

Summit **STEM** Elementary School

2015-16 Learner Handbook



Website: http://www.reyn.org/summitroadelementary_home.aspx

**8591 Summit Road
Reynoldsburg, Ohio 43068
Telephone: (614) 501-5530
Fax: (614) 501-5699**

Principal:
Mrs. Melissa Drury
mdrury@reyn.org

Welcome Students and Families!

Summit **STEM** Elementary faculty and staff extend a warm welcome to our learners and their families as they become part of the **STEM** community. We believe that learners in our educational community will be provided with ample opportunities to explore, learn, grow and be challenged in a safe, nurturing environment.

Strong parent partnerships and open communication are essential for student success. We look forward to working with you this year to develop your child's maximum potential. Also, we encourage your direct and frequent participation in activities at the school to make Summit **STEM** Elementary a better place for everyone. Remember that you can stay connected through our website, classroom web pages, and Facebook.

Reynoldsburg City School District maintains a reputation for academic excellence and we look forward to continuing this tradition. We are excited for the year ahead and the opportunity to help all our learners experience academic and personal growth!

The information in this booklet has been compiled to help our learners and their families better understand our school and become an integral part of it. This guide will also assist learners and their families in understanding school policies, procedures, programs and expectations.

If you have any questions, or if I can be of any assistance, don't hesitate to contact me at mdrury@reyn.org or #501-5530.

I look forward to a **STEM**ulating year! 😊

Melissa Drury
Principal



The Reynoldsburg Board of Education

The current members of the Reynoldsburg Board of Education are:

Elaine Tornero, President
Loretta King, Vice President
Joe Begeny
Dan Hayes
Sandra Long

Superintendent

Tina Thomas-Manning



Treasurer

Tammira Miller

You may contact the members of the Reynoldsburg Board of Education by calling the Administrative Office of Reynoldsburg City Schools at (614) 501-1020. Written correspondence to the Board of Education members may be mailed to the Administrative Offices at 7244 East Main Street, Reynoldsburg, Ohio 43068.

The regular meetings of the Reynoldsburg Board of Education are generally held on the third Tuesday of every month.

Meetings are held at Reynoldsburg City Hall at 7:00 p.m. Sometimes a meeting will need to be moved to an alternate location. Notice of any change of location and time will appear in the local newspapers.

The Reynoldsburg Compact on Respect

As a member of the Reynoldsburg Community I will show my strength by...

- *greeting others I meet with acts of friendliness and kindness,*
- *taking responsibility for my actions and how they affect the people and environment around me,*
- *being truthful and honest to myself and others in all that I say and do as a sign of respect for myself and others,*
- *treating all persons in ways that I would like them to treat me,*
- *recognizing that each person is different and has an individual contribution to make to the community.*

*Our mission is to create a challenging learning community where students will be engaged in **Science, Technology, Engineering, Math** and language arts through an inquiry-based curriculum.*

Our vision is that we will create students that can see problems beyond the classrooms walls and who can solve those problems by using their core values and design process thinking. Students will leave Summit being middle school ready.

- ❖ **Learning Environment**- Students will examine global issues of past, current and future generations. Students will investigate problems and work towards solutions.
- ❖ **Relationships**- The program will establish relationships with parents, the community and businesses to foster relevant, collaborative learning opportunities.
- ❖ **21st Century Learning**- Students will use technology and 21st Century skills as tools to prepare for success and academic growth.

Program Components at Summit **STEM** Elementary

Learning Philosophy

We believe that a student's natural curiosity and inquisitiveness should be built upon and leveraged to make learning real and relevant. Neal Postman said, "Students enter schools as question marks and graduate as periods." Our goal is to promote and extend the life of the question mark. We believe in life-long learning and that the family, community and school partners together contribute to the ultimate learning experiences and growth of the student.

Problem-Based Learning

Learners at Summit **STEM** Elementary will participate in a problem-based learning (PBL) environment which includes the integration of all content areas. PBL is an instructional approach that engages students as key stakeholders in investigations and resolutions of real-world problems. These investigations are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL creates an environment in which teachers coach student thinking and guide student inquiry to facilitate deeper levels of understanding and application. In integrated, problem-based units, students have choices regarding how to best represent their learning and understanding of curriculum in projects that involve reading, writing, engineering, art, music, and drama.

Core Values (21st Century Skills)

Summit K-4 **STEM** Academy will strive to create learning communities where thinking skills and habits of mind are taught, practiced, valued, and become infused into the culture. These skills and habits will help students learn to problem solve and **produce** information rather than simply **reproducing** it.

Core Habits at Summit **STEM**:

Curiosity-

- ✓ ask questions that lead to investigations
- ✓ experiment and search for answers
- ✓ understand that there is more than one way to solve a problem
- ✓ view mistakes as learning opportunities
- ✓ take risks

Complex Thinking-

- ✓ identify and solve problems
- ✓ collect and determine the importance of information
- ✓ ask questions, make judgments and decisions
- ✓ break down hard concepts into smaller pieces
- ✓ look at own work and try to improve

Compassion-

- ✓ respect self and others' backgrounds, cultures, and viewpoints
- ✓ show patience
- ✓ understand other people's feelings (empathy) and respond appropriately

