | |
|--|---|---|--|
| | <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p> | <p>resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their assessment results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: creating and using algebraic equations to predict the cost of college and compare total costs across colleges)</p> | |
|--|---|---|--|

| Grade 11 | | | |
|---|---|--|--|
| Tools and Assessments | Student Activities | School Activities | Resources |
| <p>Career Profile</p> <p>Scholarship Search</p> <p>College and Postsecondary Education and Training Search</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> | <p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Connect college search and majors to career interests; schedule college visits to tour campuses, meet with admissions and talk with financial aid advisors</p> <p>Construct a college and career comparison chart to evaluate your</p> | <p>Provide students with access to purposeful career exploration activities;Field trips to area business that represent in-demand career fieldsCareer speakers/presentations by area professionalsCareer mentorships and school partnerships with business and industryJob shadows with expectations for students to identify linkages to their own learning and the workplaceInternships (paid or</p> | <p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> |

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| <p>End-of-Course Exams Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> | <p>options and begin to make choices for your plans after high school Update the draft of your résumé and cover letter with any new experiences or accomplishments Create a Venn diagram and synthesize your Work Importance Locator results with your strengths/skills and interests to guide your career pathway goals Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visit, college and career fairs) Explore electives available in 12th grade and identify options to explore interests and expand strengths/skills Explore programs available at your school where you can earn credentials or certificates during high school</p> | <p>unpaid) to gain work experience and workplace skills Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB) Advise students as to their Work Importance Locator and applicable college and career assessment results, regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options Advise students on senior electives and programs offered where they may earn credentials, certificates or college credit Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: career interviews where students research careers and related education and training requirements, wage and outlook data for various career pathways)</p> | <p>Academic and Career Pathways act.org collegeboard.com</p> |
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Grade 12

| Tools and Assessments | Student Activities | School Activities | Resources |
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| <p>Learning Style Survey*</p> <p>Career Profile</p> <p>FAFSA</p> <p>Applications (work, college, military, scholarship, financial aid, etc.)</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB, ACCULACER, COMPASS)</p> | <p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete applications and submit essay and career narrative as required for your plans after high school – remember to request recommendations and transcripts</p> <p>Document reflection of career exploration activities (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visits, college and career fairs)</p> <p>Update the draft of your résumé</p> <p>Compile a career portfolio that includes the documentation collected throughout high school, exemplar works, essays, your résumé and other components necessary to support your plans after high school</p> | <p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages to their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors</p> <p>Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their Work Importance Locator and</p> | <p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p> <p>fafsa.org</p> |

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| | | <p>applicable college or career assessment results regarding any changes to their learning style and career interests and continue to help them make linkages between their learning and future career options</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Science: using problem-based learning, students will explore implications of a power outage on a community and identify the organizations and jobs necessary to restore power and resolve the issues)</p> | |
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The Student Success Plan anticipates that students will matriculate from our program into one of the following post-secondary paths:

- **Enter into a two-year degree program;**
- **Acquire a business or industry credential; or**
- **Enter an apprenticeship program.**

We understand that each student is unique and our program will prepare students for one of the above pathways.

Additional assistance I need for my future success:

Statewide Administration

Districts will select either the ACT or SAT to administer each school year. Here is more information about the state-funded administration of [ACT](#) and [SAT](#).

State-Funded ACT Tests

State law requires districts and community schools to administer the state-funded ACT or SAT to all grade 11 students in the spring of the school year. Each year, districts and schools will select the test to administer to their juniors.

As part of their state testing programs, ACT has provided the test dates for the 2024-2025 administration of the state-funded tests*. Districts and schools can use all standard time paper testing windows, as well as the online window, to administer all standard time ACT tests. Specific dates for this test will be posted on the school website as they are made available to the school

- [ACT Practice Tests](#)
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QUESTIONS?

If you have questions about graduation requirements, call (614) 466-1317 or send an email to gradrequirements@education.ohio.gov.

Testing:

The West Central Learning Academy II is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to come onsite to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have previously been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For further information about this matter contact the school administrator or the Ohio Department of Education. Failure to report for state mandated testing can result in removal from online school. The following link provides information on State Assessment tests and dates:

Graduation Questions and Answers

[Click here](#) for ODE link to Graduation Question and Answers

Testing Security Procedures and Provisions:

All test questions and other materials will be secured and subject to the provisions of both Ohio Revised code and Administrative Code. Prior to testing, the testing coordinator, administrator or his/her designee will account for all test booklets and answer sheets and will ensure that all test materials are secured until regular and make-up testing have been completed. Students are not to have any contact with testing materials other than during actual test administration. Any alleged violation of test security by students or staff, any alleged cheating by a student or any alleged assistance to a student to cheat will be reported to the school administrator, who will investigate the circumstances. Written statements will be secured from all parties involved. Actions may include but may not be limited to the following:

- A letter from the school Superintendent to the student, parent or legal guardian informing them of the alleged violation.
- Written documentation will be placed in the student's cumulative file.
- Following an investigation by the Superintendent, and the determination that a test violation occurred, either as a result of actions by the student or by another individual, the student involved will have his/her test score[s] invalidated, and may not retake any portion of the test for the balance of the test period.
- Within ten (10) days of determining that a test security violation has occurred following an investigation, the district will notify the Ohio Department of Education in writing of the findings and action taken.

The WCLA II will cooperate with the Ohio Department of Education in any investigation of test security violation by a student or certificated employee.

“HONORS” Diploma:

Students who feel they may be a candidate for the Honors diploma should contact the WCLA II Superintendent or Principal for a conference as soon as possible.

Students need to fulfill seven (7) of the following eight (8) criteria:

1. Four (4) credits of language arts/ English
2. Four (4) credits of mathematics that include algebra I, algebra II, geometry, or equivalent and another higher level course or complete a four-year sequence of courses that contain equivalent content
3. At least four (4) credits of science, including physics and chemistry
4. Four (4) credits of social studies with at least a half (.5) credit in American History and a half (.5) credit in Government
5. Either three (3) credits of one foreign language or two (2) credits of each of two foreign languages
6. One (1) credit of fine arts
7. Maintain an overall high school grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year
8. Obtain a composite score of 27 on the American College Testing (ACT) test or a 1210 composite score on the Scholastic Aptitude Test (SAT)

STUDENT EXPRESSION POLICY:

No student or individual seeking academic admission shall be required to affirmatively ascribe to, or opine about, specific beliefs, affiliations, ideals, or principles regarding political movements or ideologies. Additionally, statements of commitment to specific beliefs, affiliations, ideals, or principles regarding political movements or ideologies shall not be used in the academic evaluation of students or prospective students.