



FAIRPORT HARBOR

EXEMPTED VILLAGE SCHOOL DISTRICT

Anchored in Community & Illuminating Futures

Student Handbook 2026-2027

Fairport Harbor Exempted Village School District Board of Education

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Fairport Harbor, OH 44077

Main Office: 440-354-5400

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2026-2027 Student Handbook

2026-2027 Calendar

Fairport Harbor School
Calendar
2026-2027 District
Calendar

August 2026

M	T	W	TH	F
17	18	19	20	21
24	25	26	27	28
31				

October 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

 **FAIRPORT HARBOR**
EXEMPTED VILLAGE SCHOOL DISTRICT
Anchored in Community & Illuminating Futures

September 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

November 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

January 2027

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Aug.26

18-19Teacher Day: No Classes

20First Day of School Grades 1-12

20-24Kindergarten Screenings
(Appointment only)

25Kdg - Last Name A-L phase in

26Kdg - Last Name M-Z phase in

27Kdg - First day for all students

Sept.26

7Labor Day - No School

Oct.26

9No School - NEOEA Day

15Quarter End GP1

16No Classes Staff PD Day

Nov.26

25Teachers Conference Waiver Day
- No School

26-27Thanksgiving Break

Dec.26

18Quarter End GP2

21-31Christmas/Winter Break

Jan. 27

1Christmas/Winter Break

4No School Teachers Records Day

18MLK Day - No Classes

February 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

April 2027

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

May 2027

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Feb. 27

12Staff PD Day

15Presidents' Day - No Classes

March 27

12Quarter End GP3

26-31Spring Break

April 27

1Spring Break

2Teachers Conference Waiver
Day - No School

May 27

27Quarter End GP4

27Last Day for Students

28Teacher's Last Day

31Memorial Day

Feb. 27

12Staff PD Day

15Presidents' Day - No Classes

March 27

12Quarter End GP3

26-31Spring Break

April 27

1Spring Break

2Teachers Conference Waiver
Day - No School

May 27

27Quarter End GP4

27Last Day for Students

28Teacher's Last Day

31Memorial Day

Hazardous weather and/or other unforeseen circumstances may force an alteration of this calendar to comply with state law. In the event that weather or other calamities require additional hours of student attendance, those hours will be added commencing Friday, May 27, 2027, or permitted by state law.

Board Approved Calendar - __ February 24, 2026

First and Last Student Days	No Classes - Breaks and Holidays	No Classes - Teacher's Inservice	No Classes - Staff PD
Grading Period Ends	Kindergarten Phase in Schedule		



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2026-2027 Student Handbook

Foreword

This Student Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. This handbook summarizes and references many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parent(s) to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your School Principal.

This Handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of April 1, 2026. If any of the policies or administrative guidelines referenced herein are revised after April 1, 2026, the language in the most current policy or administrative guideline prevails.

Copies of current Board policies and administrative guidelines are available from the building principal and on the District's website.

Mission Statement

Our mission is to ensure high-level learning for every student through collaboration, innovation, and acceleration.

Mission Statement: To create an inclusive environment, where all stakeholders display honesty, dedication, responsibility, and are kind citizens who make the world a better place.



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Building Starting and Ending Times

- **Preschool-Grade 6:**
 - Doors open at 8:00
 - 8:00-8:17- Breakfast
 - 8:20- Tardy Bell
 - 2:40- 3:05- Car Rider Dismissal
 - Grade 1-6 3:00- Walker Dismissal
 - PreK and K Walkers- Dismissed to parent or guardian at 2:50
- **Grade 7-12:**
 - Doors open at 8:00
 - 8:00- 8:17 Breakfast
 - 8:20- Tardy Bell
 - 3:01- Dismissal

FHS Alma Mater

Hail to thee, our Alma Mater,
Here's heart and hand to you,
And to your highest honor,
We promise to be true.

We salute thee dear old high school,
Our hats are off to you,
We love you now and evermore,
To Fairport High we're true.

FIGHT SONG

Drive, drive on down the field
Skippers of white and maroon
Don't let them through that line,
And we will win this game tonight,
RAH! RAH! RAH!

So onto victory,
we will cheer them as they go,
Our honor defend,
We will fight to the end,
For Harding High.

Schools Colors & Insignia

Official Colors: Maroon & White
Students are known as: The Skippers
Guiding Principles: Citizenship,
Dedication, Honesty & Responsibility
Insignia: Lighthouse





Legal Notifications

District Policies

Copies of the Board of Education policies are available online (fhevs.org, Departments, Board of Education, FHEVS Board Manual) and at the public library. Board policies govern all activities related to the school district.

[Fairport Board of Education Policy Manual Click Here](#)

Equal Education Opportunities

It is the policy of this District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background. (See Board Policy JB - Equal Educational Opportunity)

Any person who believes that they have been discriminated against on the basis of their race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) while at school or a school activity should immediately contact the School District's Compliance Officer(s):

Title IX Hearing Officer-Heidi Elmore, Director of Pupil Services

Anti-Harassment Grievance Officer-Seth Hartmann, Principal

504 Compliance Officer-Heidi Elmore, Director of Pupil Services

Civil Rights Coordinator-Karl Schneider, Superintendent

Homeless Liaison-Heidi Elmore



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District Safety Compliance Officer for Public Employee Risk Reduction Act- Victoria DePasquale

ADA Compliance Officer-Karl Schneider, Superintendent

Harassment Compliance Officer-Seth Hartmann- Principal and

Jeff Throckmorton-Assistant Principal

Civil Rights/Title VI Compliance Officer-Karl Schneider, Superintendent

Equal Employment Opportunity Compliance Officer-Karl Schneider, Superintendent

Complaints will be investigated in accordance with the procedures described in Board Policy JB. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer(s) can provide additional information concerning equal access to educational opportunity.



The Family Educational Rights and Privacy Act (FERPA)

The FHEVSD recognizes the inherent right of privacy of students in the district. The district adheres to all requirements of the Family Educational Rights and Privacy Act of 1974 and State and Federal open records laws. Parents of students have the right to file formal complaints concerning alleged failures by the district to comply with the requirements of these laws. Directory information means the information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes but is not limited to, the student's name, address, telephone listing, electronic mail address, and photograph, including but not limited to yearbooks, date, and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities, honors and awards received, and the most recent educational agency or institution attended. Directory information is considered to be public information and may be released without consent; however, parents of students have the right to refuse the release of directory information. Notice of this refusal should be given to the school principal in writing within ten days of receipt of this handbook.

Student Rights and Responsibilities

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process before a student is removed because of the student's behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times, it will be the student's responsibility to deliver that information. If necessary, mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish the child's educational goals.

Students must arrive at school on time, prepared to learn and participate. If, for some reason, this is not possible, the student should seek help from the building principal.

A student eighteen (18) years of age or older must comply with school administrative guidelines and is accountable for attendance and conduct in school. The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which is deemed worthy of parental acknowledgment. Students in the following category may be withdrawn for non-attendance.



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A student who has reached the age of maturity of eighteen (18) may be classified as either an “independent” or “dependent” adult student. A student living at home without gainful verifiable employment of thirty (30) or more hours per week or a comparable verifiable amount of steady income is considered a “dependent” adult student.

An independent adult student does not live with parent(s) and has substantial gainful and verifiable employment of thirty (30) hours per week. An independent student must submit appropriate documentation verifying hiring and employment status to the high school office principal who will review each request and assign the proper classification.

Student Well-Being

Student safety is the responsibility of both students and staff. Staff members are familiar with emergency procedures such as evacuation procedures, fire and tornado drills, safety drills in the event of a terrorist or other violent attack, and accident reporting procedures. If a student is aware of any dangerous situation or accident, the student must notify a staff person immediately.

State law requires that all students have an emergency medical authorization completed and signed by a parent or guardian on file in the School office.

Students with specific health care needs should deliver written notice about such needs, along with physician documentation, to the School office.

Injury and Illness

All injuries must be reported to a teacher or the office. If the injuries are minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School’s emergency procedures and attempt to make contact with the student’s parents.

A student who becomes ill during the school day should request permission to go to the office or clinic. An appropriate adult in the office or clinic will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission.



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Homeless Students

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on lack of proof of residency.

Children and Youth in Foster Care

Students who meet the Federal definition of "in foster care", including those who are awaiting foster care placement, will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District.

Services to Homeless Children and Youth

The District will provide students who are homeless with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on proof of residency. For additional information contact Heidi Elmore, the liaison for Homeless Students.

Gifted Identification

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures, but does not require districts to serve students with special programming. Our programs are structured to ensure that all students are appropriately challenged. If you have further questions, please contact your student's principal.



Intervention Policy

We believe that students should be taught using a variety of instructional methodologies. We strive to provide inquiry-based learning environments that promote critical thinking, questioning, and global awareness. Teachers use formative assessments to determine the most appropriate instructional format for lessons. Formative Assessments allow teachers to assess before and after learning experiences and identify when reteaching is needed. This also allows them to identify students needing more individualized instruction and enrichment. All staff members work together to support student learning needs. Fairport School's Intervention Team meets regularly to support teachers in the development of student interventions and enrichment ideas. The team assists the teacher in monitoring student progress and, when necessary, may refer students for evaluation of suspected disability.

Speech & Language

The speech and language pathologist (SLP) is involved in evaluating the communication abilities of students and determining the educational impact of those skills on learning processes. The SLP may:

- Participate as a member of the Intervention Team.
- Provide a multi-factored evaluation of individual students in various areas.
- Assist classroom teachers and staff in modifying instructional strategies to meet students' needs.
- Provide resources to staff, students, and families.

School Psychologist

School psychologists are involved in evaluating psychological-educational development, abilities, and potential and emotional-cultural factors that influence student learning processes.

The school psychologist may:

- Participate as a member of the Response to Intervention (RTI) Team and a member on the multi-factored evaluation team.
- Provide a portion of the multi-factored evaluation of students in the areas of personal and social adjustment, cognitive ability, academic achievement, and perceptual-motor functioning.
- Assist with early entrance to kindergarten requests by evaluating incoming students using the state-approved evaluation tool and sharing results with members of the RTI team and parents/guardians of prospective students.
- Analyze and interpret the psychological-educational evaluations, developing behavioral and academic recommendations.
- Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities.



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- Provide screening programs, mental activities, and referrals to outside agencies.
- Provide individual and group counseling students when appropriate.

Section 504

Section 504 is a federal statute that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. A student who has a physical or mental impairment that substantially limits one or more of life activities, has a record of such impairment, or is regarded as having a disability under Section 504. Major life activities are defined as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. Contact your child's school guidance counselor or principal for further information about this and other considerations for children with disabilities.

Special Education

Targeted and more intensive intervention than the general education teacher can provide is offered to students with an identified disability as defined by the Ohio Department of Education criteria.

Students with an identified disability have an Individual Education Plan (IEP) developed by a team that includes parents/ guardians and educational staff. The IEP defines areas addressed based on a multi-factored evaluation and targeted instruction to address these areas. It articulates learning goals, measures of progress to be used, and services to be provided towards achieving these goals.

Reviewed on an annual basis or at least every three years to determine continued eligibility, the IEP addresses appropriate accommodations for the student when in the general education classroom.

Intervention Specialists (IS) may provide targeted instruction through the use of additional learning time, building on general classroom instruction, or support through consultation, accommodation management, general classroom-based intervention, and other strategies.

Security Cameras

For student safety the interior and exterior of Fairport Harbor Schools, and transportation, are under electronic surveillance. A recording may be used as evidence by administrators, security, or police in any situation involving the violation of any rule, regulation, policy or law. Privacy (FERPA) considerations and other factors are taken into account by school officials when deciding if captured video from surveillance media can be shared with parents, students or members of the general public.



Safety and Security

We have several procedures in place to maintain students' safety, including:

- Visitor management and check-in procedures, including photo ID requirements and badges. issued when visitors register at buildings' main entrances. Students, parents, teachers, and citizens share responsibility for the protection of school children.
- Some basic safety suggestions include:
- Parents/guardians should work with children to map out the safest route to and from school
- Drivers must take extreme care when picking up or discharging children from cars at school, pulling to the sidewalk nearest the school
- Children should come directly to school and proceed directly home unless previous plans have been made. School staff members are not responsible for the supervision of students after dismissal
- All should obey the safety patrol and cross only at intersections

Safety Program

The tip line is an anonymous reporting system that accepts tips via call, text, webform, and mobile app 24 hours-a-day. 1-844-SAFEROH

The Fairport Harbor Schools work in close concert with the Fairport Harbor Police Department and Lake County Sheriff's Department on crisis planning measures. Our School Resource Officer works closely with administration to monitor daily operations in the building. A Safety Committee meets regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members for the drills and/ or threats likely to confront the school community: (ALICE) lockdowns, bomb or biothreats, and fire and tornado drills. Fairport Harbor Schools' Crisis Plan includes procedures for each of these situations. The district conducts an annual ALICE drill in each building, as required by the state of Ohio. During a lockdown, only students, staff members, and parents/visitors with visible visitor tags are allowed in school spaces. The district's Campus Messenger notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in case of an emergency situation in one of the schools.



Student Safety

988 Suicide & Crisis Lifeline

Those experiencing a mental health crisis, and their loved ones, can reach out to the 988 Suicide & Crisis Lifeline through call or text to 988 or chat online at [988Lifeline.org](https://988lifeline.org). This easy-to-remember three-digit number ensures confidential, cost-free, 24/7 support for Ohioans experiencing mental health crises. 988 establishes a direct link to empathetic, easily accessible care and support for individuals facing emotional distress, such as thoughts of suicide, mental health or substance use crisis, or concern for a friend or family member. Ohio's 988 plan is an integral component of the state's broader commitment to delivering high-quality, person-centered crisis aid in communities statewide. Remember, there is hope and the lifeline is effective. You're not alone during times of crisis.



SPEAK UP
SAVE LIVES

By calling or texting the statewide hotline -844-SAFEROH- you can report anything that is suspicious or endangering you, your friends or your school.

988
SUICIDE
& CRISIS
LIFELINE

Ohio

What Happens When I Call 988?

First, you'll hear a message telling you that you've reached the 988 Suicide & Crisis Lifeline. You'll then listen to hold music while you're being connected with a trained crisis worker at the crisis center closest to you. This person will ask you to describe your crisis, listen to you, provide support, and share any resources that may be helpful.

CALL OR TEXT 988

Custody

In order to facilitate the enforcement of the Missing Child Law and to assist in other aspects of school administration, the law requires each entering family to provide a certified copy of any child custody order or decree which has been issued with respect to the student. The custodial parent of such a student must also provide the school with certified copies of any later court orders that modify the original order or decree. Fairport School staff and administration are legally bound to follow the guidelines listed in any court order. A non-custodial parent may request and receive a copy of the child's report card, the permanent record, and the opportunity to hold a teacher conference. Only the custodial parent has the right to make educational decisions requested by the school. Step-parents have no rights to records, reports, or conferences unless the custodial parent confers these rights to them and provides written notice of this to the principal.



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Visitors

Anyone visiting Fairport School **must stop at the main office upon entering the building**. All visitors need to sign in and sign out. Those individuals volunteering must obtain a visitor's badge and proceed to the volunteer location. We gladly welcome visitors and volunteers, however, in an effort to maintain a safe and secure learning environment we must verify everyone who enters our building.

Emergency Drills

As a regular part of training and preparedness in the school setting, these drills are held to acquaint students and staffers with the quickest and safest exit routes.

Fire

The State of Ohio requires monthly fire drills during the school year. Observe fire exit rules and regulations posted by the doorway of each classroom.

When the fire alarm sounds:

1. Use the proper exit route to the outside.
2. Walk quickly, don't run.
3. Be quiet so that instructions can be heard.
4. Move at least 100 feet from the exits and off the access roads once you get outside the building for safety and access to emergency vehicles. Do not re-enter the building until attendance has been taken and you are given the all-clear to enter the building.

Tornado

There will be periodic tornado drills during tornado season. Drills and warnings will be announced over the P.A. system and/or by sirens. Each class is to report to the specified shelter area. Check the tornado positions posted by the doorway of each classroom. During lunch period, noon supervisors will direct students to an area.

ALICE / Lockdown

In the unlikely and unfortunate event that an intruder is in the building, it is essential that students and staff be familiar with procedures in order to respond quickly. Periodically, an ALICE drill will be implemented for this purpose. Students are to immediately get to the nearest room, as directed by staff, and follow staff instructions.



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Perry Power Plant EMA

Dear Parent or Legal Guardian:



Perry Nuclear Power Plant/Evacuation Response

Fairport Harbor Exempted Village School District

The Fairport Harbor Exempted Village School District, in coordination with the Lake County Emergency Management Agency, has developed plans to protect students should an emergency at the Perry Nuclear Power Plant require protective response by our District.

If a Site Area Emergency is declared, children will be relocated to the assigned receiving schools at Kirtland School District unless it is determined there is no possibility of a radiological release, based upon the emergency.

If a General Emergency is declared and an evacuation has been recommended for the area which includes our school district, and students have not already been relocated, students will be safely bused by Lake Tran to schools in the Kirtland School District. Parents or legal guardians will be requested to pick up their children at the receiving school buildings. A list of receiving schools for each school district is included in the Emergency Preparedness Information Brochure.

School staff will accompany students to receiving schools and remain with students until all students are picked up. It is not necessary to rush. Drive safely to the receiving school, and your child will be waiting for you under the supervision of school staff.

Children will be released to parents or legal guardians through normal district release procedures. If your student(s) drives to school or rides with another student, it is your responsibility to establish a meeting place should relocation or an evacuation take place.