Collaboration-

- ✓ work together for a common goal
- ✓ be a responsible team member

Communication-

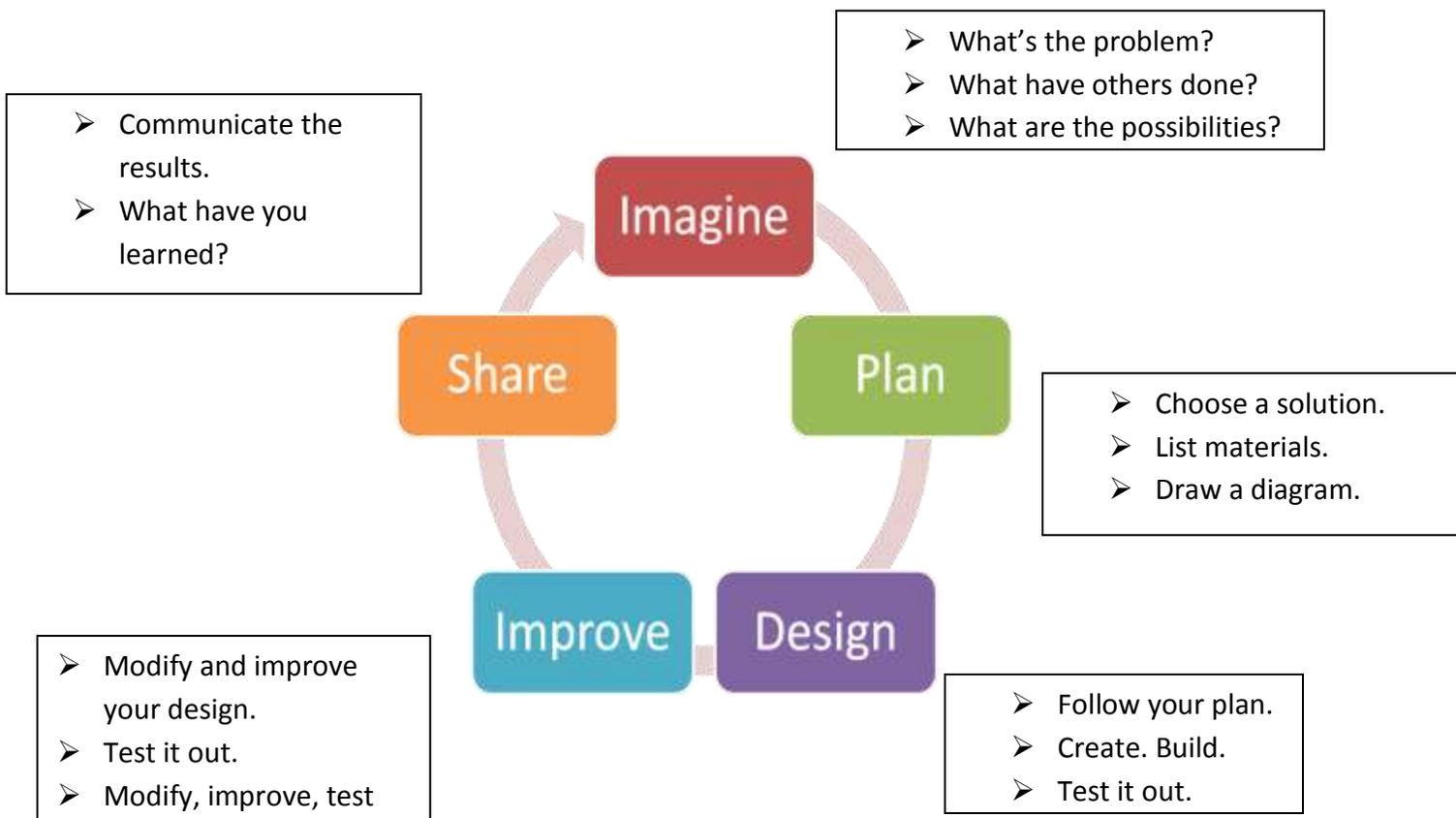
- ✓ explain thought process
- ✓ interpret and respect others' thought processes
- ✓ adjust message and presentation to fit audience
- ✓ Use multiple modes to express learning-writing, speaking, acting, using visuals (graphs, pictures, organizers, etc.), using technology

Core Value Assemblies

Five (5) Core Value assemblies will be held each year. The purpose of the assemblies will be to help students learn the habits (What they look like, sound like, etc.), creates an opportunity for students to perform and “Spark” in front of their peers and allows students to take on a leadership role for that month. Each grade level will take turns hosting an assembly. During their month, students will take part in organizing an event, activity, project, etc. that models their value and has real-world value. Parents are invited to attend when their child's grade level is hosting the event.

Design Process

The design process is simply a framework for problem solving. Students will utilize the following cycle in all content areas to help guide their thought process:



Engineering

Children's engineering provides students with the opportunity to solve real life problems by researching, designing, building and testing solutions. Projects can vary from something as simple as creating a character with movable parts for a nursery rhyme to something as complex as designing a race car with safety features that protect a raw egg from breaking in a crash test. Just as real engineers must work with specific criteria, materials and time limits, so must student engineers.

Engineering projects make the classroom curriculum come alive. They are a great way for students to take the knowledge and concepts of the state standards and develop a deeper understanding by exploring, applying and creating. Students learn to work in teams to brainstorm, create, design and test solutions. As teammates, they learn to listen to each other, compromise and share responsibilities. Teams of students develop critical problem solving skills as they work to meet the criteria for a project.

Student engagement blossoms as the students tackle authentic problems that they must resolve independently through trial and error. Cross-curricular connections come alive as students sketch, measure, experiment, think, write and evaluate their progress.

Although the projects are engaging and make the content come alive, the importance and focus is really on the *process*- the learning that takes place, both academic and social, during the creation of the project.



Third Grade Reading Guarantee

The Third Grade Reading Guarantee from the Ohio Department of Education came into effect for the 2012-13 school year and continues for the 2015-2016 school year. This sets into place guidelines for assessment, intervention and promotion/retention into the next grade level. For the most current information on what this law means for Summit Road Elementary visit the link below:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=129423&Content=131642>

Safe School Policy

In an effort to keep our school as safe and secure as possible, **all exterior doors will remain locked at all times**. Only the main front entrance doors are open.



Main Office

The doors to the school office will remain locked at all times. All visitors/parents need to wait to be allowed access into the office. If there is an unfamiliar face at the door, he/she will be asked to use the intercom system to communicate with the office prior to being let in. Our secretary, Mrs. Turner, is not always behind her desk, so we thank you for your patience as you wait to be let in. **We are asking our students not to open any exterior doors for anyone.**

Dropping Off Items to Students

If you drop off anything, or need to get something to your child, we ask that you leave the item(s) in the office and we will deliver it to the classroom for you. If you would like to see or speak to your child, we will be happy to call your child down to the office. **We would like to suggest our students to walk themselves to their classroom in the morning.** You are welcome to walk them into the office, if necessary, however we want to encourage their independence and have them walk to class on their own.

Volunteers/Special Visitors

If you are volunteering or visiting the class for a special activity, please sign in at the front desk and be sure to sign out when you leave. On special events (parties, assemblies, etc.) there will be a sign out sheet in each classroom for you to indicate if your child will be leaving that day with you.

The School Day

7:55 AM	Earliest time for student arrival
8:05 AM	School day begins for morning kindergarten and grades 1-4 Any student entering the classroom after the morning bell is considered tardy; <i>Students who are tardy should be brought to the office by the parent and signed in before going to class</i>
8:30 AM	Deadline for parents to notify the office of a student's absence
9:15 AM	Morning kindergarten student arriving after this time will be considered absent for ½ day
9:25 AM	Morning kindergarten student leaving before this time will be considered absent for ½ day
10:05 AM	Grade 1-4 student entering school after this time will be considered absent for ½ day
10:55 AM	Morning kindergarten dismissal
10:45 AM	4th grade LUNCH (10:15am-10:45am = recess, 10:45 am-11:15am = lunch)
11:20 AM	3rd grade LUNCH (10:45-11:15am = recess, 11:20am-11:50am = lunch)
11:35 AM	Afternoon kindergarten students may begin arriving to class.
11:55 AM	1st grade LUNCH (11:20am-11:50am = recess, 11:55am-12:25pm = lunch)
11:45 AM	School day begins for afternoon kindergarten. Grade 1-4 student leaving school before this time will be considered absent for ½ day
12:30 PM	2nd grade LUNCH (11:55am-12:25pm = recess, 12:30pm-1:00pm = lunch)
1:05 PM	Afternoon kindergarten student arriving after this time will be considered absent for ½ day.
1:35 PM	Afternoon kindergarten student leaving before this time will be considered absent for ½ day
2:30 PM	Afternoon bell rings to begin preparation for dismissal
2:32 PM	Dismissal of daycare, car riders, and latchkey students
2:35 PM	Dismissal of bus riders

Children are not allowed on the playground prior to and/or after the school day without parent supervision.



Emergency Closing

In the event of an emergency, it may be necessary to close school for the day. Such announcements will be made within one hour prior to the school day. If the school is closed due to inclement weather, school will reopen the following day unless further closing announcements are made. Please check your local television and radio stations for updates.

It may also be necessary to close school while in session. Always make sure you and your child have an alternate plan in the event of an early dismissal. Thank you.

Absences and Tardies

When your child is absent or tardy:

1. Parents are to not to notify the school by 8:20 a.m. if their child is going to be absent or tardy. **Please call the office at 501-5530.** This is a 24-hour line and can accept voice mails at any time.
2. A **written excuse must also** be sent to school with the child and given to the teacher **within three (3) days** of his/her return to school or the absence will be unexcused.

If your child must leave school early we request that a note be given to the teacher on or before the day that the student is to be dismissed. When picking up a child the parent must report to the office and the child will then be called to the office. This prevents disruption of classroom instruction.

Excessive tardies and any absence from school will count against perfect attendance.

Reynoldsburg City Schools will refer excessive unexcused absences and tardiness to the appropriate county juvenile court. The events that lead to a Franklin County Juvenile Court referral are the following:

Five unexcused absences and a letter may be sent to the parent.

Ten absences, excused or unexcused, a conference may be scheduled with the parents with the school social worker, student advisor, guidance counselor, and/or the principal to create an action plan that will prevent future absences. From this point on a doctor's note may be required for any additional absences to be excused.

Fifteen absences, excused or unexcused, and a referral may be made to Juvenile Court.

Again, any absences due to discipline issues will be considered unexcused absences.