If you have not picked up your student(s) at the receiving school within a reasonable time as determined by the Superintendent, then the remaining students will be moved to the care center at Kirtland High School. If the Kirtland High School care center is not in operation, students will be moved to Willoughby Middle School, 5000 Shankland Road, Willoughby, and provided with food, shelter and special supervision.

In order to ensure the safety of the District's school children, we request your cooperation.



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Crisis Management

The Fairport Harbor Schools have a disaster plan in place to address a myriad of potential adverse events, including severe storms, fires, natural disasters, or unwanted visitors to our school buildings. Each building and the staff members in those buildings are familiar with the crisis plan and what actions they are to take to safeguard the children in their charge.

K-5 Academics and Curriculum

State and national standards provide the foundation for the Fairport Harbor Schools' curriculum.

Collaboration

All teachers start the day with 40 minutes of collaboration. This is the driving force behind our change initiatives and allows us to function as a Professional Learning Community. Teachers work together on problems of practice and develop their skills for the benefit of our students.

Language Arts

Elementary Literacy Mission Statement: At FHEVS we, use direct explicit instruction grounded in the Science of Reading to teach ALL students the 5 domains of Literacy plus writing (phonics, phonemic awareness, comprehension, vocabulary, and fluency)

The study of the English language arts incorporates six standards anchored in college and career readiness expectations for students beginning in kindergarten. Standards include those for developing foundational skills in reading (K-5), language (K-5), reading fiction and informational texts (K-5), writing (K-5), and speaking and listening skills (K-5). FHEVS uses Benchmark Advance as a tier 1 curriculum. Aligned with Science of Reading research, *Benchmark Advance* is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge.

Students in kindergarten through grade 3 utilize Foundations as a tier 2 intervention, which is a multi-sensory, structured language program that focuses on the foundational reading skills of phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Grades 4 and 5 use the Just Words Curriculum. Just Words supports those who have not mastered the foundational skills of language structure typically learned in grades K–3 with strategies that will allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. Emphasizing phonemic awareness, phonics, word study, and spelling, Just Words is the word study component of the [Wilson Reading System®](#) curriculum at an accelerated pace so the instructional principles mirror each other.



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In grades K-2, students develop and strengthen their oral language and phonemic awareness skills using a program called Heggerty. Heggerty provides students with consistent and repetitive instruction and helps students build their decoding and encoding skills necessary for success in phonics programs. Intervention opportunities are made available using this program by increasing the frequency and duration of the speaking and listening activities sequenced in the Heggerty curriculum.

****See Appendix for FHEVS's Structured Literacy Plan**

Mathematics

The study of mathematics in K-5 incorporates multiple standards that differ across grade levels. HMH Into Math is used as the core math curriculum. HMH Into Math for Grades K–8 incorporates the latest research by having students connect concepts and skills to gain a deeper understanding of mathematics while incorporating a positive mathematical mindset through perseverance. HMH Into Math is focused on meeting the needs of the whole child, inspiring students to see themselves as doers of mathematics and instilling a positive attitude toward math. The HMH Into Math curriculum includes whole-group, small-group, and partner work that encourages collaboration and mathematical discourse.

Science

Ohio's learning standards include earth, life, and physical science, and include content that requires students to reflect on science as a way of knowing and as a participatory experience with specialized language and tools used to study and communicate scientific ways of knowing.

Social Studies

Ohio's learning standards require students to develop historical and spatial thinking, civic participation, economic decision-making, and financial literacy and skills associated with these. The standards aim to help students develop the ability to make informed and reasoned decisions for themselves and the common good and to prepare them for their role as citizens and decision-makers in a diverse, democratic society. The standards enable students to learn about significant people, places, events and issues in the past in order to understand the present and foster students' ability to act responsibly and become successful problem-solvers in an interdependent world of limited resources

Music

All students receive instruction in general music to include vocal technique and music theory and appreciation. Students meet for 50 minutes per week. During music class students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Students work individually and in groups to focus



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ideas and create and perform music to address genuine local and global community needs and construct and solve problems of personal relevance and interest when expressing themselves through music.

Art

All students receive instruction in art/art appreciation. During this class, students work on hands-on art projects, processes, and skills such as drawing, painting, and collage and use traditional supplies such as paper, colored pencils, glue, paint, etc. Students analyze and reflect on many different types of art.

Physical Education

The State Board of Education adopted the National Association of Sport and Physical Education standards in December 2007 and benchmarks and indicators in 2009. The focus of instruction in K-5 is exploration and development of motor skills and movement as well as participation in health-enhancing physical activities that help students achieve and maintain physical health and develop personal and social behavior that respects self and others in physical activity settings. Physical education instruction seeks to help students value activity related to health, enjoyment, challenge, self-expression, and social interaction. Street shoes will not be permitted on the gym floor. All students are required to have appropriate shoes for PE class.

SEL (Social Emotional Learning)

The Ohio State Board of Education adopted the social-emotional learning standards in June 2019. We believe very strongly in educating the whole child, which means we put a strong emphasis on students' social and emotional well-being. As part of our social emotional curriculum, we utilize The Zones of Regulation. "The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development." This overview can be found on their website, along with other information about the program.

Dyslexia Intervention and Supports

Dyslexia is a common learning disorder that affects a person's ability to read, write, and spell. People with dyslexia have difficulty processing and interpreting language, which can make it challenging for them to read, write, and comprehend information accurately. It is estimated that around 15-20% of people have dyslexia.

What are the symptoms of dyslexia?



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The symptoms of dyslexia can vary from person to person, but some common signs include difficulty with:

Phonemic awareness (the ability to identify and manipulate individual sounds in words)

Decoding words (breaking words down into their individual sounds and blending them together to read)

Reading fluency (the ability to read smoothly and quickly)

Spelling and writing

Understanding and remembering what has been read

Directional confusion (mixing up left and right)

What causes dyslexia?

Dyslexia is believed to be caused by a combination of genetic and environmental factors. It is not caused by poor vision, lack of intelligence, or lack of effort.

How is dyslexia diagnosed?

Dyslexia is typically diagnosed through a series of assessments and tests conducted by a qualified professional, such as a psychologist or educational specialist. The assessment will typically include measures of phonemic awareness, decoding, reading fluency, spelling, and comprehension.

What can be done to help children with dyslexia?

There are many strategies and interventions that can help children with dyslexia succeed in school and beyond. Some common interventions include:

Multisensory teaching methods that engage multiple senses (such as sight, sound, and touch) to help reinforce learning

Explicit instruction in phonemic awareness, phonics, and decoding skills

Assistive technology (such as text-to-speech software) to help with reading and writing

Accommodations in the classroom, such as extra time on tests or the use of audiobooks

Support from a specialized reading tutor or dyslexia specialist

It's important to note that with the right support and interventions, children with dyslexia can learn and succeed in school and beyond.

Multi-Tiered Systems of Support

Multi-Tiered System of Supports organizes instruction and intervention into tiers or levels of support for students. It is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student needs. This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services or gifted services. During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support. For students needing



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more support, a school-based team uses a problem-solving process to plan interventions and monitor progress. *Framework available upon request.

Gifted Identification

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures but does not require districts to serve students with special programming. Our programs are structured to ensure that all students are appropriately challenged.

Third Grade Reading Guarantee

Pursuant to Ohio Revised Code all students K-3 will be tested prior to September 30th of each school year. Students identified as "not on-track" will be placed on a reading improvement plan. Reading improvement and monitoring plans allow teachers and parents to work together to understand reading deficiency and outline reading interventions. Teachers will develop a reading monitoring and improvement plan for students with an identified reading deficiencies within 60 days after receiving the student's diagnostic results. More information about the Third Grade Reading Guarantee, along with parent resources, can be found on the FHEVS Website at www.fhevs.org.

Assessment K-5

Promotion and Retention

Student performance during the school year is monitored closely by the classroom teacher. Parents will be involved early on if difficulties in learning occur beyond the normal childhood development. No students will be retained without the direct involvement of all members of a child's team, which may include (teacher, speech therapist, nurse, student, principal, specialists, etc). Please note that habitual attendance issues often lead to poor student performance, and ultimately, possible retention. It is important to state that the final decision in regards to retention will be made by the school district.

Kindergarten Readiness Assessment

All kindergarten students are assessed using the state required Kindergarten Readiness Assessment (KRA). Based on Ohio's Early Learning and Development Standards (birth to kindergarten entry), the assessment includes ways for teachers to measure a child's school readiness in six areas: social skills (social and emotional development, approaches toward learning), mathematics, science, social studies, language and literacy, and physical well-being and motor development. The assessment is designed to be flexible so that teachers can incorporate assessment activities into everyday classroom routines and activities. The new assessment may be conducted any time from July 1 through the 20th day of instruction and generates a report



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that teachers share with families. It provides information for families and teachers to help children learn and grow.

State Assessments

Students participate in all state mandated testing. Students may be further assessed individually based on results/decisions of the MTSS Team. Specific information regarding state mandated testing may be found on the Ohio Department of Education's website: www.ode.state.oh.us

Reading Diagnostics

Each year, Fairport Harbor schools must administer reading diagnostic assessments to elementary students by September 30 for grades K-5. In order to determine whether a child is **on track** or **not on track** in Reading or may be at risk for Dyslexia, it is important to collect data from a variety of assessment sources.

The following table outlines the assessments FHEVS administers to meet the deadlines set by the Third Grade Reading Guarantee and The Ohio Dyslexia Guidebook.

Grade Level	Fall	Winter	Spring
Kindergarten	• KRA Language & Literacy Area • NWEA MAP • Benchmark Advance Interim 1 (pretest)	• NWEA MAP • Benchmark Advance Interim 2 (after unit 3)	• NWEA MAP • Benchmark Advance Interim 3 (after unit 6) • Benchmark Advance Interim 4 (post test)
1st and 2nd grade	• NWEA MAP • Benchmark Advance Interim 1 (pretest)	• NWEA MAP • Benchmark Advance Interim 2 (after unit 3)	• NWEA MAP • Benchmark Advance Interim 3 (after unit 6) • Benchmark Advance Interim 4 (post test)
3rd Grade-	• NWEA MAP	• NWEA MAP	• NWEA MAP



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5th Grade	• State Test (3rd only) • Ohio Readiness Assessment (grades 4-5)	• Ohio Readiness Assessment	• State Test
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NWEA MAP is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

SAEBRS

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills).



Section III: Student Conduct and Behavior

Student Code of Conduct

The conduct expected of a student at all times is based on respect and consideration for the rights of others. Students will respect constituted authority, conform to school regulations, and accept directions from authorized school personnel. The administrative staff and the faculty are responsible for the orderly conduct of the school. The Board of Education will not tolerate acts of violence, disruptive behavior, or inappropriate behavior by its students.

They will use positive behavior support and discipline to adjust the behavior of students who are disrupting the process of education. Discipline may include: personal counseling, community service, parental conferences, detention, denial of privilege; or, in serious cases, suspension or expulsion from school. If a student fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events, there may be cause for disciplinary action. Students and Parents/Guardians will annually receive written information on the rules and regulations to which they are subject while in school, school-sponsored activity or event, and possible disciplinary action. The student handbook is posted online.

LEGAL REF. O.R.C. 3313.20; 3313.534; 3313.66; 3320.01



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PBIS (Positive Behavioral Interventions and Supports)

Fairport Harbor Schools subscribes to a system of Positive Behavior Support or PBS. The purpose is to use data to identify problem areas and find solutions along with the instruction to students on how to behave in certain areas of the building and identifying acceptable behaviors. The goal is to make students aware of staff expectations to reduce unacceptable behaviors. The staff has identified the following behavior tiers and listed potential responses. All additional incentives and lessons are based on this framework.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social norms needed for all students in a school to achieve social, emotional, and academic success. The underlying theme of PBIS is to teach behavioral expectations in the same manner as any core curriculum subject throughout the building. Fairport Schools is focusing on four main character traits: Citizenship, Honesty, Dedication, and Responsibility. To recognize positive student behavior, Fairport School has implemented PBIS awards, positive locker notes, PBIS days, and end of semester drawings. We will also implement several PBIS celebrations (for those meeting the PBIS criteria) during the school year. Each month students and staff will focus on a different character trait.

The school will host PBIS events during the school year. These events are to celebrate students that are demonstrating Fairport School's four compass points of responsibility, honesty, citizenship, and dedication. In order to attend these special events, students will follow a special set of criteria each time. The PBIS team will outline the expectations.

The District strives to reinforce responsibility and a sense of good citizenship among students. The Fairport Harbor Board of Education Policy starting with "JF" (found on the school website-Departments-Board of Education,-FEVS Board Policy Manual) guides the consequences of unacceptable behavior. The discipline philosophy supports the teacher's right to teach and the student's right to learn. Behavior that stops the teacher from teaching and/or any student from learning will not be tolerated. We recognize that effective discipline requires the shared responsibility of parents, students, and school personnel.





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	Citizenship	Dedication	Responsibility	Honesty
Classrooms	I will show respect to others, self and materials	I will arrive on time and with all supplies	I will participate in class and complete assignments	I will be confident and proud of the work I produce
Hallways	I will maintain personal space and keep my body to myself	I will use passes appropriately and show respect to others	I will walk quietly and use school-appropriate language I will walk on the right side of the hallway	I will go directly where I need to be
Restrooms	I will wash my hands with soap and water	I will maintain personal space and boundaries I will respect the privacy of others	I will keep the area clean	I will only go to the bathroom when I really need to and return to class quickly
Cafeteria & Common Spaces	I will help with trash that is left behind I will follow directions given by adults	I will stay on task I will use an indoor voice	I will make sure that my area is clean I will stay in the cafeteria and at my table unless given permission to leave	I will be polite and use good manners I will only take and eat my food
Arrival & Dismissal	I will treat everyone the way they want to be treated I will stay in my assigned location until called	I will know which door to come in and how I am getting home	I will be on time I will have my things organized and ready	I will go directly to my location
Recess	I will include all students, invite others to play, and keep my hands to myself	I will use conflict resolution steps to solve disagreements	I will share and use the equipment appropriately I will line up when the whistle blows	I will follow all rules for games



Ohio PBIS Network

FACT SHEET

Facts about the Implementation of
Positive Behavioral Interventions & Supports (PBIS) in Ohio

At the Ohio PBIS Network, our mission is to advocate for the adoption and implementation of the PBIS framework in the teaching of social competencies and development of safe and effective school environments...

Contact your **State Support Team** or **Educational Service Center** serving schools in your county for the regional consultants who can assist you with PBIS implementation!

What is PBIS?

Positive Behavioral Interventions & Supports (PBIS) is an *implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional and behavioral competence of all students.*

(PBIS.org, National Technical Assistance Center on PBIS, June, 2018)

Essential Components of PBIS

Clear Expectations

School communities identify 3 to 5 (2 to 3 for early childhood) school-wide overarching behavioral expectations that align with the mission of the school and guide behavior for all settings and situations for staff and students.

Comprehensive Instruction

Systematic, explicit instruction is provided on the school-wide expectations along with opportunities to practice and receive feedback on the expected behaviors for each area of the school setting.

Consistent Systems of Acknowledging and Correcting Behaviors

Consistent striving for a 5 to 1 ratio in acknowledging expected behaviors and correcting challenging behaviors is provided through:

- ✓ active supervision
- ✓ proactive scheduling
- ✓ logical consequences and reteaching
- ✓ clear procedures for responding to behaviors
- ✓ supportive environments designed to eliminate behavior triggers

Supportive Structure

Districtwide and schoolwide systems are created to enable accurate and sustained implementation of practices. Teams use data to make decisions as they focus on developing an infrastructure in schools that provides effective academic and behavioral multi-tiered systems of support for all students. Progress monitoring completed for fidelity and target outcomes.

Community Connections

With administrative commitment and involvement, schools and districts utilize team-based structures to focus on building positive relationships among all stakeholder groups, to ensure consistent implementation of culturally responsive practices.



Why Implement PBIS?

- Reduction in challenging behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

(Horner, 2013)

A Multi-Tiered System of Support Framework (The three tiers of PBIS)

Tier 1 Universal Prevention (all)

Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Students' plans often include goals related to both academics as well as behavior support.



Integrating Initiatives for a Safe and Positive School Climate

District Leadership Teams use the Ohio Improvement Process (OIP) to design and implement schoolwide PBIS. In a PBIS school, the school administrator is then also collaborating to:

- ✓ Prevent bullying;
- ✓ Improve classroom management practices;
- ✓ Ensure student safety (preventing and reducing restraint and seclusion)
- ✓ Promote a positive school climate that improves outcomes for **all** students.

Consistent with Ohio law, the PBIS Network envisions all Ohio schools will implement PBIS as an effective and proactive framework for improving safety, social competence and academic achievement for all students.



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Expectations

1. Come to school on time, prepared, and ready to learn each day.
2. Follow directions given by all adults.
3. Respect ourselves, others, and resources.
4. Use appropriate language.
5. Keep hands and feet to yourself.
6. Walk quietly in the school.
7. Keep the school clean.

Conduct

The conduct expected of a student at all times is based on respect and consideration for the rights of others. Students will respect constituted authority, conform to school regulations, and accept directions from authorized school personnel. The administrative staff and the faculty are responsible for the orderly conduct of the school. They will use positive behavior support and discipline to adjust the behavior of students who are disrupting the process of education. Discipline may include: personal counseling, community service, parental conferences, detention, denial of privilege; or, in serious cases, suspension or expulsion from school. If a student fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events, there may be cause for disciplinary action. Students and Parents/Guardians will annually receive written information on the rules and regulations to which they are subject while in school, school-sponsored activity or event, and possible disciplinary action. The student handbook is posted online.