SCHOOL ABSENCES AND EXCUSES

Policy JED

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor school work; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused, but are not limited to:

1. personal illness of the student
2. illness in the student's family
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only);
4. death in the family
5. quarantine for contagious disease
6. religious reasons
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to four days) or
8. as determined by the Superintendent.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). **Students are required to bring a note to school within three school days after each absence explaining the reason for the absence.**

Family Trips/Vacations

The Board strongly discourages absence from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

Parents may pick up and fill out a "Notification of Extended Absence" form from the school office.

Contacting the School



We understand that there may be times in which the parent must contact the student during the school day. Please call the general telephone number of the school **#501-5530** and the office personnel will relay the message to the student. Teachers cannot receive phone calls during instructional time unless it is an emergency. It is important that we limit as many disruptions to the classroom as possible. Please understand that we will not accept changes to transportation after 2:00 pm as it presents safety concerns.

Contact Information / Update Residency & Custody

If a family's address and/or telephone number changes, this information must be reported to the school as soon as possible. **Up-to-date information allows for effective communication, especially in times of emergency.**



All residency and custody changes must be reported to Reynoldsburg City School's Welcome Center located at 1555 Graham Rd. **within 10 days** of the legal date change.

- **Any change in residency** - moving within or out of Reynoldsburg City School District boundaries - requires new proof of residency be presented in the form of a signed lease or settlement statement.
- **Custody changes** – including divorce or changes in existing shared parenting plans – require finalized court papers to be on file, in accordance with Ohio law.

Failure to present required documents will constitute a falsification of applications and/or enrollment documents resulting in denial of all new or existing Open Enrollment, Intra-district Agreement, or School of Choice requests.

Release of Information

Ohio law states that certain information concerning staff and students must be released if requested. This information is considered "Directory Information". "Directory Information" includes such things as name, address, and telephone number, date of birth and dates of attendance. If you do not want any information about your child released by the school submit your request in writing to the school principal.

Occasionally we have activities in our school that are covered by the media. **If you do not want your child's name or photograph to be in the newspaper, on radio, or television please submit your request in writing or fill out a Media/Electronic Release Form available at the school office.**

Withdrawal Policy

When you know that you are moving out of the Reynoldsburg City Schools area you need to contact the school office and complete a withdrawal form. If you are moving within our school district and wish to remain at Summit STEM Elementary for the remainder of the school year you will need to get approval from the school administrator, update your new address and turn in necessary paperwork with the Central Registration Office.

If you move without withdrawing your child, he/she will be marked absent for all days missed. If we do not receive a records request from your child's new school within 2 weeks your child may be reported to authorities as a missing person.

Grading

Mastery of the state academic content standards is measured over the course of the year. Learners are also expected to demonstrate excellence in our core habits. Student achievement will be determined by examining a collection of student evidence to verify what one knows and is able to do at a given point in time. Evidence may be informal, such as teacher observation, or formal (written assessments, projects, portfolios, student demonstrations, etc.) Student achievement reports will be issued quarterly and will indicate how students are performing on academic goals.

Reynoldsburg City Schools Parent Guide Elementary Standards Based Report Card

I. Purpose of Standards-Based Report Card

With any type of reporting tool, the primary goal is communication. The Standards Based Report Card's purpose is to communicate to parents the achievement status of their child. Parents will know how students are doing on each Ohio Academic Content Standard (grades 2-4) or Common Core Strand (grades K-1) for language arts, math, science and social studies. Parents will also know which indicators or content statements for math and language arts their child is struggling with as well. Students should constantly be monitoring their learning and the achievement report confirms for the student what he already should know about his strengths and weaknesses. The standards-based report card also separates academic achievement from work ethic and behavior.

Standards Based Grading = Separating Product, Process and Progress

- **Product = What:** Achievement *"What students know and are able to do at particular point in time."* (unit tests, quizzes, cumulative assessments, projects) *"Have they demonstrated learning of grade level indicators or skills?"* When determining Product or report card level, consideration is given to the **most recent evidence** of learning and verified with other achievement data.

-The finish line-



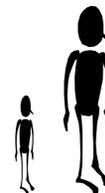
- **Process = How:** *"How students got there"* (work habits, effort, homework, attendance, participation . . .) This is reported under Characteristics of Successful Learner section of the report card.



-How he/she ran the race-

- **Progress = Growth:** also referred to as Value Added Learning, improvement *"How far students have come over a particular period of time rather than where they are at a given time"* Progress is very individualized.

-How far he/she grew, improved over time-



Benefits to Standards Based Reporting

Standards based reporting communicates with parents *specific* expectations of student's learning; this information is helpful in planning appropriate academic support from home.

Teachers within a school building, a school district, as well as throughout the state of Ohio, have a clear understanding of what each child should know and be able to do at each grade level- kindergarten through 12th grade.

Students understand grade level expectations and can monitor as well as assist in tracking their own progress.

Students are better prepared for Ohio state achievement assessments.

Parents can view OH Content Standards and Common Core State Standards at the following websites:

http://www.ode.state.oh.us/academic_content_standards/ (Academic Content Standards)

<http://www.corestandards.org/> (Common Core Standards)

A copy can also be obtained at any Reynoldsburg City School building.