LEGAL REF. O.R.C. 3313-20; 3313.66; 3313.661

Fairport Harbor Schools subscribes to a system of Positive Behavior Support or PBS. The purpose is to use data to identify problem areas and find solutions along with the instruction to students on how to behave in certain areas of the building and identifying acceptable behaviors. The goal is to make students aware of staff expectations to reduce unacceptable behaviors. The staff has identified the following behavior tiers and listed potential responses. All additional Incentives and lessons are based on this framework.

Dress Code

Maintaining a proper standard of clothing helps to keep an air of seriousness at school. We believe there is a definite relationship between good dress habits, good work habits, and proper school behavior. Any fashion (dress, accessory, or grooming) that is found to be disruptive to the educational process or presents health or safety concerns will not be permitted. Therefore, the principal shall have final jurisdiction in individual cases when interpreting and enforcing dress and grooming guidelines.

Students should consider the following questions when dressing for school:

- Does my clothing expose too much? (No)
- Does my clothing advertise something that is prohibited to minors? (No)
- Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (No)
- Am I dressed appropriately for the weather? (Yes)
- Do I feel comfortable with my appearance? (Yes)



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The following styles or manners of dress are prohibited:

- No slippers (We require appropriate and safe footwear.)
- No inappropriate graphics on clothing (profanity, alcohol images, tobacco images, etc.)
- No see-through clothing of any kind
- No mini-dresses/mini-skirts; when determining if a garment is too short, it must be longer than the length of your fist with arms held down at your side.
- No mesh tops, midriff tops, and tank tops are to be worn alone
- No bandannas, hoods, do-rags, sunglasses, or gloves are to be worn in school
- No disruptive or unsafe piercings, jewelry, or accessories
- No visible undergarments
- No blankets

In the event that the dress code is broken, the school will provide students with appropriate clothing when available. If nothing is available, it will be the responsibility of the parent to bring appropriate clothing.

Dress Code Enforcement and Behavior Infractions

It is the policy of the Fairport Board of Education to recognize the rights and privileges of each student in the matters of dress and appearance, provided that such expression does not interfere with the educational process or present a safety hazard. Final determination of dress code violations rests with the school administration.

Students found to be in violation of the dress code will be asked to correct the issue, either by changing into appropriate attire provided by the school or by being sent home to change, if necessary. The school will make every effort to supply alternative clothing options so instructional time is not lost.

However, repeated or willful non-compliance with the dress code will be treated as a behavioral infraction and may result in disciplinary action. This may include, but is not limited to:

- After School Detention
- Saturday Detention
- Out-of-School Suspension (OSS) in cases of repeated defiance or insubordination

The administration reserves the right to determine the appropriate consequence based on the frequency and severity of the violation. All efforts will be made to communicate expectations clearly and to work with students and families to ensure compliance with district policy.

School Bus Conduct

Fairport students will often use buses for sporting events or field trips. Students shall follow all rules of bus conduct as posted in the vehicle and given by the driver, coach, or chaperone. Bus privileges may be denied.

Vandalism (including Graffiti) & Theft

A student shall not cause or attempt damage or destruction to school property, or to any person's private property on school premises, during a school activity, function, or even off school grounds. Parents are liable for the replacement or repair of stolen/damaged property. Charges may be filed.



Cell phone/personal electronic devices/headphones/earbuds

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board of Education of Fairport Exempted Village Schools has determined the use of cell phones by students during school hours will not be permitted. The objective of this policy is to strengthen Fairport Harbor's focus on learning, in alignment with our mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

Research shows that student use of cellphones in schools has negative effects on student performance and mental health. Cell phones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children.

This policy applies to the use of cell phones by students while on school property during school hours. Students are prohibited from using cell phones at all times.

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under Section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794. A student may use a cell phone to monitor or address a health concern as included in their health/medical plan.

Students shall keep their cell phones, headphones, earbuds and personal electronic devices in a secure place, such as a closed backpack, or a storage device provided by the district, at all times. Students may be required to place devices in a distinct provided storage container prior to the start of the school day. Cell phones, and devices that function similarly, cannot be kept on a student's body or in their clothing.

If a student violates this policy, a teacher or administrator may place the device in the school office, including a storage container, to be picked up by the student's parent or guardian and the student may receive disciplinary consequences. .

The school assumes no responsibility for lost or stolen items such as cell phones. The individual student assumes all responsibility for the safety and security of their devices. Parents are encouraged to talk to their students about the value of these items and how to keep them safe. The school reserves the right to discipline any threatening or demeaning messages sent on school property.

Digital Pictures and Videos

Digital pictures/video: under no circumstances are students to take videos or pictures of anyone or anything without first asking permission. For example, taking a picture of notes or an assignment or a passage from a book is an appropriate use of technology. Taking a picture of someone without his/her knowledge is an invasion of privacy, will be dealt with accordingly and may result in disciplinary action/s.

Disruption of School/Insubordination

A student SHALL NOT by the use of violence, force, coercion, threat, or other serious acts of misconduct, cause disruption nor interference with curricular or extracurricular activities. Misconduct includes, but not limited to the following: public displays of affection, excessive noise, unauthorized entrance into the faculty workroom, truancy from school, failure to comply with staff requests, excessive tardiness to school, and failure to complete classroom or office penalties for a conduct code violation.



Food and Drink in the Classroom

No food in any classroom. Students may drink water in class with the teacher's permission. Food can be purchased in the cafeteria at breakfast and lunch only. Food or drink should not be consumed in the hallways. All students eating lunch at school must eat in the cafeteria. From time to time, a teacher may choose to offer a food reward or classroom party.

Harassment/Hazing/Bullying/Physical Aggression

Follow the adopted Policy of the Board. Student - No student shall conspire, instigate, engage in, or tend to engage in a repeated act that injures, frightens, degrades, or disgraces a fellow student. Students who engage in any type of bullying; such as hazing, physical aggression, sexual harassment, or emotional abuse, may be suspended and police will be contacted. No student shall threaten or engage in an act of harassment or bullying through technological means such as cell phones, text messaging, e-mail, or other digital media. Students/parents are encouraged to inform the administration of ongoing issues involving bullying so that they can be handled discreetly with the goal of ending the behavior.

School Employee - A student shall not intentionally cause (or attempt to cause) physical injury to a school employee. A student may not physically or verbally harass/intimidate a school employee (on or off school property).

Interrogations & Searches

Searches of Student Property by School Personnel - Lockers are the property of the school. We may access and inspect at any time WITHOUT notice and/or reasonable suspicion. Any illegal items (drugs, weapons, etc.) or other possessions (technology) determined to be a threat to the safety or security of others may be seized by school authorities and referred to proper authorities along with school disciplinary action. (In order to have a drug and weapon-free and safe environment, schools will conduct safety surveillance(s) days periodically during the year. These will include the use of drug dogs and/or metal detectors.)

Interrogations by Police - The schools have the legal custody of students during the school day and during the hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control. Therefore: The school principal must be notified before a child may be questioned or taken from a classroom and will be present when interrogations take place within the school. When appropriate, the parents or legal guardian of the student to be interviewed should be notified by the police before the student is questioned so that the parents may be present if they so desire.

LEGAL REFS:ORC 2151.411 3313.66; 3313.661

Narcotics, Alcoholic Beverages, Nicotine, Vaping & Drugs

The Board recognized its share of responsibility for the health, welfare, and safety of the students who attend the District's schools. The Board is concerned about the problems of alcohol and drug abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants, or other controlled substances is wrong and harmful, and constitutes a hazard to the positive development of all students. Confiscated items will not be returned.

The Board will not permit any student to possess, use, transmit, consume, or show evidence of having consumed, used or offer for sale any alcohol, illegal drugs, un-prescribed drugs, narcotics, counterfeit controlled substance (look-a-likes), or any mind-altering substance while on the school grounds or facilities; at school-sponsored events; in other situations under the authority of the District or in school-owned or school-approved vehicles. Included in this prohibition: are controlled substances, non-alcoholic beers, steroids, tobacco, tobacco products, and drug paraphernalia. The odor of alcohol on a student's breath constitutes a violation of this rule on school property. Possession of drug related paraphernalia (including Lighters and Pagers) is prohibited and considered a violation of this rule and will result in school and law enforcement disciplinary measures. **The Board of Education wishes to emphasize the following:**



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- *A student is required to obey existing laws on school grounds and while involved in school activities. School authorities have the same responsibility as any other citizen to report violations of the law. The final disposition of any problem, however, will be determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.*
- *Discipline will be imposed independently of court action.*
- *Students will be subject to immediate suspension or expulsion*
- *proceedings for possession or use of illegal drugs or alcoholic beverages.*
- *Parents and students will be given a copy of the standards of conduct and the statement of disciplinary sanctions and will be notified that compliance with the standards of conduct is mandatory.*
- *If conditions warrant, the administration will refer the student for prosecution and offer full cooperation in a criminal investigation. A citation may be issued by the local police department.*
- *A reduction in penalty may be considered if the student receives professional assistance. Professional assistance may include but not limited to an alcohol/drug education program; assessment with follow-through based on the assessment findings, counseling, outpatient treatment, or inpatient treatment.*

The Board of Education prohibits the smoking, use, or possession of tobacco in any form, including, but not limited to cigars, cigarettes, e-cigarettes, chewing tobacco, snuff, and any other tobacco, by students in any area under the control of the school district. The use of tobacco, etc. during a school activity or on school grounds **any time** is **prohibited** within one (1) block of school grounds is included. Disciplinary measures taken against students for violations of this policy will comply with the requirements of Ohio law and related school district policies. (Board of Education approved June 1988) *“Effective in March 2001, it is now prohibited by Ohio law for a minor to “use, consume, or possess cigarettes, other tobacco products, or papers used to roll cigarettes.” It is also now prohibited for a minor to assist, pay for or share in the cost of such products.*

Off School Grounds

Any infraction involving handbook rules, occurring off school grounds, but as a result of starting in school or part of an extracurricular activity may result in disciplinary action. This also applies to bullying or harassment that begins on school grounds. This includes misconduct by a pupil that occurs off property owned or controlled by the district but that is connected to activities or incidents that have occurred on property owned or controlled by the district. This includes lunch outside of the building.

Plagiarism/Cheating

Plagiarism and cheating are not allowed: including copying from the Internet, other students, etc.

1st Offense	possible “0” on the assignment.
2nd Offense	possible “0” on the assignment and Saturday School.
3rd Offense	Possible Failure of course

Possession of Dangerous Weapons

A student shall not possess, handle, transmit, or conceal any dangerous weapons or instruments. The Fairport Harbor Board of Education is committed to providing the students of the district with an educational environment, which is free of the dangers of firearms, knives, lasers, and other dangerous weapons in the schools. The definition of a firearm shall include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any



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destructive device (as defined in 18 U.S.C.A. Sections 921-924), which includes but it is not limited to any explosive, incendiary, or poisonous gas; bomb, grenade, or rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. Students are prohibited from bringing a firearm or firearm look-alike on school property, in a school vehicle, or to any school sponsored activity. If a student brings a firearm on school property, in a school vehicle or to any school-sponsored activity, the Superintendent shall expel this student from school for a period of one calendar year. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce this requirement on a case-by-case basis in accordance with State law. Students are also prohibited from bringing knives on school property, in a school vehicle or to any school sponsored activity. The definition of a knife includes, but not limited to a cutting instrument consisting of a sharp blade fastened to a handle. If a student brings a knife on school property, in a school vehicle, or to any school-sponsored activity, the Superintendent may, if authorized by the Board, expel the student from school, with the same expulsion implications as noted above. The Board may extend the right to expel a student for reasons beyond the possession of a firearm or knife. Students who possess or use other dangerous weapons, which are defined but not limited to metal knuckles, straight razors, explosives, noxious irritation or poisonous gasses, poisons, drugs or other items possessed with the intent to use, sell, harm, threaten or harass students, staff members, parents or community members, may be subject to expulsion.

Adoption date: August 1995

LEGAL REFS: ORC 3313.66; 3313.661 20 USC 2701 ET SEQ - Title IX9001-900518 USC 921

Truancy

Students may not leave the building without permission. Students who have permission to leave but fail to sign-out in the high school office may be considered truant. Students who are in the building, but not in their assigned area will also be considered truant.

Denial of Privilege

Students suspended or failing any subject for the year may not be allowed to attend school activities. Students with five (5) Saturday Schools may also be excluded. Activities may include: amusement park, band trips (Disney), field trips, athletic trips (spring break/ camps), middle school trips, camps, school dances, and Senior year-end activities (including prom). Any student referred to office five (5) or more times for negative behaviors may face possible exclusion at the discretion of the principal and team of teachers. Whenever practical the behavior expectations of a certain event will be made available beforehand.

All Inclusive

NOTE: It is to be understood that any other infractions not included in the above list could also result in disciplinary action including detention, parental conference, community service, suspension, and expulsion.

A violation of any of the rules may result in disciplinary action selected from among counseling, community service, detention, loss of the right to participate in commencement, prom, homecoming, loss of the right to attend and/or participate in extracurricular activities, out-of-school suspension, expulsion, and referral to the legal system. Teachers will provide work during out-of-school suspensions and the student will receive credit for the work completed. THE RULES APPLY TO SCHOOL FUNCTIONS, ACTIVITIES, OR EVENTS ON OR OFF SCHOOL PROPERTY.



Disciplinary Procedures

The Fairport Harbor Board of Education believes that sound education flourishes when discipline is given a high priority. In education, in order to accomplish this goal, the Board directs that the administration and professional staff implement a progressive discipline program. If the student's inappropriate behavior continues the school's interventions (discipline) will increase incrementally. Every teacher has the right to teach without interference and each student has the right to learn without disruption.

It is important to remember that the School's rules apply going to and from school, at school, on school property, at school-sponsored events, on school transportation, and on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board. Furthermore, students may be disciplined for conduct that, regardless of where or when it occurs, is directed at a Board official or employee, or the property of such official or employee. In some cases, a student can be suspended from school transportation for infractions of school vehicle rules.

The School is committed to providing prompt, reasonable discipline consistent with the severity of the incident. The consequences for misbehavior are designed to be fair, firm, and consistent for all students in the School. Because it is not possible to list every misbehavior that occurs, misbehaviors not listed above will be responded to as necessary by staff.

Two (2) types of discipline are possible, informal and formal.

Informal Discipline

Informal discipline takes place within the School. It includes but is not limited to:

- Change of seating or location;
- No contact agreements
- Before school, lunch-time or after-school detention;
- In-school discipline;
- Extended detention;
- Saturday school.

Detentions / Extended Detention / Saturday Detention

A student may be detained after school, during lunch or asked to come to school early by a staff member, after giving the student and/or the student's parents a minimum of one (1) day's notice. A



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student missing any portion of the assigned time in Detention, Extended Detention or Saturday School may be given an additional consequence. Failure to timely serve consequences may lead to progressive discipline including suspension from school. Any such suspension shall be in accordance with District guidelines on suspension and expulsion. The student or their parents are responsible for transportation to all detentions.

The following rules apply to Detentions, In-School Discipline and extended detentions including Saturday School:

- Students are required to have class assignments with them.
- Students are not to communicate with each other unless given permission to do so.
- Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- Students shall not be allowed to put their heads down or sleep.
- No electronic communication devices, radios, CD/MP3 players, cards, magazines, or other entertainment/recreational articles or devices shall be allowed in the room.
- No food or beverages shall be consumed.

Transportation to and from Saturday school is the student's/parent's responsibility.

Formal Discipline

Formal discipline involves removal of the student from school. It includes emergency removal for up to three (3) school days, suspension for up to ten (10) school days, expulsion for up to eighty (80) school days or the number of days remaining in a semester, whichever is greater, and permanent exclusion. Expulsions may carry over into the next school year. Any student who is expelled from school for more than twenty (20) days, or for any period of time if the expulsion will extend into the following semester or school year, will be provided with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitude and behavior that contributed to the incident that gave rise to the student's expulsion. The Superintendent, at the Superintendent's discretion, may require/allow a student to perform community service in conjunction with or in place of an expulsion. The Superintendent may impose a community service requirement beyond the end of the school year in lieu of applying the expulsion to the following school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension, expulsion, and permanent exclusion may be appealed.

Students being considered for suspension are entitled to an informal meeting with the building administrator prior to removal. Also, students being considered for expulsion are entitled to an



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informal meeting with the Superintendent or designee prior to removal. During the informal meeting, the student will be notified of the charges and given the opportunity to respond.

Students involved in co-curricular and extra-curricular activities, such as band and athletics, can lose their eligibility for violation of the School rules.

If a student commits a crime while under the School's jurisdiction, the student may be subject to school disciplinary action, as well as action through local law enforcement.

Student Suspension

The Principal may suspend a student from class or school for rule violations outlined in the student handbook. The guidelines listed below will be followed for all suspensions.

- The student will be provided an opportunity for an informal hearing for the intended suspensions to explain their actions.
- Students are not allowed on premises, or in school activities during a suspension.
- Teachers will provide work during out-of-school suspensions and the student will receive credit for the work completed.
- An attempt will be made to notify parents or guardians by telephone. If a parent cannot be reached by 3:05 the student will be released.
- Within 24 hours, a suspension communication will be made to the parent/guardian stating the specific reasons for the suspension. Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within five calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. The student may be excluded from school during the appeal process.
- Notice of this suspension will be sent to the Superintendent and student school file.
- Suspension may be appealed to the Superintendent or his designee within five days and to be represented in the appeal by a representative of your choosing. Please notify the board office if you intend to appeal so a hearing can be scheduled. All requests for appeal must be submitted in writing to the superintendent within five days.

Student Expulsion & Procedure

Only the Superintendent may expel a student. Expulsion is the removal of a student for more than ten (10) days. Prior to any expulsion, the Superintendent shall give the student and his/her parent, guardian, or custodial written notice of the possibility of expulsion and shall provide the student and his/her parent, guardian, or custodian with an opportunity to appear in person before the Superintendent or his/her designee and challenge the reasons for the possible expulsion or otherwise explain the student's actions. The notice shall include the reasons for the possible expulsion,



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notification that an expulsion will apply with like force and effect at the Auburn Career Center, and College Credit Plus at Lakeland and Lake Erie Colleges, and notification of the right of the student, guardian, custodian or their representative to appear before the Superintendent or his/her designee to hear and to challenge the reasons for the possible expulsion or otherwise to explain the student's actions, and notification not be earlier than three, not later than five days after the notice is given unless the Superintendent grants an extension of time at the request of the student, or his/her parent, guardian, custodian, or representative. Such extensions shall not exceed five (5) days. If an extension of time is granted, the Superintendent shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear.

It also shall include notification of the right of the pupil or his/her parent, guardian, or custodian to appeal the expulsion to the Board of Education or its designee within fourteen (14) days of the expulsion hearing with the Superintendent, to be represented in the appeal proceedings, to be granted a hearing before the Board of Education or its designee in order to be heard against the expulsion and to request such hearing be held in executive session.

Emergency Removal of Students

When circumstances are such that a student's continuing presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within the classroom, on school premises, or at any school-sponsored event, the Superintendent/Principal may remove a student from the activities on or off school premises, without complying with the notice and hearing requirements in policies, student suspension, and student expulsion.

In similar circumstances, a teacher may remove a pupil from curricular or extracurricular activities under hearing requirements of policies student suspension and student expulsion. The teacher under this policy (Emergency Removal of Student) will give written notice of the reason(s) for the removal and written notice of the hearing shall be given to the student as soon as practical prior to the hearing. The hearing as set forth in the policy must be held within a reasonable amount of time after the removal.

Emergency removal is defined as the denial to a student of permission to attend school and to take part in any school function. The school official that ordered, caused, or requested the student's removal under this policy shall be present at the hearing. This procedure shall not and need not be followed in cases when a student is removed from one or more curricular or extracurricular activities for a period of less than twenty- four (24) hours and is not subject to suspension or expulsion.

Adoption date: June 2022 LEGAL REFS: ORC 3313.66



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Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (IDEIA) and, where applicable, the Americans with Disabilities Act (ADA), and/or Section 504 of the Rehabilitation Act of 1973.



Attendance

Absence Regulations for All Grades

The educational program offered by this District is predicated upon the presence of the students and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session or during the attendance session to which s/he has been assigned.

Students in grades 9 through 12 may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

If your child is absent, please call the Fairport School Attendance Line, 440-354-5400, before 8:00 am. You may also enter your student's absence in the Infinite Campus Parent Portal using the Attendance Request Processor. If we do not hear from you regarding your child's absence, we will contact you using our automated messenger system using the numbers on file in Infinite Campus. Please include the child's name, date, the reason for absence, and parent/guardian signature. A tardy student must report to the office upon arrival, before going to their class. Parents may monitor their student's attendance by logging into the parent portal on Infinite Campus. An excused absence is qualified by the following:

- Note from physician or psychiatrist
- Death of a close family member
- Administration excuses students for academic pursuits
- Religious observations that meet Ohio Department of Education and Workforce requirements
[Religious Expression Holidays](#)
- Illness (provided the parent calls the school to provide a reason for the absence.) A parent may call in an excused absence ten times.

Attendance Policy and Notifications

The passage of Ohio's budget bill in 2025 has shifted Ohio's attendance law from focusing almost solely on truancy to supporting students at risk of becoming chronically absent. More information can be found here:

<https://education.ohio.gov/Topics/Student-Supports/Supporting-Family-Engagement-and-Attendance/Ohio-Attendance-Laws-FAQs#FAQ4885>



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[Ohio law](#) defines a “habitual truant” is determined by certain thresholds of unexcused absences only:

- a. 30 or more consecutive hours (approximately 5 school days)
- b. 42 or more hours per month (approximately 7 school days)
- c. 72 or more hours per year (approximately 12 school days)

When a student is habitually truant as of September 30, 2025, [Ohio law](#) states:

The school or district’s attendance staff should communicate, in writing, to the student and family about the legal consequences of being truant.

The school or district’s attendance staff shall file a complaint in the juvenile court unless the staff determines the student and family are making satisfactory progress in improving attendance.

If the student and the student’s family cease making progress, the staff shall file the complaint.

[Ohio law](#) requires schools must communicate about attendance concerns no later than when a student has missed 5% of the minimum number of hours for **any** reason. This is approximately 45-50 hours (7.5-8.5 school days), depending on a student’s grade level. Schools and districts should provide strong attendance messaging to everyone in their school communities and then increase support and communication to students missing as little as 2-3 days per month. Without intervening early and often, those students will be on track to become chronically absent and miss valuable school time. Fairport Harbor Schools will notify you when your student misses 5% of school days via Infinite Campus Messenger.

Contacting the Parent/Guardian of an Absent Students

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student’s excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designees for the school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law.



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Early Release/Dismissal/Appointments

If a student must be excused during the school day, parents should send a note to school explaining the circumstances. Notes can be emailed to the attendance secretary. In the interest of safety, parents are asked to sign students out in the school office before they are released. Students will NOT be released to any person not authorized by the parent/guardian. Changes to the Emergency Medical Form should be completed on Infinite Campus. Students will be called to the office for dismissal upon parents' arrival. Students will not be called out of class for an early dismissal before the parent/guardian arrives in the office with identification. If a student has driving privileges, you must state in your early release note that they have permission to leave school and drive themselves. In the case of a Doctor's appointment, a doctor's note is expected upon return to school.

Vacations

The Board considers absences due to vacation to be unexcused absences.

Athletics/Extracurricular Participation

"Game Day" or "Performance Day" School Attendance - Participation in interscholastic athletics or other public performances such as plays, concerts, and cheerleading presentations is allowable only if the participant attends school the entire day of any contest in which they are to participate unless expressly excused by their principal (see below). A student who arrives tardy (after 8:20 but before 9:10 am) will be eligible to compete with an approved doctor's note. A student-athlete who is absent from school on a non-game day shall not participate in a practice that day unless the absence was specifically approved by the principal. A student attending Auburn Career Center must attend both schools in order to participate in an activity/sport.

Late Arrival/Early Pick-up Policy

Students must remain on school grounds at all times, including during lunch. To maintain students' safety, no one may remove a student from the school during school hours except his/her legal guardian unless the legal guardian explicitly authorizes otherwise. Only an authorized adult may sign out a student. A student must be signed out in the school office. Students may not leave school between classes or before their last class without permission from the main office. Students must sign in and out whenever they leave or enter the building. Students may not remain in the building after 3:05 PM unless there is a meeting/practice supervised by a teacher or coach. Students participating in after-school tutoring should report to their assigned area immediately after dismissal.



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Tardy Policy

All secondary students arriving at school after 8:48 am (and primary students after 9:08 am), they are considered tardy to school. These minutes count against their HB 410 attendance hours. Excessive tardiness may result in disciplinary action.

Injury/Illness during the day

A student who becomes injured and/or ill during the school day shall consult with the school nurse to determine the severity of the injury/illness. If a student must leave school due to injury/illness the school nurse will coordinate the departure from school with the attendance offices or designee and the parent or legal guardian.

Make-up Work for Absences in All Grades

Students who are absent from school will have the number of days absent to complete and turn in missing work from their absence. The type of absence does not matter for the number of days to complete missing work (e.g., a student who is unexcused absent for two days will receive two additional days to complete their work). Students who are excused absent and miss a mastery assessment will receive the number of days absent to prepare for the mastery assessment upon their return; students who are unexcused absent may be required to complete the mastery assessment upon their return to school.

Additional Expectations for Specific Grades

Intermediate Students (Grades 5-8): Additional Make-up Work Regulations

If absent students in grades 5-8 should:

- With the help of their parents, communicate with their teachers via email and/or Google Classroom to determine what work they will miss
- Upon their return, meet with their teacher to establish a timeline for the completion of the work

High School Students (Grades 9-12): Additional Make-up Work Regulations

If absent students in grades 9-12 must:

- Communicate with their teachers via email and/or Google Classroom to determine what work they will miss
- Establish a timeline for the completion of the work in collaboration with the teacher



Student Health and Medication

The school nurse maintains health records for each child. If your child has a special health problem, it is your responsibility to report it to the nurse. This would include severe illness, accidents, hospital stays, allergies, and communicable diseases. The school nurse may administer first aid, when necessary, but does not diagnose or treat illness. The nurse can assist in directing parents and guardians to the proper source of care in the community.

Student Injury, Illness and Accidents

The district follows the Health Department Protocol for students who are injured on school property. The Ohio Department of Health (ODH) provides a Student Injury Report Form and guidelines as an example for districts to use in tracking the occurrence of school-related injuries. The Student Injury Report Form is filled out for any injury. In addition, all visits to the School Nurse for injury or illness are documented in Infinite Campus.

In case of an accident at school, first aid ONLY is administered. If further care is required, we refer to the current Emergency Information in Infinite Campus and notify you as soon as possible. When you complete online registration in Infinite Campus, please give complete and accurate information so that in case of an emergency we can reach you or some other designated person. Please keep the information current. It is the parents' responsibility to obtain additional medical care. A child under 18 must have a parent or relative authorize care beyond first aid. If your child becomes ill in school, you will be contacted and expected to make arrangements for his/her transportation home.

Administering Medicines to Students

If your child is on medication and the medication is to be dispensed at school, you and your doctor must complete a form giving school personnel authorization to administer the medication. These forms are available from the school nurse and on the school website (Parents tab, Health Care Info, and Forms). Changes in medication or dosage require a new statement from the doctor. Doctors can fax the information to the school at (440) 357-1478. Per state mandate, children are not permitted to take over the counter medications (cough drops, Tylenol, etc.) without a note from the doctor.

Administration of Prescription Drugs In accordance with AM SB 262, adopted by the General Assembly, it shall be the policy of this Board of Education to permit the administration of prescription drugs to students by selected school personnel. Drugs prescribed by a physician may be administered to students provided all of the following criteria are met:

1. The Superintendent or his/her designee received a written request that the drug be administered to the student, signed by the parent or guardian of the student.



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2. The Superintendent or his/her designee receives a statement signed by the prescribing physician that includes the following information:

- Student name and address
- School and grade of student
- Name, dosage, and time the drug is to be administered
- Dates when the administration of the drug should begin and end
- Any severe reactions that should be reported to the physician
- Physician's phone number
- Any special instructions for administration of the drugs

3. The parent or guardian agrees in writing to submit a revised statement signed by the physician if any of the information originally provided by the physician changes.

4. The employee authorized to administer the drug receives a copy of the statement signed by the physician; such copy being provided to said employee by the next day following the original receipt by the Superintendent or his/her designee.

5. The drug is received by the employee authorized to administer the drug in the container in which it was dispensed by the prescribing physician or licensed pharmacist with the label attached. All prescription drugs covered by this policy shall be stored in a locked storage place under exclusive control of the building principal or his/her designee. If medicine requires refrigeration, it shall be stored in a refrigerator not used by students. Any employee designated to administer drugs under this policy shall administer said drugs except when said employee shall object to duty on the basis of the employee's religious convictions, in which case another employee shall be designated to administer. No employee shall be designated to administer a drug that does not have appropriate training in those cases in which special training or knowledge of procedures in drug administration are needed.

Schools rely on the cooperation of parents and guardians to safely and effectively administer medication to their students at school if that is needed. Parents/guardians are responsible for:

- Supplying all medications.
- Transporting all medications to and from school. (Students can't bring medication to school, and medication cannot be transported on school district buses.)
- Complete the [“Authorization for Administration of Medication at School” form](#). This form is available at the school and on the website under the “Parents” tab, “Healthcare Info and Forms” and must be signed by the health care provider and the parent/guardian.

Severe Allergies/Asthma

If your student has a life-threatening allergy, the school will complete an allergy health care plan before he/she can attend school. Your child's school nurse and principal will work with students, parents, and health care providers to develop the plan.



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Inhalers for Asthma

Students may carry emergency medications for allergies and/or reactions or asthma inhalers during school provided the student has written permission from a parent or physician and has submitted the proper forms.

Epinephrine Auto Injectors

Students, in the case of epinephrine autoinjectors (“epi pens”), in addition to written permission and submission of proper forms, the parent or student must provide a back up dose to the school nurse. Students are strictly prohibited from transferring emergency medication, epi pens, or inhalers to any other student for the use or possession.

The Safe At School Movement-Type 1 Diabetes

The Fairport Harbor Schools are proud to be a part of the Safe at School Movement for students with Type 1 Diabetes. We believe that effective school-based diabetes management requires three things:

- Basic diabetes training for all staff who work with affected students.
- Shared responsibilities for the care, with leadership by the school nurse
- Self management is allowed in all school settings for students with capacity.

If your child is diagnosed with T1D please contact your child’s principal for more information.

Communicable Diseases

The Fairport Harbor Schools work with The Lake County General Health District to help protect children from spreading communicable diseases. Keeping children home when they are sick protects other students and staff from potential illness. You will need to pick your student up from school as soon as possible if he/she shows any of the following symptoms at school:

- Fever: temperature of 100 degrees Fahrenheit or higher. Child must not have a fever for 24 hours, without the use of fever-reducing medicines such as Tylenol, before returning to school.
- Vomiting: child should not return to school for 24 hours following the last episode of vomiting.
- Lice: Children may not return to school until they have been treated and no live lice (or nits) are present.
- Eye infection: pink eye (conjunctivitis) or thick mucus or pus draining from the eye.

These reasons are sufficient to exclude a child from school. If you decide that your child is too sick to attend school, it is important that you call the school’s attendance line as early as possible each



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morning to report your child's absence. If you do not call the school, the school will call you to confirm the absence. The attendance line for Fairport School is 440-354-5400 ext 1397.

Vaccine Schedule 2026-2027

See the link below for 2026-2027 Ohio Immunization Summary for School Attendance. If you have any questions, please contact the School Nurse, Heather Welch, Hwelch@fhevs.org, or 440-354-5400 ext 1003.

[Ohio Immunization Summary](#)

Health Screenings

Visual acuity (distance vision) testing is routinely administered to students in grades 7, 9, and 11, and to all new enrollees throughout the year. As this testing is limited and primarily a screening device to pick up obvious defects, it cannot possibly spot all vision problems. Any defects that are identified by the school nurse are reported to the parents for further evaluation. Where there are concerns, a vision referral form is sent home for the eye specialist to complete and return to the school for your child's health records. No report is made if the vision appears normal. Hearing screenings are done in grades 9 and 11.



Student Achievement and Reporting

Grading System Regulations: All Grades

Grading and Grade Reporting

Report cards are posted quarterly to formally acknowledge student progress and attendance. Report cards are available on Infinite Campus. Parents may also monitor their child's progress throughout the grading period by logging on to the Infinite Campus Parent Portal.

Grading periods are approximately nine weeks long.

- Honor Roll 3.5 or higher
- Merit Roll 3.0 to 3.499

Student grade recognition will follow the preceding criteria, a D or F during the nine- weeks will exempt a student from recognition.

For extra-curricular purposes, an incomplete grade on the report card for any subject in any grading period will be considered non-passing unless made up within one week of the grading period and followed in accordance with OHSAA rules. A student having any incompletes will be considered ineligible to participate in extracurricular activities.

Grades K-5 (Standards-Based Grade Report)

Students in grades K-5 will be graded using a standards based system for English/Language Arts and Math. A standards-based report card gives us a tool to accurately communicate your child's learning on the district-identified reporting standards for each grade level and subject area from kindergarten to fifth grade. The Math and English Language Arts standards were identified as the foundational learning that a student needs to master in order to be successful. The standards based report card communicates whether a student meets standards, is developing towards standards, or does not meet standards.

4-POINT PROFICIENCY SCALE

- Meeting (M): The student consistently meets grade level standards and expectations. Performance is characterized by self-motivation and the ability to apply the skills with consistent accuracy, independence, and a high level of quality.
- Progressing Independently (PI): The student is progressing independently toward grade level standards and expectations. Performance is characterized by the ability to apply skills with



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accuracy, independence, and quality with minimal assistance. This is an excellent level of achievement and one that a student should be working toward as developmentally appropriate.

- **Progressing with Support (PS):** The student is progressing toward grade level expectations. Students need additional practice and support within this area but are making progress.
- **Not Yet (NY)** Not yet consistently meeting grade level expectations. The student is not meeting grade level standards and expectations. Additional instruction, practice and support is necessary to move toward grade level standards and expectations.
- **Standard Not Assessed:** A standard may be left blank if the standard was not taught in that quarter.

[A copy of the Standards Based Grading Handbook can be found here.](#)

Grades 6-12 (Traditional Letter Grade Report)

Grading Guidelines (9-12)

While grades are never to be considered the end goals of education, they are symbols that give evidence to the extent of mastery of assignments and assessments. Report cards will be issued approximately every nine weeks. Students will be graded using the following scale.

Grade Symbol	Percentage Scale	Quality	Accelerated Course Quality Points	Advanced Course Quality Points
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	0-59	0.0	0.0	0.0

P/F Grades may be given in certain courses. These grades carry CREDIT but not points. These grades are given in non-academic courses.

P = Pass/Satisfactory

F = Fail/Unsatisfactory

I = Incomplete



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GPA

A 3.50 to 4.00

B 2.50 to 3.49

C 1.50 to 2.49

D 0.50 to 1.49

F 0.00 to 0.49

Final Course Grades

Final course grades, both semester and full year courses, are determined by using the average percentage achieved for each quarter to determine a final percentage. Midterm exams may be conducted for full year courses and shall be included in the second quarter percentage. Final exams may be conducted for semester and/or full year courses and shall be included in the fourth quarter percentage.