The Standards Based Report Card was developed based upon the following:

- *District objectives and curriculum, which are aligned with Ohio Department of Education Content Standards and/or Common Core State Standards
- *Documentation of student achievement of grade level indicators and skills
- *Information reported to parents of student achievement
- *Need to communicate Content and Common Core Standards and specific grade level expectations to students, parents, and families

The Standards Based Report Card was created through a collaboration of parents, teachers, and administrators from the Reynoldsburg School District. The pilot program began in the 2006-2007 school year at Slate Ridge Elementary and Waggoner Road Middle School. The report card is currently implemented at all middle school grade levels and at all elementary buildings.

II. Elementary Student Achievement Report

Key and Descriptors for Indicators

There are four levels of achievement on the Elementary Standards Based Report Card. Please be aware that the Middle School Standards Based Report Card also utilizes the same levels with slightly modified descriptors.

Achievement Levels	Proficiency Level Descriptors
E- Consistently demonstrates <i>exceptional mastery and higher level thinking of grade level concepts and skills.</i>	A student earning an “E” <i>independently*</i> uses and applies knowledge in ways that <u>consistently</u> demonstrate higher level thinking skills. The student demonstrates <i>exceptional</i> mastery of grade level indicators.
M- Consistently meets and applies grade level concepts and skills independently	A student earning an “M” demonstrates <i>expected</i> understanding of grade level skills and concepts and requires minimal support.
P- Progressing toward expected understanding of grade level concepts and skills with assistance	A student earning a “P” has not yet met the standard, but is <i>progressing</i> toward achieving skills and learning grade level concepts.
L- Shows limited/inconsistent application of grade level concepts	A student earning an “L” is currently not meeting the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge.

- Remember, the achievement marks are NOT based on an average of the assessments/ assignments given, but rather reflect the **most consistent level** of achievement with special consideration for the **most recent evidence** of learning.
- ****Independently-*** IEP accommodations (not modifications) do not hinder students from achieving at this level. For example, a student who demonstrates excellent levels of achievement in social studies, but needs a reader, should be able to attain the Excellence mark.

III. Characteristics of a Successful Learner

The *Characteristics of a Successful Learner* are listed on the front of the Standards Based Report Card. These behaviors directly impact student achievement. Students' effort regarding these behaviors should be celebrated both at school and home.

Characteristics of Successful Learner: <i>(√= Meeting Expectations - : Below Expectations)</i>	1st	2nd	3rd	4th
Collaborator - Works well with others				
Communicator - Able to express their learning				
Independent Learner - Stays on task, can complete work on his/her own				
Listener -Follows directions and school rules, learns routines				
Conscientious - Shows best effort, cleans up after self				
Compassionate -Respectful to peers, property and adults				
Responsible -Brings needed supplies and work materials				

This section of the Standards Based Report Card evaluates the work habits, social skills, learning habits, and communication skills that affect students' success in school.

Parental support encouraging these behaviors is a must!

IV. Evidence of Student Achievement

Student achievement will be determined by examining a collection of student evidence to verify what a child knows and is able to do at a given point in time. Evidence may be informal, such as teacher observation, or formal, for example written assessments, projects, portfolios, and student demonstrations.

Student evidence will include both formative and summative assessment items to provide the most accurate picture of achievement.

- **Formative Assessments (Assessment FOR Learning)** occur while learning is still underway. They are used throughout the teaching and learning process to diagnose student needs, plan next steps in instruction and provide students with descriptive feedback they can use to improve. Any assignment or homework that is given to provide extra *practice* should be considered a learning activity and does not necessarily reflect a student's overall achievement. The results of student performance on formative assessments may be documented, but will not weigh as heavily as summative assessments when determining an overall level of achievement. For example, a student should not be penalized for what they did not know the first time. The key premise is, "Is the student improving over time?" Formative assessment is about getting better. Formative assessment is the process.

- **Summative Assessments (Assessment OF Learning)** occur after the learning has supposedly taken place. They measure student achievement, or mastery of standards, at a point in time. Summative assessments determine the knowledge, skills and understanding students have achieved as a result of classroom practice and instruction. Student achievement on the most recent summative assessments is given greatest priority when determining overall student achievement in that skill/area. Summative assessment is the product.

V. Reporting Achievement at Mid-Term:

Half way through each grading period, parents and elementary students will receive a mid-term report. This report will list indicators/ skills taught each nine week period in language arts and math. Achievement of skills assessed the first half of the quarter will be included through achievement marks and/or teacher comments. Each skill or indicator that has been assessed at midterm time in language arts and math will be reported with either a blank box, indicating there are no concerns at this point in the quarter, or a minus sign, indicating that student is having difficulty with a particular skill.

VI. Nonnegotiable Principles of Effective Grading:

1. **Focus on Achievement-** other factors will be reported separately (Characteristics of Successful Learner)
2. **Not everything is included in the reported achievement level-** For example, daily schoolwork, projects, or homework may not be considered when determining a student's achievement to be recorded on the Standards Based Report Card. Teachers look at student's performance on these activities to monitor student learning, identify strengths and weaknesses, and plan for future instruction.
3. **Standards Based Achievement is not based on averages-** The final achievement mark on the Standards based report card represents the learning level at the end of an instructional unit. Students are not penalized for mistakes made at the beginning of the learning process.

VII. Promotion/Retention Decisions

The achievement recorded on the standards based report card is not the only criteria considered when making promotion and retention decisions. Standardized tests, classroom performance, social and emotional behaviors are some other factors that influence these decisions. If there is not sufficient progress in your child's learning, you will be notified. Parent/teacher conferences are held in the fall and spring and provide an opportunity to dialog about your child's learning. Please plan to attend. If at any time you have questions or concerns, don't hesitate to contact your child's school.

VIII. Special Education Students

Special Needs Students- IEP's

Special needs students will address the standards at the assigned grade level with appropriate accommodations. Achievement of these grade level indicators will be reported on the Standards Based Report Card. Students' individualized goals will be reported on quarterly progress reports.

Limited English Proficient Students

The goal for Limited English Proficient (LEP) students, like their English speaking peers, is to master grade level standards. In cooperation with the classroom teacher, an ESL service provider addresses the Ohio English Language Proficiency Standards. Limited English Proficient students are assessed with appropriate accommodations and consideration to their competency level of the English language. Parents will be notified of students' progress determined by an annual English proficiency assessment (OTELA) in listening, speaking, reading, and writing.

IX. Standards Based Report Card: Parent Responsibilities

The communication and partnership process between home and school is essential to student achievement. Parents, teachers, administrators, and students all play important roles in the success of this process. When one member of the team does not participate, the strength of the support system is jeopardized.

Some ways parents can take an active role in their child's education:

- **Attend Parent Teacher Conferences.** These are held twice a year, however, a conference may be scheduled other times throughout the school year as needed.
- **Discuss grade level expectations with your student.** It is important that both parents and students understand the specific knowledge and skills to be mastered in each grade level.
- **Read and sign your student's Assignment Log each day.** The Assignment Log provides convenient and consistent communication between home and school.
- **Go over homework with your student.** It is also advantageous to go over any corrected papers or assessments.
- **Read together each evening.** Your student may also enjoy reading to a younger sibling. Enjoying the same book or selection several times should not be discouraged – this may help promote the practice of rereading difficult material to improve comprehension as well as instill a love of reading.
- **Ask about the school day.** Expect more than just a one word response. Encourage details about what was learned, homework due, and upcoming events.
- **Help prepare for tests.** Going over information, worksheets, study guides, or rereading text is helpful and encourages good study habits. One suggestion is to have your child “teach” you what is to be tested. Remember- don't wait until the night before the test to study!
- **Send your child to school prepared with a positive attitude.** A restful night's sleep, good breakfast, completed homework, all needed supplies and papers, and of course encouragement help children get off to a good start each day!

Frequently Asked Questions by Parents:

Why is Reynoldsburg changing to standards based reporting?

**Standards based reporting helps provide an accurate picture of student achievement in regard to OH State Standards.*

**Standards based reporting helps teachers plan their instruction so they can challenge and support all students.*

**Standards based reporting helps parents know the academic areas in which a student meets expectations, needs challenge, or needs support.*

How is my child assessed? *Students are assessed using multiple techniques. These may include but are not limited to rubrics, observation, performance, application, paper and pencil tasks, as well as various summative assessments. Examples of summative assessments include standardized tests, Ohio Achievement tests, Reynoldsburg City Schools Common Assessments. A variety of assessments helps to ensure that your child is given many opportunities to show mastery of each content standard.*

Should I expect my child to get all “Es”? *Not all content standards or common core strands include skills that lend themselves to higher level thinking; therefore it is impossible for your child to earn ALL Es. Some GLIs or skills are basic grade level skills that are either mastered or not mastered. For example, basic math fact fluency. These skills do not open themselves up to creative or higher level thinking. E's communicate a student not only has mastered and independently displays knowledge, understanding, application of a higher level thinking of an E worthy standard or strand, but also consistently demonstrates evaluative and creative skills. Typically few students perform at this level. It is important to remember that an **M** indicates a student is meeting grade level expectations; this is where a competent student working independently should be. A student having knowledge and understanding of a GLI or skill while also exhibiting the ability to apply grade level skills would be reflected by an **M**. This achievement should be celebrated. **The standards or strands that are E worthy are noted on the report card.*

Will other teachers in Reynoldsburg or other school districts understand my child's report card? *Yes, teachers and administrators across our district and other OH districts have a common understanding of the expectations for every student at each grade level as defined by OH Department of Education Content Standards. The standards based report card actually provides more detail about student performance and will help your child's future teachers better understand his/her strengths and weaknesses.*

Do the achievement marks reflect missing assignments or late work? *No, the achievement marks reflect only a student's knowledge and skill of a specific standard or strand. However, late and missing assignments, along with other work habits vital to academic success are reported in the **Characteristics of a Successful Learner** section on the back of the Standards Based Report Card. A teacher may also report this information in the comment box on the Report Card.*

How can I help my child at home? *Discussing and going over lessons and assignments with your child at home is very beneficial. Ask your student to “teach” you what was learned in school each day. Also, communication with the classroom teacher is very important. The teacher may make specific suggestions pertaining to your child's individual needs.*

How can I reward my student for a “good” report card? *Progress and improvement toward meeting the content or common core standards should certainly be acknowledged. A key component aiding in*

academic success is effort toward the Characteristics of a Successful Learner. Encouragement here will undoubtedly benefit academic progress.