FHHS Academic Recognition

Fairport Harbor students who display significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include, but are not limited to, academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the building.

Communication

When possible, the building administrator will use the phone-based "Campus Messenger" system to inform families and staff of upcoming events or school closings. The messenger is sent through The Infinite Campus Portal, be sure the information you have entered is correct so you receive important messages.

A periodic newsletter will be sent out to families with important updates.

School announcements are made at the beginning of each day and are also on our website on the Fairport School page ([Website page link](#)).

School District Website

The school district website www.fhevs.org is a useful communication tool that is utilized to share information with families. Please familiarize yourself with it and check it frequently. The school also uses a Facebook fan page called Fairport Harbor Schools to communicate with parents. Please "Like" our page for updates. The school website has the [morning announcements](#) as well. The



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announcements online may be particularly useful to students who are off campus for part or all of the day.

Infinite Campus

All K-12 school districts use a database system for managing student information and maintaining student records. [Infinite Campus](#) is a district-wide student information system designed to manage attendance, grades, schedules, assessments, and other information about the students in the Fairport Harbor Exempted Village Schools(FHEVS).

- What is a Campus Portal? Campus Portal is a confidential and secure website that provides parents, guardians, and students access to real-time student information, such as; attendance, grades, assignments, schedules, etc. The portal also displays announcements and allows course selection for the next school year. See Fairport School's Secretary for a username and password.

Online Registration (OLR)- Infinite Campus

Fairport Harbor School utilizes the online registration feature through Infinite Campus. All parents will need to set up a parent portal account in order to access the system. Parents of students NEW to Fairport Schools: will need to enroll their child online (if unable to upload documents, bring pertinent proof of residency, immunization/shot records, and birth certificate copies to the board office, however, you must enroll your student online first). Parents of existing students will use their parent portal to annually update emergency medical contact information, medications, health conditions, and confirm the address and phone numbers.

All parents must use the online feature, no paper enrollments will be accepted. Fairport Harbor Public Library has computers available for parents to use. During the Fairport School's Open House assistance will be available for any parent needing help in completing these forms online.

Conferences

Parent/Teacher conferences occur four times per year; twice during the first semester of classes and twice during the second semester of classes. If a parent is unable to attend conferences they are encouraged to schedule a meeting with teachers at a mutually acceptable time to discuss the progress of students in classes.

Promotion, Acceleration & Retention

Student performance during the school year is monitored closely by the classroom teacher. Parents will be involved early on if difficulties in learning occur beyond the normal childhood development. No students will be retained without the direct involvement of all members of a child's team, which may



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include (teacher, speech therapist, nurse, student, principal, specialists, etc). Please note that habitual attendance issues often lead to poor student performance, and ultimately, possible retention.

Promotion to the next grade (or level) is based on the following criteria:

1. A. current level of achievement based on instructional objectives and mandated requirements for the current grade;
2. potential for success at the next level;
3. emotional, physical, and/or social maturity necessary for a successful learning experience in the next grade.

A student may be accelerated (either by whole-grade or by subject area) when the student's performance and measured ability significantly exceeds that of their grade level peers. Students can be nominated for acceleration by teachers, administrators, parents, and the student requesting acceleration. Decisions regarding acceleration are based on the following criteria:

1. achievement of grade/course objective and any applicable State-mandated requirements for the grade/course in which the student is currently in and any grade(s)/course(s) the student will skip
2. achievement of instructional objectives for the present grade/course as well as the succeeding one(s)
3. potential for success in the accelerated placement based on sufficient proficiency at current level
4. social, emotional, and physical maturation necessary for success in an accelerated placement

A student may be retained at their current grade level based on the following criteria:

1. failure to demonstrate proficiency in mathematics, reading science or social studies.
2. failure to achieve the instructional objectives at the current grade level that are requisite for success at the next grade level
3. scoring at the below basic level on any State-mandated assessment test

A student will be retained if the student is truant (absent without excuse) for more than ten percent (10%) of the required attendance days of the current school year AND has failed two (2) or more of the required curriculum subject areas in the current grade.

Even if the student falls in the preceding category, a student may be promoted if the Principal and the teachers of the classes that the student failed agree that the student is academically prepared to be promoted.



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No student will be promoted to the fourth grade if they attained a score in the range designated by O.R.C. 3301.0710 (A)(3) on the State mandated assessment except in accordance with the provisions of Policy IKE - Third Grade Reading Guarantee or in accordance with State law.

High School Graduation Requirements

[Click here to go directly to the Guidance Page on Fairport Schools website.](#)

In compliance with Ohio Law and the policies of the Fairport Board of Education, a student must currently have the following for graduation:

Each student will need to complete a total of 60 hours of community service during their four years of high school. It is recommended that students complete 15 hours of community service each year. Students who transfer to Fairport Schools will only be held accountable for 15 hours per year of enrollment. Students will use the Community Service Form to document volunteerism, which needs to be signed by the volunteer coordinator and turned in to the School Counselor. During the Senior year, earned hours must be documented by April 1. Completed community service hours must be submitted to the School Counselor.

[Click here for Community Service Verification Form](#)

Senior Capstone Project:

The purpose of this activity is to expose seniors to fields of employment that are not part of the classroom experience and to further develop their skills and opportunities in which they are wishing to engage in the future.

Students will be required to meet all state testing requirements as determined by the Ohio Department of Education for graduation.



Ohio's High School Graduation Requirements Classes of 2023 and Beyond



It's Your **Future.** Get **Ready.**

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

Option 1

Demonstrate Two Career-Focused Activities*: Foundational

Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

Work-based learning
Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.



Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- ☐ OhioMeansJobs Readiness Seal (Ohio)
- ☐ Industry-Recognized Credential Seal (Ohio)
- ☐ College-Ready Seal (Ohio)
- ☐ Military Enlistment Seal (Ohio)
- ☐ Citizenship Seal (Ohio)
- ☐ Science Seal (Ohio)
- ☐ Honors Diploma Seal (Ohio)
- ☐ Seal of Biliteracy (Ohio)
- ☐ Technology Seal (Ohio)
- ☐ Community Service Seal (Local)
- ☐ Fine and Performing Arts Seal (Local)
- ☐ Student Engagement Seal (Local)

Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation





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The graduation credit requirements outlined in this handbook apply to all students beginning with the Class of 2027 and all subsequent graduating classes, regardless of the year in which the credits were earned.

To earn a high school diploma in Ohio, students must complete all three areas of the Ohio Department of Education's graduation requirements in addition to the local graduation requirements adopted by the Fairport Harbor Board of Education.

District Minimum	
English Language Arts	4 units
History and Government, including one-half unit of American History and one-half unit of American Government.	1 unit
Social Studies	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science, and Life Sciences and one unit in Chemistry, Physics, or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent	4 units
Health	½ unit
Physical education	½ unit
Electives must include .50 Financial Literacy	5 units
Total	20 units

Early Graduation

Students who wish to apply for early graduation should apply to the high school principal. Early graduation will be permitted if the student fulfills the graduation requirements and conditions for graduation. Students who choose early graduation may participate in the graduation ceremonies of their designated class.



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Honors Diploma Requirements

Criterion (Must meet all but one)	Academic Honors Diploma <i>Class of 2019/2020 may use this or previous version</i>		Career Tech Honors Diploma <i>Class of 2019/2020 may use this or previous version</i>	
Math	4 units, Alg I, Geometry, Alg II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content		4 units, Alg I, Geometry, Alg II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	
Science	4 units, including two units of advanced science		4 units, including two units of advanced science	
Social Studies	4 units		4 units	
World Languages	3 units of one world language or no less than two units of each of two world languages studied		2 units of one world language studied	
Fine Arts	1 unit		NA	
Electives	NA		4 units of Career-Technical minimum	
GPA (unweighted)	3.5 on 4.0 scale		3.5 on 4.0 scale	
ACT / SAT / WorkKeys	27 ACT / 1280 SAT		27 ACT / 1280 SAT / WorkKeys (6 Reading for Information, 6 Applied Mathematics)	
Field Experience	NA		Complete a field experience and document the experience in a portfolio specific to the student's area of focus	
Portfolio	NA		Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts	
Additional Assessments	NA		Earn and industry recognized credential or achieve proficiency benchmark for appropriate Ohio Career -Technical Competency Assessment or equivalent	



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State & National Standardized Assessment

Students participate in all state-mandated testing, including End of Course exams. Students may be further assessed individually based on the results or decisions of the Intervention Assistance Team. Specific information regarding state-mandated testing may be found on the Ohio Department of Education's website: [Click Here](#)

ACT Testing

Fairport High School offers the ACT test, one time, in the Spring to Juniors (only) at no cost. Details will be made available to Juniors before testing. Contact the School Counselor or Building Principal for more details.



General Information

School Fees/Tuition

The Fairport Harbor Exempted Village School District does not charge fees for students to participate in its academic or co-curricular programs. Fees incurred by students participating in the Federal Student Lunch Program (such as overages on the student account) are not included in this section. Fees will need to be collected in full before the release of transcripts.

Food Services

Fairport Harbor Schools provides daily lunch and breakfast in conjunction with the Riverside Local Schools. All students are eligible to participate in the lunch program. FHEVS offers breakfast services, as well as hot lunches. **School breakfast and lunch are free to all students this year.** Information on the hot lunch program is sent home at the beginning of each year prior to the start of school. Fairport Schools offers a selection of salads, wraps, hot entrees, and chicken sandwiches on a daily basis for lunch. Children may bring lunch to school. No fast food may be brought into the lunchroom.

All students are to eat in the supervised food service area only.

- A. Lunch may be brought in by the student.
- B. Students working with a teacher during that time must have a note.
- C. Students are expected to be orderly, quiet, and polite.
- D. Each student is responsible for seeing that their area is clean and must dispose of his/her own papers and containers.
- E. Food deliveries are not permitted.
- F. No charging of “extras” (snacks, drinks nor extra entrees)

Restrooms

Restrooms are designated for use by the gender assigned to the student at birth. Restrooms that are designated for use according to gender may not be used by anyone of a different gender. All single person bathrooms may be used by anyone regardless of gender.

Student Publications

Individual pictures of all underclassmen are taken yearly for use in the annual yearbook and school permanent record. Students **must** have pictures taken for school identification files. Picture packet purchases are optional.

Assembly & Programs

Assembly programs are planned each year as an important part of your educational experience. Whenever guest artists and speakers present programs, our school is on display, and good conduct



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is important. Students should show courtesy and appreciation to guests by appropriate applause. Students should remain positive and engaged. Removal from any one assembly may cause the student to be removed from future assemblies. Students are still required to attend school on the event day.

Policies and procedures of Fairport Schools High School, as well as the Fairport Harbor Public Library, will be followed by all students using the Library Media Center. The school will honor all expectations established by the library.

Cocurricular & Extracurricular Participation and Events

Dances

Students suspended or failing any subject for the year may not be allowed to attend school activities. Students with five (5) Saturday Schools may also be excluded. Activities may include: amusement park, band trips (Disney), field trips, athletic trips (spring break/ camps), middle school trips, camps, school dances, and Senior year-end activities (including prom). Any student referred to office five (5) or more times for negative behaviors may face possible exclusion at the discretion of the principal and team of teachers. Whenever practical the behavior expectations of a certain event will be made available beforehand.

Criteria for Participation

Students suspended or failing any subject for the year may not be allowed to attend school activities. Students with five (5) Saturday Schools may also be excluded. Activities may include: amusement park, band trips (Disney), field trips, athletic trips (spring break/ camps), middle school trips, camps, school dances, and Senior year-end activities (including prom). Any student referred to office five (5) or more times for negative behaviors may face possible exclusion at the discretion of the principal and team of teachers. Whenever practical the behavior expectations of a certain event will be made available beforehand.

To participate in extracurricular activities or events:

- All high school students **MUST** be enrolled in a minimum of five-one credit courses (or the equivalent) each and every grading period to have continuing eligibility per OHSAA Policy.
- All courses count towards eligibility, including Auburn Career Center, CCP, and Online classes.
- All students, Grades 7-12, must maintain a 2.0 G.P.A. in the grading period prior to the start of their sports season. This is **not** a cumulative GPA - this is a 2.0 in the immediately preceding grading period.
- All 7-8th grade students **MUST** be enrolled in five courses every grading period to have continuing eligibility.



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- Restoration of eligibility is only permitted at the end of the 9-week grading period.
- Do not drop any classes or withdraw from any classes because you may fall below the minimum threshold of required courses.

If a student is competing in a sport that spans multiple grading periods and is initially ineligible when the season starts, they may practice and travel with the team at the coaches' discretion and after a meeting with the administration. However, they will not be able to compete until the next grading period is reported and they have earned a 2.0 GPA.

College Credit Plus athletes must submit current grades to the school counselor or activities director at the halfway point of the first and third quarters in order to remain eligible for athletics and activities. The form for CCP grade documentation is available on our website under guidance/resources.

Attendance and Extracurriculars

The following exceptions to the attendance policy will be considered by the principal/assistant principal when determining the student's opportunity to participate (Note: permission by coaches is insufficient to participate). A student claiming one of these exemptions should ideally contact the administration at least 24 hours in advance.

Allowable factors would be:

- Physician documented medical appointments, Doctor note required.
- Legal proceedings requiring attendance. Court paperwork/note required.
- Family emergency documented in writing by parent/guardian.
- In exceptional circumstances, exceptions can be made for personal illness. If a prior condition exists and symptoms are sporadic (i.e., asthma, migraine headaches) A physician's statement must be received along with a medical release.

School Suspension and Extra-Curricular Participation

While behavior of extracurricular participants tends to be and is expected to be better than average, questionable situations do arise from time to time. The participant who is serving out-of-school suspension may not participate or perform from the beginning date of the suspension until the return date.

Parent Involvement

It is our expectation that all parents/guardians become active participants in the education of children in their care. Assuring basic food and shelter needs, compliance with attendance laws, helping with homework completion, and reinforcing classroom expectations are the basic minimums our school



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suggests. Parent participation is always welcome. The No Child Left Behind law also requires certain information to be distributed to parents or guardians.

Fairport Schools has a few groups of supporters for various groups.

Band Boosters

Athletic Boosters

PTO

These booster groups are always looking for volunteers to get involved and help their cause. If you are interested in learning more about the booster groups, please contact the activities director or school principal. To find information on our website about booster groups you will find contact information by: hover over the parents tab, select booster groups, and then identify which booster group you'd like more information about. [CLICK HERE FOR BOOSTER GROUP INFORMATION](#)

School Closing

The policy of the Fairport Harbor Schools is to make every effort to hold classes 180 days a year. The decision to close schools in inclement weather is based primarily upon the ability of our buses (Auburn Vocational and Parochial Schools) to run their respective bus routes and/or excessively low wind chill temperature factors. Every effort will continue to be made to announce the closing of schools the night before the day it would occur based upon weather forecasting. Realizing the varied nature of weather conditions between and among our communities, some parents may decide to keep their children home because of weather conditions in their neighborhood. Although these children will be counted as absent from school, they will not be penalized for being absent.

Extended School Closings

The Fairport Harbor Schools will continue to provide a comprehensive educational experience should the district face an extended school closure. In the case of an extended school closure, we will provide explicit instruction through remote learning practices. Information can always be found on our website when school is closed.

Severe Weather

In cases of severe weather, the Fairport Harbor School District operates under specific emergency procedures for notifying parents/guardians while evacuating and maintaining safety for students and staff. Regular drills are conducted during the spring tornado season to help the school community prepare. When severe weather occurs at dismissal time, students are kept indoors until the danger has passed. Parents/guardians should wait to pick up students until students exit the building.



Transportation Changes

Transportation to Competition/Performance

The school strongly recommends, for the sake of unity, that all participants who ride the school bus or van return to Fairport under school supervision. Often requests are made for private transport of participants before or after competition/performance away from Fairport. Should a need arise for a participant to be transported privately to or from an event away from Fairport, the following procedure should be followed:

- A transportation release signed by the custodial parent must be given to the coach or advisor **in advance**.
- When the event is completed, the parent/guardian of the participant must make personal contact with the coach who will then release the student to the parent/guardian.

[Click here for Transportation Release Form](#)

In the event of an emergency, (i.e. severe medical problems in the family, injury to the athlete, etc...) the coach/director/advisor may make the decision to release a participant immediately. School officials will then contact the parent/guardian.

Bicycles

Students may ride their bicycles to school at the discretion of their parents or guardians. The bicycle racks located on school property near the library are to be used. The school holds no responsibility for lost or damaged bicycles. Bicycles are not to be ridden in areas where other students are walking. Students not following basic safety procedures or displaying common courtesy may lose this privilege. Students are highly encouraged to use the bike rack and locks.

Student Parking Lot Regulations

There will be no dedicated student parking during construction of the new building.

Guidance and Counseling

Student Records

Student permanent records are kept on file in the school office. Files contain report cards, assessment results, immunization records, school pictures, custody papers, proof of residency, and other official documents. Students having an Individual Education Plan (IEP) have an additional file stored in a secure location. These files contain files such as individual assessment materials, student performance information, medical documents, speech and language reports, and team reports.



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College Credit Plus (CCP)

Any student in grades 7-12 may enroll in the [College Credit Plus program](#), provided he/she meets the requirements established by law and by the district. Students interested will be required to attend an information session, along with a parent/guardian, and submit an intent form by April 1st of each year. Meeting and due dates will be posted on the district calendar. CCP students entering or exiting the building outside of normal class changing times must sign in/out at the high school office.

If a student participates in the CCP program and has earned lower than a cumulative 2.0 GPA in college OR withdraws from two or more courses in the same term, that student will be placed on CCP probation. Once on probation, the student may enroll in no more than one college course, may not enroll in a college course in the same subject in which previously earned D or F or received no credit, and remains on probation until the GPA is improved to 2.0 or higher (maximum of two terms).

A student may be dismissed from the CCP program if the GPA is below 2.0 for two consecutive college terms. Once a student is dismissed from the CCP program, the student may not enroll in college courses for the following college term. After one college term on dismissal, the student may request the secondary school to allow the student to participate. The secondary school shall determine whether the student may continue on dismissal, move to probation, or participate without restrictions per the school's adopted policy.

If a student fails a college course or drops a course after the deadline the student is responsible for reimbursing the school district the cost of tuition. All fees related to college credit plus should be paid as soon as they are assessed or by the end of the academic year.

Physical Education Waiver

The physical education waiver policy allows high school students to be excused from taking physical education as a graduation requirement per Ohio Revised Code [3313.603](#).

The board of education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band, show choir or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any Physical Education course as a condition to graduate. However, the student shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.



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Independent Study

In rare circumstances, a parent will request the privilege for a student to work from home as an independent study for a short period of time. Parents should schedule a meeting with the building principal/assistant principal, pupil personnel director, and the guidance counselor to determine eligibility and options available.

Withdrawal of Students

If a student is dropping out of school or transferring to a new school, he or she must see a counselor first. If you plan on moving to another public or private school district, let the office secretary know as soon as possible. A meeting with the building principal is required. This allows our staff to help the student make a smooth transition. Parents also must sign permission for the school secretary to release information to the student's new school. We ask that all fees/fines, etc. be paid in full upon withdrawal to ensure a smooth transition of all school records.

Home School

Within five calendar days after commencing home education, moving into a new school district, or withdrawing from a public or nonpublic school, and by the thirtieth day of August each year thereafter, the parent or guardian of a child receiving a home education shall transmit a notice to the superintendent of the child's school district of residence. The minimum attendance standard for homeschoolers in Ohio is 900 hours.

Requirements to Home Educate

Parents should start by notifying the superintendent of the school district where they reside about their intent to home educate their child/or children. Notification must be made within five calendar days after commencing home education, moving into a new school district, or withdrawing from a public or nonpublic school, and by the thirtieth day of August each year thereafter.

Here are the [responsibilities of the district superintendent](#) if families home educate their children.

Parents agree to:

1. Provide instruction in English language arts, mathematics, science, history, government, and social studies, and;
2. Notify the superintendent each year (parents may use the [Recommended Notification Form](#))

Commencement



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No student shall participate in commencement ceremonies until ALL graduation requirements are met, including community service, passing required state assessments, and all fees/fines are paid.

Scheduling and Schedule Changes

Schedules are available to each student via Infinite Campus at the beginning of the school year or upon enrollment. The schedule is based upon the student's needs and available class space. Any changes to a student's schedule will be handled with the School Counselor. It is important to note that access to some courses may be denied because of the available space or failure to fulfill the prerequisites. Students are expected to follow their schedules.

RULES FOR SCHEDULING:

All high school students **MUST** be enrolled in a minimum of five one-credit courses (or the equivalent) each and every grading period. A Physical Education Course or Health course are not full credit courses. These courses will not count as one of the five full credit courses. Subjects must be taken in proper sequence, for example, Algebra 1 prior to Algebra II. Prerequisites are requirements that must be met before the student can enroll in a particular course. It is strongly recommended that a course and its prerequisites not be taken simultaneously. Students should verify prerequisites for individual courses prior to scheduling. Exceptions for acceleration and/or personalized learning opportunities must be agreed upon by the staff and School Counselor.

After the close of the school year, **NO** courses will be dropped or moved from a student's schedule at any time unless:

- 1. a technical error was made in the process of scheduling the student's requests,**
- 2. the student has been clearly academically misplaced,**
- 3. there is a scheduling conflict, or**
- 4. a class has been canceled. Schedule changes and requests will not be permitted on the basis of teaching style, personality, time of day or to allow for a late arrival or early dismissal.**

We are also unable to accept teacher requests.

Changes at Home

In case of emergency or discipline, the school is often required to contact parents or guardians during the school day. It is the responsibility of the parent/guardian to provide accurate contact information and make the school aware of any changes over the course of the year. Alternate numbers and contacts should be made available.



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Work Permits

The State of Ohio requires a work permit for students less than eighteen (18) years of age and employed on regular hours. Obtain permits from the high school office ([or on the parent tab of the website](#)), fill them out completely, gathering all required signatures before turning them in to The Fairport Schools Office for completion. Allow at least 48 hours for office staff to process the completed work permit. Students are expected to have appropriate attendance while utilizing a work permit. Work permits can be revoked if attendance suffers.

Textbooks

Costs will be assessed accordingly for any damages other than reasonable wear and tear. College Credit Plus students will be charged for not returning textbooks to the college. Fairport Harbor School is billed by the colleges. That fee will be added to student fees and is the responsibility of the student.

Animal Policy

Generally, pets must be left at home, though occasionally, certain animals are included in the classroom as part of the instructional program.

Please follow the guidelines below:

- Pets, even those on a leash, are not allowed on the school grounds at any time before or after school and during lunch.
- The school principal must give permission to a classroom teacher before an animal is brought into the building.
- Animals permitted in the classroom should be on a leash or in a cage or carrier and children are not permitted to touch them. Service animals are covered under board policy.

If your child has a Trained Service Animal, please contact the office at 354-5400 for further information.

Student Insurance

Student accident insurance is available to all families for a nominal charge. Contact any school office for further information. Some families who have children participating in extracurricular activities take advantage of this annual offer. This insurance covers the student while in school, on the way to and from school, and while attending school functions. **All students participating in athletics must carry insurance.** The regular school insurance does not cover football, but it does cover all other sports.

Field Trips

Parental permission in writing must be given for students to go on field trips. Parents will be notified in advance when a field trip takes place. Some trips require a fee for admission. At the beginning of



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the school year, all parents are asked to sign a “walking” field trip form. There are occasions when teachers take students to various places in our community that are within walking distance. We strongly discourage parents from calling in permission for field trips to the office.

Extended Field Trips

Middle school students wishing to travel on school sponsored overnight trips will need to demonstrate exemplary behavior. Students who have disciplinary transgressions resulting in suspension or multiple Saturday detentions within a predetermined length of time before the trip may render themselves ineligible for traveling to any overnight destination.



Athletics

Parent-Student Athletic Guide



The student-athletes at the Fairport Schools High School and Middle School are governed by the rules put forth by the Ohio High School Athletic Association (OHSAA) and Fairport Harbor Exempted Village School District.

This is not meant to be all-inclusive. Student-athletes and their parents must be aware of the policies and procedures put forth by the OHSAA and Fairport Harbor Exempted Village School District.

Ohio High School Athletic Association Mission Statement

The Ohio High School Athletic Association's mission is to regulate and administer interscholastic athletic competition in a fair and equitable manner while promoting the values of participation in interscholastic athletics as an integral part of a student's educational experience. The OHSAA represents its member schools by recognizing and promoting academics, the safety of participants, good citizenship, and lifelong values as the foundation of interscholastic athletics. [Click here to go to OHSAA website.](#)

Chagrin Valley Conference

The Chagrin Valley Conference consists of 29 schools in Northeast Ohio. Fairport Harbor rejoined the conference as a full-time member in the 2026–2027 school year. Fairport Harbor will compete in the Metro division against CVC member schools Wickliffe, Brooklyn, Trinity, Beachwood, Cuyahoga Heights, and Independence.

Eligibility Guide for Participation in High School Athletics

Student-athletes and parents must be aware of the information contained in the OHSAA Athletic Eligibility Information Bulletin. Hard copies of the bulletin are available in the high school office. You may also access it online at www.ohsaa.org. Briefly, in order to be eligible academically, pursuant to Board Policy, to participate in extracurricular events, a student must maintain a 2.0 G.P.A. and be carrying a sufficient number of academic credits to participate. If a student is competing in a sport that spans multiple grading periods and is initially ineligible when the season starts, they may practice and travel with the team at the coaches' discretion and after a meeting with the administration. However, they will not be able to compete until the next grading period is reported and they have earned a sufficient GPA.

College Credit Plus athletes must submit current grades to the activities director at the halfway point of the first and third quarters in order to remain eligible for athletics and activities. The form for CCP



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grade documentation is available on our website under guidance/resources. [Click here for CCP Grade Form](#)

“Game Day” or “Performance Day” School Attendance- Participation in interscholastic athletics or other public performances such as plays, concerts, and cheerleading presentations is allowable only if the participant attends school the entire day of any contest in which they are to participate, unless expressly excused by their principal (see below). A student who arrives tardy (after 8:48 am, but before 9:08 am) will be eligible to compete. A student athlete who is absent from school on a non-game day shall not participate in a practice that day unless the absence was specifically approved by the principal.

B.O.E Policy Reference IGDH p.55

Final Forms

Final Forms is the program Fairport Schools uses to track all athletic forms.

Parent registration

How do I sign up?

1. Go to: <https://fairportharbor-oh.finalforms.com/dashboard>
2. Locate the parent icon and click NEW ACCOUNT below.

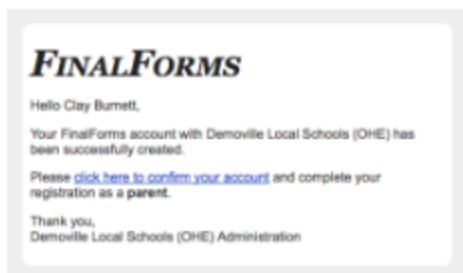


3. Type your NAME, DATE OF BIRTH, and EMAIL. Next, click REGISTER.

NOTE: You will receive an email within 2 minutes prompting you to confirm and complete your registration.

If you do not receive an email, then check your spam folder. If you still can not locate the FinalForms email, then email support@finalforms.com informing our team of the issue.

4. Check your email for an ACCOUNT CONFIRMATION EMAIL from the FinalForms Mailman. Once received and opened, click CONFIRM YOUR ACCOUNT in the email text.



5. Create your new FinalForms password. Next, click CONFIRM ACCOUNT.
6. Click REGISTER STUDENT for your first child.



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FinalForms

Registering a student

What information will I need?

Basic medical history and health information. Insurance company and policy number. Doctor, dentist, and medical specialist contact information. Hospital preference and contact information.

How do I register my first student?

IMPORTANT: If you followed the steps on the previous page, you may Jump to Step number 3.

1. Go to: <https://fairportharbor-oh.finalforms.com/dashboard>
2. Click LOGIN under the Parent Icon.



3. Locate and click the ADD STUDENT button.
4. Type in the LEGAL NAME and other required information. Then, click CREATE STUDENT.
5. If your student plans to participate in a sport, activity, or club, then click the checkbox for each. Then, click UPDATE after making your selection. Selections may be changed until the registration deadline.
6. Complete each form and sign your full name (i.e. 'Jonathan Smith') in the parent signature field on each page. After signing each, click SUBMIT FORM and move on to the next form.

7. When all forms are complete, you will see a 'Forms Finished' message.

IMPORTANT: If required by your district, an email will automatically be sent to the email address that you provided for your student that will prompt for your student to sign required forms.

How do I register additional students?

Click MY STUDENTS. Then, repeat steps number 3 through number 7 for each additional student.

How do I update information?

Login at any time and click UPDATE FORMS to update information for any student.

School Attendance & Sports/Activities

The following exceptions to the attendance policy will be considered by the principal/assistant principal when determining the student's opportunity to participate (Note: permission by coaches is insufficient to participate). A student claiming one of these exemptions should ideally contact the administration at least 24 hours in advance.



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Allowable factors would be:

- Physician documented medical appointments, Doctor note required.
- Legal proceedings requiring attendance. Court paperwork/note required.
- Family emergency documented in writing by parent/guardian.
- In exceptional circumstances, exceptions can be made for personal illness. If a prior condition exists and symptoms are sporadic (i.e., asthma, migraine headaches), A physician's statement must be received along with a medical release.

School Suspension and extra-curricular participation - While the behavior of extracurricular participants tends to be and is expected to be better than average, questionable situations do arise from time to time. The following procedures will be followed: The participant who is serving out-of-school suspension may not participate or perform from the beginning date of the suspension until the return date.

Transportation & Sports

The school strongly recommends, for the sake of unity, that all participants who ride the school bus or van return to Fairport under school supervision. Often requests are made for private transport of participants before or after competition/performance away from Fairport. Should a need arise for a participant to be transported privately to or from an event away from Fairport, the following procedure should be followed:

- A transportation release signed by the custodial parent must be given to the coach or advisor in advance.
- When the event is completed, the parent/guardian of the participant must make personal contact with the coach, who will then release the student to the parent/guardian.
- In the event of an emergency, (i.e., severe medical problems in the family, injury to the athlete, etc...), the coach/director/advisor may make the decision to release a participant immediately. School officials will then contact the parent/guardian. [CLICK HERE FOR TRANSPORTATION RELEASE FORM](#)

Scope of Jurisdiction

For the purpose of this guide, a specific athletic season begins with the first official organizational meeting and ends with the last official function of the said sport's season (ie. awards, tournament, etc.). A student becomes a student-athlete and a member of the sports team when he/she expresses his/her desire to become a member of a program by his/her attendance at the organizational meeting.



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Team Responsibility

Students that begin a sport are expected to see that sport through to completion. A student who quits a sport or is removed from a sport for disciplinary reasons may not begin a new sport until the previous sport's season has been completed. **This includes participation in an open gym or any conditioning activity.** The Activities Director, in consultation with the head coaches involved and the Principal, may grant an exception to this rule.

Student Hazing (Bullying)

"Hazing shall be defined for the purposes of this policy 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."

-No student shall conspire, instigate, engage in, or tend to engage in a repeated act that injures, frightens, degrades, or disgraces another student.

-No student shall threaten or engage in the act of harassment or bullying through technological means (**cyberbullying**) such as cell phones, texting, email, or other digital media.

-No administrator, faculty member, coach, or other Board approved employee or volunteer shall encourage, permit, condone, ignore, or tolerate hazing activities.

All hazing activities must be reported to the Activities Director and/or the Building Principal. The Activities Director shall inform the principal and superintendent. Students involved in a hazing activity are in violation of the Student Code of Conduct and are subject to school discipline.

Criminal Offenses

Criminal offenses of any nature, where an arrest is involved, are not representative of a high school athlete and will not be tolerated. In consultation with the Superintendent, Building Principal, and FHEVS Legal Counsel, any athlete-arrested for an alleged criminal activity may be subjected to administrative action. The said action could result in suspension, and/or removal from an athletic team(s).

Selection of Participants, Playing Time, and Game Strategy

Individual playing time, selection of students for specific squads, and in game strategy are solely at the discrepancy of the head coach and his/her coaching staff. Discussion between parents and coaches in relation to these areas is off limits. Coaches have been instructed to avoid these types of



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discussions. The discussion involving these areas should take place between the coach and the player. The value of this type of life lesson is a valuable part of a student athlete's involvement in interscholastic high school sports. Parents are required to adhere to these guidelines.

Any situation involving the physical and mental well-being of the student-athlete should be discussed with the coach in question and may involve the Activities Director. Situations outside the realm of athletics that may affect the student athlete's performance should be discussed with the respective head coach(es) at the parent's discretion.

Athletic Uniforms

Athletic uniforms issued to student-athletes, unless directly purchased by the student-athlete, remain the property of the Fairport Schools High School athletic department. Athletes are responsible for proper care and handling of uniforms and all issued equipment in their possession. Athletes may be responsible for lost, stolen, or damaged equipment if negligence is involved.

Equipment and uniforms must be returned to the head coach at the end of the season. The head coach will designate a time and a place for collecting uniforms. Athletes that do not turn in uniforms in a timely fashion will have the cost of non-returned items added to their senior fees. Equipment owned by the district may not be given to student-athletes to keep. Students will not be issued equipment in a subsequent sport until the above mentioned situation is rectified. Athletes are not permitted to wear school-issued uniforms as casual wear either during, before, or after school unless instructed to do so on a specific day by the head coach.

Injuries & Forms

The responsibility for providing care and treatment of athletic injuries rests jointly with the parents/guardians of athletes and the Fairport Schools athletic department. Licensed medical personnel will be on hand to monitor contests and practices as is practical. Fairport Harbor Schools began using Final Forms in the 22/23 School Year, contact Athletic Director for help with this program. As a result of this:

- All student-athletes must have an [Emergency Medical](#) Info on file with the school. (electronic annual form)
- Parents of student-athletes must provide Proof of Medical Insurance or purchase school insurance to ensure coverage during participation in a sport-please send a copy of insurance to the Activities Director.
- Parents are responsible for reading the OHSAA Concussion in FINAL FORMS
- Parents are responsible for the Lindsay's Law in FINAL FORMS.
- Athletes and Parents are responsible for reading, signing, and understanding the athletic waiver in FINALFORMS, this form must be signed and submitted to the Principal.



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- School personnel are committed to informing the parent/guardian about injuries that have occurred in a timely fashion.
- In the event that a student-athlete must be transported to a medical facility, and in the event that a parent/guardian is not available, a school representative will accompany the student-athlete to the medical facility if at all possible. The school representative will remain with the student-athlete until a parent arrives.

A licensed medical practitioner (i.e. nurse, trainer, physician asst., physician) may rule a student-athlete ineligible for athletic participation. ***In the event of a possible concussion, a game official may remove an athlete from further participation.*** If medical personnel are not on site, the head coach has the ability to remove an athlete from the competition as well. The student-athlete who is ruled out of competition may not return to participation until he/she is released by a medical practitioner at the same level or higher. Written documentation is required in this instance. Finally, a parent may **not** override the decision of medical or game personnel.