How can I better understand the Grade Level Indicators? *Information can be found at the Ohio Department of Education website. Teachers and administrators at your child's school will be glad to clear up any confusion. Also, talk with your student- they have an understanding of what's expected of them, including much of the educational vocabulary of the grade level skills!*

Will I be able to tell if my child is passing? *The Standards Based Report Card, sent home quarterly, will indicate mastery level toward grade level expectations. Communication between parent and school is needed as several factors are considered when determining retention or promotion to the next grade level.*

If my child is struggling with a concept the first half of a grading period, but by the end of the nine weeks has mastered it- what achievement mark can I expect? *The benefit of a standards based report card is that it separates product from process. It is important to remember that the Achievement Report does not reflect an average of a child's work over the grading period. Students are not penalized for information they may have struggled with at the beginning of the learning process. The achievement mark reflects the learning of the student after he has had time to process and practice. As always, contact your child's teacher to discuss any concerns about the Student Achievement Report Card.*

I don't understand most recent evidence, most comprehensive evidence, or most important learning goals. Why aren't grades just averaged? *Because the purpose of standards-based reporting is to communicate what students know and are able to do, averaging does not necessarily present an accurate picture of where a student is in his learning. A student who struggles in a class at the beginning of a grading period and receives poor grades, but who keeps working and by the end of the grading period can clearly demonstrate competence in the subject, should receive a grade that reflect that competence. For example, it is a good thing that the decision as to whether the Buckeyes win or lose a game is not determined based on the average of how they practice during the week. It is only the most recent evidence (or performance), the game, which counts!*

Consider this example: There are two students, Stewart and Maria. Stewart comes to school fresh from summer camp and complacently strolls through the semester with these weekly scores: 85, 85, 85, 85, 85, 85, 85, 85, and 85. The average is not difficult to calculate, and Stewart happily settles for his "B". Maria struggles initially with the skills and content, but improves over time, with additional practice. Her performance: 50, 60, 65, 70, 80, 85, 90, 90, and 90. Maria's average (mean) of a little over 75 will, depending on the grading scale, allow her to take home a C or D on her report card if the teacher is devoted to the average, even though any fair observer would not that she outperformed Stewart by the end of the semester.

My child received an "E" first quarter, but now has an "M" for the same indicator second quarter. Should I be concerned? *No, there is no need for concern. Remember an "M" is the main goal- to Meet grade level expectations. "M's" should be celebrated. Although the Indicator remains the same both quarters, the skills and concepts taught each grading period that make up that indicator may differ. As the year progresses, skills become more complex and many require higher levels of thinking.*

For further information or questions, please contact your child's teacher or principal.

Glossary for Standards Based Reporting

Assessment: A measure of student learning at a particular point in time (e.g., quiz, test, project, report, exit cards, etc.)

Benchmarks: Key checkpoints that monitor student progress toward meeting content standards; benchmarks are organized in grade-level bands

Content Standards or Common Core Strands: A general statement of what all students should know and be able to do within a specific content area; these are overarching goals and themes.

- Language Arts Common Core Strands (grades K-1) include: Foundational Skills, Reading Literature, Reading Informational Text, Speaking and Listening, Writing, and Language
- Math Common Core Strands (grades K-1) include: Counting and Cardinality (grade K only), Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry
- Language Arts Content Standards (grades 2-4) include-Phonemic Awareness (grades 2-3 only), Acquisition of Vocabulary, Reading Process, Reading Applications: Informational, Technical, and Persuasive Text, Reading Applications: Literary Text, Writing Process, Writing Applications, Writing Conventions
- Math Content Standards (grades 2-4) include- Number, Number Sense, and Operations, Measurement, Geometry and Spatial Sense, Data Analysis and Probability, Patterns, Functions and Algebra.

These are the areas in which your child will be earning an overall achievement mark each quarter.

Formative Assessments: (Assessment FOR Learning) occur while learning is still underway. They are used throughout the teaching and learning process to diagnose student needs, plan next steps in instruction and provide students with descriptive feedback they can use to improve.

Grade Level Indicators (GLIs) or Content Statements: Specific statements of what all students should know and be able to do at each grade level; serve as checkpoints for monitoring progress toward benchmarks and/or standards

Ohio Achievement Assessments (OAA's): Assessments required by the State of Ohio to measure student achievement.

Summative Assessments: (Assessment OF Learning) occur after the learning has supposedly taken place. They measure student achievement, or mastery of standards, at a point in time. Summative assessments determine the knowledge, skills and understanding students have achieved as a result of classroom practice and instruction.

Food Services

Students may bring a packed lunch or purchase a hot lunch from the school cafeteria. **Full school lunches cost \$2.00 each day. Extra milk costs \$.50.** This school year we will be charging for breakfast for any child who wishes to participate in our breakfast meal. **Breakfast will cost \$1.00 each day or \$0.30 if eligible for reduced lunch prices.** We encourage parents to use our online meal account system called PayForIt.net or the new smartphone mobile app to put money on a student account. The link to access the online payment system can be found at www.reyn.org

Our cafeteria payment system is fully automated, requiring students to type or scan their 6-digit student identification numbers to access their accounts. Please help your children by reviewing their numbers with them and keeping an adequate balance on the accounts.

Reynoldsburg Schools federally supported school lunch program provides one-third of a child's daily nutritional needs in every meal. Lunches include 2 oz. of meat or alternative source of protein, 2/3 cup of fruit and/or vegetables, grains, and 8 fluid oz. of milk.

If a student forgets a lunch we will provide a peanut butter or jelly sandwich and a drink for the student.

Children from families whose income is at or below specified levels are eligible for free meals or meals at a reduced price of \$0.40. You can now apply for free and reduced school meals online! The process is quick, easy and free. The link to apply online can be found on our www.Reyn.org website. Should you need a paper application form, please contact the school office.