Vacations

Students who go on a family vacation during an athletic season will not be removed from the team. However, a student-athlete who goes on a vacation in a season may jeopardize upon returning his/her ability to participate in the upcoming contests. When a student returns to the competition is solely at the discretion of the head coach. ***Students and their families are encouraged to schedule vacations outside the confines of the school year.***

Post-Season Awards, Programs, and Senior Nights

The criteria for awarding high school awards (varsity, junior varsity, freshman) is at the discretion of the head coach. Special awards are determined by the head coach on a coach by coach basis. To be eligible for high school and special awards, the student-athlete must fulfill the following requirements:

- All school equipment must be returned. Unreturned items will be billed to the student through infinite Campus
- A student-athlete must complete the season in good standing. This means a student must have maintained athletic eligibility and has not either quit the team or been removed for disciplinary circumstances. An injured player is eligible to receive awards provided that he/she has remained associated with the team.

The format for awards presentations and the postseason program is determined by the head coach of each sport. Awards are provided by the Fairport Athletic Department. The Fairport Athletic Boosters will make a contribution toward the postseason program.



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Conflicting Events

It is the intention of the Fairport School Board and the Athletic Department to *never* make a student choose between activities that may be occurring simultaneously. Since the district's policy is to encourage participation, the following guidelines have been established to deal with potential conflicts.

When a conflict exists, the staff members involved with the activities will meet for the purpose of resolving the conflict. The emphasis should be on modifying the requirements so that the student may participate in both. If it is not possible to resolve the conflict without compromising the integrity of the said activities, the following procedure will be used:

- If one of the activities is for academic credit and the other is not, the student and his/her parent/guardian are to be made aware of the potential consequences of non-participation in the credited activity.
- In the event that both are credit activities, the student-athlete will consult the building principal so that the requirements of both activities may be fulfilled at no consequence to the student.
- If one of the activities is after-school and is an offshoot of the credit activity but in itself is not for credit, the requirement for the credit activity may not be imposed on the student as a condition for participation in the non-credit, after-school activity.

Weight Room

Fairport Schools has a full-functioning weight room for the benefit of our student-athletes. Athletic coaches are responsible for scheduling weight room sessions. Athletes are encouraged to participate. **ATHLETES ARE NOT ALLOWED IN THE WEIGHT ROOM AT ANY TIME WITHOUT THE DIRECT SUPERVISION OF AT LEAST ONE BOARD APPROVED COACH.** Only board approved athletic coaches, and physical education instructors are allowed to supervise the weight room.

Cancellation of Contests/Practices Due to Weather

If Fairport Schools are closed due to inclement weather, a decision on the status of games and practices will be made by the School Athletic Department and Principal. If possible, all decisions will be made by 12:00 pm, and the head coach of each team will contact team members. Updates are made on [DragonFly](#) and the school website at www.fhevs.org.

Healthy Athletes and Role Models

The philosophy of the Fairport Schools is to assist students in understanding and abiding by the expected standards of all extracurricular programs. The District recognizes that extracurricular participation is an elective privilege and that participants are held to higher standards both academically and behaviorally to maintain eligibility to participate. The District recognizes the



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research stating that the use of tobacco, alcohol, and other drugs is *detrimental* to performance in athletics and other performance-related activities and that use impairs rational thinking abilities and other physical and emotional functions. The district also recognizes that any student, coach, or advisor representing Fairport Schools inside or outside of the community is a role model to others.

Students/athletes must recognize the fact that alcohol, drugs, and tobacco are not only illegal, but also detrimental to one's health. Students participating in extracurricular activities recognize that they are role models and that their academic and behavioral standards are higher in order to maintain eligibility. Students commit to the non-use of tobacco, alcohol, and other drugs for the following reasons:

- 1) to ensure strong role modeling messages,
- 2) to ensure continued participation in the activity
- 3) to communicate respect and integrity for themselves, their parents, advisors and their health
- 4) to maximize performance to benefit teammates, fellow organization members and the Schools
- 5) to pledge oneself to a healthy lifestyle

Drug, Alcohol and Tobacco Training Rules

Training Rules are in effect twenty-four (24) hours a day, seven (7) days a week while the student is under the school's jurisdiction. School's jurisdiction is defined by the following:

1. During the entire academic school year, including holidays,
2. During pre-season practices (example: Fall sport August practices)
3. During any camps or clinics that are attended by students and coaches (example: Football Conditioning, Summer Leagues, Open Gyms),

Abstain from drugs, alcohol, performance-enhancing substances, and steroids, and abstain from the possession and use of any and all tobacco products. (Cigarettes, vaping, juuling)

1. A first violating offense will result in being suspended from **all** athletic activity for **seven (7) calendar days from initial ruling**. A second violating offense will result in being suspended from all athletic activity for **thirty (30) calendar days from initial ruling**. Any subsequent violations will result in the offender being suspended from all athletic activity for (90) calendar days from initial ruling.
2. Coaches may develop additional, and possibly stricter, training rules that carry heavier sanctions than those of the athletic department.

Self-Referral

If a participant seeks assistance from the coach, athletic director, or school administration for dealing with tobacco/alcohol/drug problems and the participant agrees to participate in tobacco education or



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alcohol/drug assessment and follow the recommendations, there will be no denial of participation from athletics. Refusal or failure to complete the programs will result in the denial of participation. The self-referral is still considered a violation for the purpose of the accumulation of violations. Self-referral must be established by school records prior to an arrest or notification of school administration, coach, or athletic director.

Denial of Participation

- A. Should any student-athlete be denied participation due to a student-athlete handbook violation or violation of the specific sport rules and regulations, they will be notified in writing about their offense and asked if they would like to appeal. Should a student-athlete wish to appeal, a panel of three (3) school administrators and/or coaches (not including whoever assigned the punishment) will hear the appeal and decide to uphold, reduce, or rescind the suspension. The appeal must be conducted within one week of the notice of denial of participation.
- B. Any type of conduct that is determined to be detrimental to the Fairport Athletic Program that is not covered in this handbook will be dealt with on a case by case basis with the Fairport Athletic/Activities Director, the program's head coach, and the athlete(s) involved. Should the athlete be denied participation, they can appeal as laid out above.

Social Media & Athletics

The Fairport Athletic Department recognizes and supports its student-athletes rights to freedom of speech, expression, and association, including the use of online social networks. In this context, however, each student-athlete must remember that playing and competing for Fairport is a privilege, not a right. As leaders, you have the responsibility to portray your team, your school, and yourselves in a positive manner at all times. Inappropriate material found by third parties affects the perception of the student-athlete, the athletic department, and the school district. This social media policy establishes guidelines for the use of social media accounts created by Fairport student-athletes in order to further the mission of the Athletic Department, by fostering an environment of excellence where student-athletes will learn life skills in order to become leaders and champions. Fairport believes that posting negative comments about teammates or coaches undermines this culture and can have a very negative effect on team chemistry and/or coach/student-athlete relationships. Fairport students should assume that anything they post on their accounts is public and could be read by staff, opposing teams, alumni, college admissions officers, future employers, and coaches.

If you participate on social networking sites or use social media, you must keep the following guidelines in mind:



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1. Everything you post is public information. Any text or photo placed online is completely out of your control the moment it is posted online, even if you limit access to your site. Information may be accessible even after you remove it.
2. Athletes will not run team accounts.
3. Similar to comments made in person, the Athletic Department will not tolerate disrespectful comments and behavior online such as derogatory or defamatory language, comments that create a serious danger to the safety of another person or constitute a credible threat of serious physical or emotional injury to another person, or comments or photos that describe or depict unlawful actions.
4. Similar to seeing in person, the Athletic Department will not tolerate photos, videos, or comments showing the use of alcohol, drugs, and tobacco (this includes holding cups, cans, bottles, shot glasses, e-cigarettes, and drug paraphernalia).

When a student athlete's profile and its contents are found to be inappropriate in accordance with the above behaviors, he/she will be subject to the following penalties

1. A meeting with the Athletic Director and Head Coach
2. Written Warning
3. Penalties as determined by the athletic department, including but not limited to possible suspension from his/her athletic team.

If you are ever in doubt of the appropriateness of your online public material, consider whether it upholds and positively reflects your own values and ethics as well as your family's values and ethics and the Fairport Athletic Department's values and ethics. Remember, always present a positive image of yourself and don't do anything to embarrass yourself, your team, your family, and the school. Manage your public profile, and it's reflective of you and your image.

Athletic Ticket Prices (2026-2027 School Year)

HOME High School Ticketing Info- CVC uses Hometown Ticketing

A variety of ticketing options exist. Please visit athletics.fhevs.org for more information

Tickets can be purchased in person or on Hometown Ticketing

<https://www.fhevs.org/athletics>

Playoff Tickets for high school you must purchase tickets for each person attending

www.ohsaa.org/tickets



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Acknowledgment & Acceptance

During Online Registration through Infinite Campus you will be asked to sign electronically that you agree to all of the rules, regulations and agreements in this handbook. Your electronic signature will constitute your understanding and agreement to the entirety of the handbooks policies. If you would like to request a paper copy of the handbook please contact your building principal. The student handbook is also available on the school website electronically.



Technology and Chromebook Guidelines

As part of the district's college and career acceleration initiative, all students will be assigned personal computing devices. The purpose of these is purely educational. The district's policy on technology usage will be made available as well as additional expectations specific to each school. The students are expected to follow all requirements for proper care and use. Damage to the Chromebook could result in repair charges to the parent/guardian.

Chromebook Procedures and Information

Introduction

The focus of the 1:1 Chromebook initiative is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these 21st-century students is a Chromebook. The individual use of Chromebooks is a way to empower students to maximize their full potential and to prepare them for college and the workplace. The Chromebook is a next-generation device that makes learning more engaging and accessible. All students in grades K-5 will not be permitted to take their chromebook home. These will stay in the assigned classrooms.

Receiving and Returning a Chromebook

Receiving a Chromebook

1. Each student will receive a Chromebook, case, and charger.
2. Parents /guardians and students must sign and return the Student Computer Use Policy and Student Pledge documents before a Chromebook is issued to the student.
3. Chromebooks will be labeled with a tag number.
4. The Chromebook is the property of the Fairport Harbor Exempted Village School District (FHEVS), and as a result, may be subject to inspection at any time. The student should have NO expectation of privacy of materials found on a Chromebook or a school-supplied or supported cloud service.

Returning a Chromebook

1. Chromebooks and all School District accessories will be returned during the final week of school so they can be checked for serviceability.
2. Chromebooks must be returned immediately when a student transfers out of the School District, is expelled, or terminates enrollment for any reason.

Fines Related to a Chromebook

1. Chromebooks, cases, and chargers will be turned in to the FHEVS staff when requested in



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satisfactory condition. Chromebooks will be inspected for damage. In the case of abuse, neglect, or intentional damage, the student/parent/guardian will be charged a fee for needed repairs, not to exceed the replacement cost of the Chromebook. The IT Department will make the final determination of any fees assessed.

2. If a student fails to return the Chromebook, the student/parent/guardian will pay the replacement cost of the Chromebook. Failure to return the Chromebook or pay the replacement cost will result in a theft report filed with the Fairport Harbor Village Police Department.
3. In the case of damage to the Chromebook throughout the year, the student/parent/guardian will be charged according to the fee schedule.

Taking Care of a Chromebook

General Precautions

1. Chromebooks must be charged for school each day. This is the student's responsibility.
2. Avoid applying liquids to the Chromebook. The Chromebook screen can be cleaned with a soft, slightly water-dampened, lint-free, cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the Chromebook.
3. Do not lift, carry, or otherwise grab the Chromebook by the screen.
4. Do not attempt to gain access to the internal electronics or repair a Chromebook. If a Chromebook fails to work or is damaged, report the problem to the Main Office.
5. There is no altering of system software (known as "jail breaking") of this device.
6. Never throw or slide a Chromebook.
7. Cords and cables must be inserted carefully into the Chromebook to prevent damage.
8. Chromebooks and district-provided cover must remain free of any writing, drawing, stickers, or labels that are not the property of the School District.
9. Chromebooks have a unique identification number, and at no time should the numbers or labels be modified or removed.
10. Chromebooks should be placed vertically in the top locker compartment or in a backpack/bookbag to avoid putting any pressure on the screen.
11. Chromebooks must not be left in a vehicle or a location that is not temperature controlled.
12. Chromebooks are assigned to individual students, and the responsibility for the care of the Chromebook solely rests with that individual. Students should not lend their Chromebook to another person.

Screen Care

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.



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1. Do not place anything near the Chromebook that could put pressure on the screen.
2. Do not place anything in the carrying case that will press against the cover.
3. Clean the screen with a soft, dry cloth or an antistatic cloth.
4. Do not “bump” the Chromebook against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

Using Your Chromebook At School

Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars, and schedules may be accessed using the Chromebook. Students should bring their Chromebook to all classes unless specifically instructed not to do so by their teacher. When not being carried to class, the Chromebook should always be stored in a secure (locked) location.

Chromebooks Left At Home

If a student leaves the Chromebook at home, the student is responsible for getting the coursework completed as if the Chromebook were present.

Chromebook Undergoing Repair

Loaner Chromebooks may be issued to students when their Chromebooks are being repaired by the school. A limited number of “loaner” Chromebooks are available, so having a “loaner” is not guaranteed.

Charging Your Chromebook’s Battery

Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Repeat violations will result in students losing at-home privileges.

Screensavers/Background Photos

Inappropriate media may not be used as a screensaver or background photo. Inappropriate media includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, tobacco, alcohol, drug, gang-related symbols, or pictures and will result in disciplinary actions.

Sound, Music, Games, and Apps

- a. Each student will have a Google for Education account managed by the Fairport Harbor Exempted Village School District. This account will be the conduit through which apps are downloaded to the Chromebook. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Earbuds or headphones must be purchased by the student and use is subject to individual classroom rules.



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- b. Appropriate music is allowed on the Chromebook. Earbuds/headphones may be used in the classroom based upon individual teacher approval. The use of streaming music apps is prohibited.

Home Internet Access

- a. **THE CHROMEBOOK DOES NOT HAVE A FILTER FOR THE INTERNET!**
- b. Parents/guardians, please take the necessary precautions for internet safety with your student! Reminder: The School District provides internet filtering on the district's network. These filters do not apply in any other location. It is the family's responsibility to monitor the student's use of the internet outside of the school setting.
- c. All students should recognize and guard their personal and private information. While on the Internet, students shall not reveal personal information, including a home address or phone number, or the address or phone numbers of other students.

Managing Your Files & Saving Your Work

Saving To The Chromebook/Cloud Storage

Students should save work to the district-provided Google Drive account. In the event, a Chromebook has to be reimaged or restored to factory settings. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an acceptable excuse for not submitting work.

Software: On Chromebooks/Student Google Accounts

Originally Installed Software

The apps and operating system originally installed by the School District must remain on the Chromebook/Student Google Account in usable condition and be easily accessible at all times. From time to time the school may add additional apps and upgrades. Periodic checks of Chromebooks will be made to ensure that students have not removed required apps or installed inappropriate material.

Additional Software

Other apps may be added by the school or the student throughout the school year.

Inspection

Students will be selected at random to provide their Chromebook for inspection. Chromebook use and contents will also be monitored remotely.

Procedure For Reloading Software

If technical difficulties occur, the Chromebook will be reset to factory settings. The school does



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not accept responsibility for the loss of any apps or documents deleted due to the necessity of a reformat and/or reimage.

Mobile Device Management (MDM) Profiles

Mobile Device Management (MDM) Profiles Installed by the District on Chromebooks are not to be removed. Students who do not have active profiles on their machines or who removed profiles will be subject to appropriate disciplinary consequences.

Computer Network and Internet Acceptable Use Policy and Agreement

The Fairport Harbor Exempted Village School District is pleased to make available to students access to interconnected computer systems within the District and to the Internet, the worldwide network that provides various means of accessing significant educational materials and opportunities.

In order for the district to be able to make its computer network and the Internet available to students, all students must take responsibility for the appropriate and lawful use of these services. While the district's teachers and other staff will make every reasonable effort to supervise student use of the network and Internet access, student cooperation is essential in exercising and promoting responsible use of this access.

The following is the Computer Network and Internet Acceptable Use Policy and Agreement ("Policy") for students of the Fairport Harbor Exempted Village School District. Upon reviewing, signing, and returning this Policy and Agreement as directed, each student will be given the opportunity to enjoy and benefit from network and Internet access and is agreeing to follow this Policy. If a student is under 18 years of age, s/he must also have his or her parent or guardian read and sign the Policy. The school district cannot provide network/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, does not return the Policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of this policy regarding computer network and Internet use. If you have any questions about these provisions, you should contact your principal or the person that your school has designated as the one to whom you can direct your questions. If any user violates this Policy, the student's access will be denied, if not already provided, or withdrawn and s/he may be subject to additional disciplinary action.

Personal Responsibility

By signing this Policy, you are agreeing not only to follow the rules in this Policy but are agreeing to report any obvious misuse of the network to your principal or a person designated by the



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school for such reporting. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

Term of the Permitted Use

A student who submits to the school, as directed, a properly signed Policy and follows the Policy to which s/he has agreed will have computer network and Internet access during the course of the current school year only. Students will need to sign a new Policy yearly while they are students to receive future access.

Purpose and Use

1. The school district is providing access to its computer networks and the Internet only for educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with your teacher or another designated person to help you decide if a use is appropriate.
2. Netiquette. All users must abide by the rules of network etiquette. When using computers...

Be Polite and Courteous.

Always use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language. Don't engage in defamation (harming another's reputation by lies). Never make ethnic, sexual preference, or gender-related slurs or jokes while on a computer or online. Do not transmit offensive or harassing messages.

Be safe.

When using the computer network and Internet, do not reveal personal information such as your home address and telephone number to others online. Do not arrange a face-to-face meeting with someone you meet on the computer network or Internet, if you are under 18, without parental permission, and regardless of age, in a secluded place or in a private setting. Also, never disclose to others your own network user name or password.

Be Honest.

Do not employ another's password or some other user identifier that misleads others into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet. Also, to prevent someone else from pretending to be you, do not disclose to others your own network user name or password.

Be Lawful.

Never offer for sale or use any substance the possession or use of which is prohibited by the school district's Student Code of Conduct. Never view, transmit or download pornographic, vulgar, or otherwise inappropriate materials or materials that encourage others to violate the law. Do not



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intrude into the networks or computers of others or download or transmit 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.* Never upload or download computer worms, viruses, trojans, time bombs, or other harmful programming. Do not damage/vandalize the school's technology resources.

Be Aware.

It is unlawful to circumvent or attempt to circumvent any district network or Internet *security, controls, and/or internet filtering* features. Computer, network, and Internet services are intentionally limited and controlled at school and any attempt to infiltrate any unauthorized programs, files, features, and/or services will result in disciplinary action against the student.

Be Responsible.

All users 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 materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the principal or the person designated by the School.

Be On Task.

Access to school computers is provided to enhance educational opportunities. Students are not allowed to sell or buy anything over the Internet while at school. You should never give others private information about you or others, including credit card numbers and social security numbers. ***Students are not permitted to play online computer games on district-owned computers.***

Privacy

Network and Internet access are provided as a tool for your education. The school district 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, including student-created files residing on school computers, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy and Breach of Agreement

The user's use of the computer network and the Internet is a privilege, not a right. A user who violates this Policy and breaches his/her Agreement, shall at a minimum, have his or her access to



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the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's tenure in the district. Other disciplinary action may also follow. Further, a user violates this Policy and Agreement if s/he permits another use to use his/her account or password to access the computer network and Internet, including a user whose access has been denied or terminated.

Disclaimer of Liability

The District makes no guarantee that the functions or services provided by or through the computer network and Internet will be error-free or without defect. The District will not be responsible for any damage you may suffer including but not limited to loss of data, interruptions of service, or exposure to offensive material. The District is not responsible for the accuracy or quality of the information obtained through or stored on the computer network or Internet. The District will not be responsible for financial obligations arising from the unauthorized use of the system. Due to the nature of electronic communications, it is not possible for the District to guarantee the confidentiality of emails sent and received over the computer network and the Internet.

Updates

Users, and if appropriate, the user's parents/guardians, may be asked in the future to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided if the user wishes to continue to receive service.

Student Network and Internet Acceptable Use and Safety (Board Policy EDE)

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network).



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The Board encourages students to utilize the Internet to promote educational excellence in our schools by providing them with the opportunity to develop resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people worldwide. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First and foremost, the Board may not be able to technologically limit access, through the Board's Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources that educators have not screened for use by students of various ages.

According to Federal law, the Board has implemented technology protection measures, which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the board's discretion or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor students' online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the Network if such disabling will cease to protect against access to prohibited materials under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or designee may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents assume risks by consenting to allow their child to participate in the use of the Internet. Parents of



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minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or the use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that



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is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and their designee as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the Network.

FHEVS Student Agreement for Chromebook Use

I understand my Chromebook is the property of the Fairport Harbor Exempted Village School District and as a result may be subject to inspection at any time. I should have NO expectation of privacy of materials found on a Chromebook or a school-supplied or supported Google Account. I agree to the following in order to properly care for my Chromebook as intended.

- This Chromebook will not be left unattended and its whereabouts will be known at all times.
- The use of this Chromebook is solely for my use. The device will not be loaned to other individuals.
- I will take care of my Chromebook in the following ways:
 - ensure the battery is charged daily
 - keep food and beverages away from the device
 - use the case provided at all times
- As this is an instructional tool to enhance my learning, and should be used accordingly.
- In the event my Chromebook is stolen or vandalized, a police report will be filed.
- In the event the Chromebook breaks or is not functioning properly, I will not attempt to fix or repair it.
- I understand that my family is financially responsible in the event I lose my Chromebook and for all damages caused by abuse or neglect.
- I understand and agree to the stipulations set forth in the Fairport Harbor Exempted Village School District Chromebook Procedures and Information Guide; the School District's Acceptable Use Policy, and the student handbook.
- Repair costs for the current school year are:
 - Screen \$55.00
 - Keyboard Repair \$100.00
 - Repair Chromebook exterior \$50.00
 - Replace Charger/Power Cord \$25.00



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- Replace Battery \$50.00
- Replace carrying case \$25.00
- Lost/Stolen or Non-repairable Device \$220.00



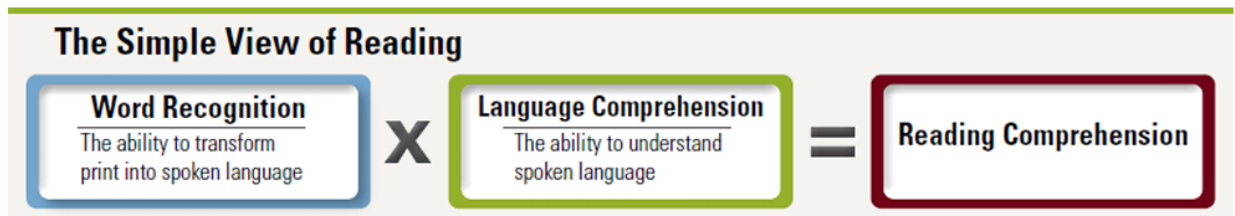
Fairport Harbor Schools Elementary Structured Literacy Plan

Elementary Literacy Mission Statement:

At FHEVS we, use direct explicit instruction grounded in the Science of Reading to teach ALL students the 5 domains of Literacy plus writing (phonics, phonemic awareness, comprehension, vocabulary, and fluency)

Structured Literacy

Structured literacy is an instructional approach that describes the type of explicit and systematic reading instruction supported by research. This instructional approach explicitly teaches the language structures supporting both the word recognition and language comprehension components of the Simple View of Reading (Gough & Tunmer, 1986).

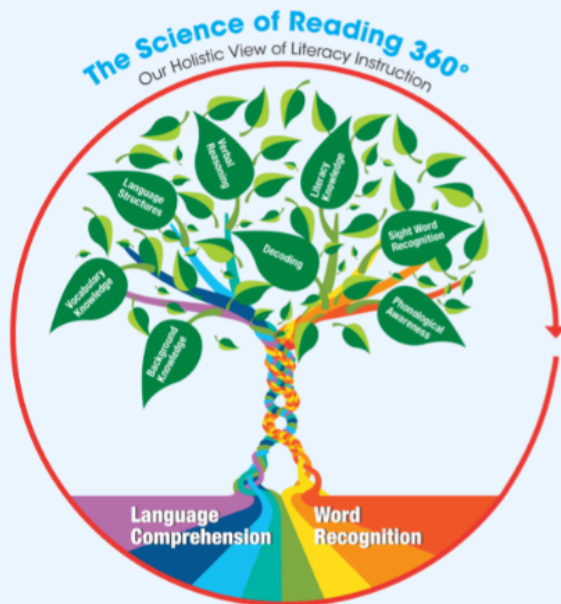




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Aligned with the Science of Reading

The framework of *Benchmark Advance* reflects a comprehensive view of current and confirmed research into how children learn to read: the Science of Reading 360°. Scientific evidence from a spectrum of academic disciplines has informed the foundation of *Benchmark Advance*, as has the priority we place on integrated instruction and success for all learners.



Cross-Disciplinary Insight

From educational thought leaders to cognitive scientists, we value a spectrum of academic disciplines to develop our teaching and learning resources.

Evolutionary Research

Aware of ongoing advancements, we stay abreast of the latest validated studies to inform our product development plans.

All Learners' Needs

We foster inclusivity by addressing different types of learners in our instruction, ensuring members of all communities a path to success.

Integrated Learning

We teach reading, writing, speaking, and knowledge building purposefully—in context and in isolation—with comprehensive student empowerment at the heart of every instructional goal.



Tier 1 Instruction

Structured Literacy places high emphasis on explicit instruction in all literacy domains.

***Heggerty-Phonemic Awareness- K-2**

The Heggerty Curriculum is utilized to prepare students to be lifelong learners. Through the use of Heggerty, students learn to hear and manipulate sounds. Students begin to understand how letters and sounds work. With Heggerty, students will learn skills such as counting sounds, categorizing, rhyming, blending, segmenting, and manipulating (adding, deleting, and substituting).

***Benchmark Advance K-6**

Benchmark Advance is a comprehensive standards-based literacy program. It provides a cohesive framework for the development of literary skills and content knowledge, supporting high achievement for every student.

Aligned with Science of Reading research, Benchmark Advance is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge.

The program builds strong foundations through explicit, systematic, spiraled instruction that is linked to contextualized practice, where learning is set. With a solid foundation, students develop comprehension and critical thinking skills as they encounter grade level complex texts – through read-alouds in Kindergarten and 1st grade and through their write-in consumable magazines in grades 2-5.

[Benchmark Family Page](#)

Tier 2 Instruction

***Foundations-Phonics K-3**

Students in kindergarten through grade 3 utilize Foundations, which is a multi-sensory, structured language program that focuses on the foundational reading skills of phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

[Foundations Parent Page](#)



***Just Words- Remedial/Advanced Phonics 4-6**

Just Words is an Accelerated Word Study Program to Develop Proficient Readers and Spellers. This highly explicit, multisensory decoding and spelling program is for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Benchmark Advance K-6

Highly explicit, multisensory interventions that target specific skills at student's level in phonemic awareness, phonics, vocabulary, fluency, and comprehension.



English Learners Benchmark Advance Express

Intellectually rich materials integrate language development, literacy, and content learning in an asset-based instructional approach that values the knowledge, strengths, and background of each student.

Customized instruction for ELs to support their specific oral language, vocabulary, and phonological awareness needs.

K-6 English Language Development program to promote language learning. Instructional resources that support purposeful English language development, amplify and accelerate learning, and help meet standards through content and literacy connections

- Unit topics align to Benchmark Advance to ensure seamless support for core instruction.
- Reviews K-2 foundational skills for application in context.
- Students learn how English works through explicit grammar and syntax lessons.
- Aligns to multiple language proficiency standards.
- Leverages culture and first language knowledge and fosters learner agency.



Tier 3 Instruction

Wilson Reading

Wilson Reading System (WRS) is the flagship program of Wilson Language Training® and the foundation of all other Wilson® programs. The Tier 3 Structured Literacy program is based on phonological-coding research and Orton-Gillingham principles.

WRS is designed for students in Grades 2–12 with word-level deficits who are not making sufficient progress through their current intervention, have been unable to learn with other teaching strategies, or who require more intensive Structured Literacy instruction due to a language-based learning disability, such as dyslexia.

Table 1. Changing Emphasis of the Subskills of the Five Components of Reading (adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017):

Component	K	1 st	2 nd	3 rd	4 th	5 th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

The following sections provide an overview of each essential early literacy skill and writing instruction, how to recognize student needs in each skill area, research-based instructional practices for teaching each skill, and what to look for in classroom instruction and supplemental intervention.

Essential Early Literacy Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with the smallest units of spoken language, which are called phonemes.
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes).
Reading Fluency	Reading connected text accurately, fluently and for meaning.
Vocabulary	Understanding the meaning of words we speak, hear, read and write.
Reading Comprehension	A process, not a product, of understanding, extracting meaning from and making sense of what we have read



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Ohio System of Assessments

Each year, FHEVS elementary students are administered reading diagnostic assessments by September 30 for grades K-6, in order to determine whether a child is **on track** or **not on track** in Reading, it is important to collect data from a variety of assessment sources.

Kindergarten Dyslexia screener is given during our Winter Acadience screener. If a student is not on track, a parent letter with the screener results will be sent home. We will progress monitor biweekly for 6 weeks and based on their progress you may receive a second parent letter and the tier 11 CORE reading diagnostic will be administered to help target the students skill deficit.

The following table outlines the assessments FHEVS administers to meet the deadlines set by the Third Grade Reading Guarantee and The Ohio Dyslexia Guidebook.

Grade Level	Fall	Winter	Spring
Kindergarten	• KRA Language & Literacy Area • MAP/NWEA • Benchmark Advance Interim 1 (pretest)	• MAP/NWEA • Benchmark Advance Interim 2 (after unit 3)	• MAP/NWEA • Benchmark Advance Interim 3 (after unit 6) • Benchmark Advance Interim 4 (post test)
1st and 2nd grade	• MAP/NWEA • Benchmark Advance Interim 1	• MAP/NWEA • Benchmark Advance Interim 2 (after unit 3)	• MAP/NWEA • Benchmark Advance Interim 3 (after unit 6) • Benchmark Advance Interim 4 (post test)
3rd Grade-5th Grade	• MAP/NWEA • Ohio Readiness Assessment (grades 4-5) • State Test (3rd only)	• MAP/NWEA • Ohio Readiness Assessment	• MAP/NWEA • State Test



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Actions After Diagnostic Results

Identify	Identify each student that is not on track for Reading or at risk of dyslexia and notify the student's parent or guardian
Progress Monitor	Provide intervention and progress monitor every two weeks for up to six weeks based on student need
Notify	If no progress is observed during the monitoring period, notify the parent and administer a Tier II diagnostic measure, CORE, to the student.

K-3 students that are ***not on track*** based on diagnostic results and 4-6 students below a 700 OST score will be placed on a **Reading Improvement Plan (RIMP)**:

RIMP Information:

- RIMP must be created within 60 days of diagnostic testing
- Students remain on a RIMP until the following school year diagnostic scores suggest the student to be ***on track***
- A RIMP may be **modified** if Winter or Spring scores suggest the student is on track but a student **cannot be taken off** a RIMP midway through the year
- Parents/ Guardians are encouraged to provide input for RIMP creation
- The RIMP will include information about the reading curriculum used during regular school hours that assists students to read at grade level and provides strategies for on-going analysis of the student's reading progress
- The RIMP will include extra interventions the student is receiving to enhance literacy skills
- Students who have individualized education plans (IEP) and also are ***not on track*** for reading must have Reading Improvement and Monitoring plans that align to and do not conflict with their IEPs.

Interventions and Progress Monitoring

FHEVS will immediately provide intensive reading instruction services and regular progress monitoring to students identified as ***not on track***.



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The intervention services selected for a student on a reading improvement and monitoring plan rely on the judgment of the student's teacher and parents. These services will be evidence-based reading intervention programs on Ohio's approved list, that are successful in improving reading among low-performing readers and instruction targeted at the student's identified reading deficiencies. Progress monitoring is done biweekly to monitor progress of students on RIMPs.

The intervention services will include intensive, explicit and systematic instruction.

- "Intensive" instruction concentrates only on reading and is very thorough or vigorous;
- "Explicit" instruction clearly and directly explains concepts and makes no assumptions about the student's ability to make inferences; and
- "Systematic" instruction addresses all the areas of reading deficiency through a planned scope and sequence, monitors the student's progress and continually reviews and extends reading skills.

High Dosage Tutoring

Ohio law requires high-dosage tutoring to be additional instructional time beyond core instruction.

Additionally, high-dosage tutoring should supplement minimum intervention requirements and special education services required by federal and state laws.

- Students on RIMPs are pulled during No New Instruction Time to work on interventions at their level for 20 minutes 4 times a week.
- We are using Intervention programs from Ohio's approved List
 - Foundations/Just Words
 - Benchmark Phonics Interventions



Multi-Tiered Systems of Supports (MTSS)

The purpose of the three-tier model of instruction is to address reading difficulties as quickly as possible, not to keep students in intervention for multiple years (Kilpatrick, 2015). Each tier adds a level of intensity that is meant to accelerate the student's rate of learning. As a student responds positively to the instruction, the intensity gradually faded. It is important to understand that movement within the tiers of instruction is fluid and data-based and the tiers represent intensity of instruction and supports, not categories of students. Strong evidence-based Tier 1 literacy instruction must be provided and universal to all students. Districts must ensure that this Tier 1 instruction is high-quality and evidence-based. In addition, Targeted (Tier 2) and Intensive (Tier 3) opportunities are provided as needed for students who are not mastering skills during core instruction, based on individual screening and diagnostic data.

Below are descriptions of the three tiers of instruction:

Tier 1 Instruction	Core structured literacy curriculum and instruction including Differentiation (targeted instruction based on the needs of the student) is provided to all students
Tier 2 Instruction	Targeted intervention is provided to students who are at risk for reading difficulties or who demonstrate reading difficulties in small clusters of targeted skills within one or more strands of language and literacy. This instruction is provided in addition to Tier 1 instruction.
Tier 3 Instruction	Intensive intervention is provided to students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (for example, smaller-group or direct, 1:1 instruction or intervention, targeted re-instruction across a larger strand of skills using more accessible methods and/or materials, increased time) and individualization of academic or behavioral intervention.

Early Literacy at Home

Research-Based Ways that Families Promote Early Literacy	School and Community Practices to Support the Implementation
Communicate high expectations for learning	Communicate positive expectations for families and students
Make reading enjoyable	Encourage families to have fun with language and literacy
Use home language	Support literacy in home language Incorporate family culture and interests
Communicate with the child's teacher	Help families understand the child's progress
Read stories and talk about them together Talk about letters and their sounds Draw pictures and write words and letters	Equip families to share reading, language and literacy at home Create roles for families that support literacy in the school
Visit the library and have books at home	Provide families with books and other resources