Please send all lunch money to school in a baggie or sealed envelope with the student's name written on the outside.

We are pleased to announce that the Reynoldsburg Food Service Department launched a new menu platform! We are using Nutrislice software to provide an interactive, real-time, and app friendly menu. It also has real time info on allergens in foods and carb counts of all foods. The link to the menu platform can be found on our www.Reyn.org website. In addition, the yearly menu is posted on the school website at www.reyn.org by clicking on the breakfast and lunch tab.

Lunchroom Expectations:

1. Come in quietly and find a seat (packing) or line up to purchase lunch.
2. Once seated, please remain seated.
3. Raise hand if you need something (extra condiment, napkin, restroom, etc.)
4. No sharing or trading food at your table. If you have something that you do not want, or that you did not use that is unopened (milk, chips, silverware packets, etc.) Raise your hand and you can place it at the Share Station.
5. Students who may want seconds of something, can raise hand and ask to do so.
6. Restroom breaks during lunch are emergency use only.
7. Talk quietly (inside voices)☺ . Demonstrate RESPONSIBILITY.



Academic-Related Services

Our school has four nine-week grading periods. An academic report will be sent home approximately one week after the end of the grading period.

Periodic assessments of student progress will be made throughout the school year. You will be receiving information from your child's classroom teacher concerning information about the testing including the dates of testing.

We encourage you to participate in parent-teacher conferences. Calendar scheduled Parent-Teacher Conferences will be held two times during the school year. If the teacher or parent feels that a conference is needed at any other time contact between the teacher and parent should be made to schedule the conference.

Parents may request to view their child's school records. Requests should be submitted to the school 24 hours in advance of the visitation. Such a request should be made in writing and given to the building principal. Parents will need to provide proper identification prior to viewing student records.

Promotion and Retention Procedures – Many factors are taken into consideration in the decision to retain or promote a child. Teacher assessments, the child's progress, developmental age, psychological input, testing results, and concern for the effect of placement upon the well-being of the student will be considered. It is essential that early communication between the home and the school concerning academic progress take place. Please contact the classroom teacher or the principal if you have any questions about the retention, placement or promotion of your child.

Kindergarten Eligibility – Children may be enrolled in kindergarten if they are five years of age on or before September 30. Please contact the school office for further information.

Gifted Services – Reynoldsburg City Schools identifies students who are gifted in grades kindergarten through 12. Our mission is to match the gifted services with the needs of the individual child.

Special Services - In addition to the regular curriculum, we are pleased to offer specialized services for children needing reading intervention, learning disability tutoring, as well as classes for children with special academic ability and talents.

A speech and language therapist is available to work with students who have speech and language disorders. The therapist checks all kindergarten students and other children who are referred by the classroom teachers. Parents will be kept informed of test results indicating a special need.

A school psychologist is available to our school. The psychologist provides supportive help to teachers and parents in working with determining the best academic program for your child.

Our school has a Response to Intervention process (RTI). The purpose of the RTI is to accept referrals made by parents or school personnel who have concerns about a student's academic performance, emotional, social or behavioral problems. The team consists of classroom teacher, administrators, parents and other appropriate school personnel.

Other Services

A lost and found is currently located in the entrance foyer outside school office. If your student is missing an item, please look for it there. Unclaimed items are donated to charity end the end of the school year. We encourage parents to label items that your child brings to school.



The school library is available to all students. Students are encouraged to utilize the school library and to take books home to read.

Building Usage – Some of our school facilities are available for private use. If you wish to use a school facility for an activity please contact the school office for a building usage form. There is a nominal charge for the use of a school facility.

Playground Safety

We closely monitor all activities on the school playground. There will be supervision on the playgrounds at all times. Students will be made aware of importance of safety and behavior both while in the classroom and out of the classroom. Teachers will review the playground rules with their classes. For the reasons of safety, we have disallowed skateboards, rollerblades or scooters to be brought to school. The following guidelines are enforced:

- Students are not permitted on the playground unless a teacher is on duty.
- Fighting, tackling, and rough play are not permitted.
- Flips, unsafe movements, and running are not permitted on the equipment.
- Hard balls, such as baseballs, are not permitted.
- Students may not throw snow or ice.
- Only basketballs and playground balls may be used on the blacktop. All other balls are to be used in the field.
- Students are not permitted to bring in sports equipment from home to use at recess.
- Electronic devices are not permitted to be used at outdoor recess.

Students are not permitted on the gym floor without proper footwear (gym shoes or shoes with rubber soles). Additionally, all children at Summit Road Elementary must wear safe, appropriate footwear that fastens securely across the back of the heel.

Students should always be properly clothed for daily outside recess. **Indoor recess will be announced to the classes if either the temperature or wind chill is below 32 degrees Fahrenheit or outdoor conditions do not permit safe play.**



Electronic Games, MP3 Players, Cell Phones

Electronic devices may be brought to school for academic purposes. In fact, our third and fourth grade students often use electronic devices for a multitude of learning opportunities. Electronic devices are the responsibility of the student and we will not be responsible for stolen, broken, or misplaced devices. Students who choose to bring an electronic device will be held accountable to the computer and technology acceptable use policy for Reynoldsburg City Schools. Devices will not be permitted at lunch or outside at recess.

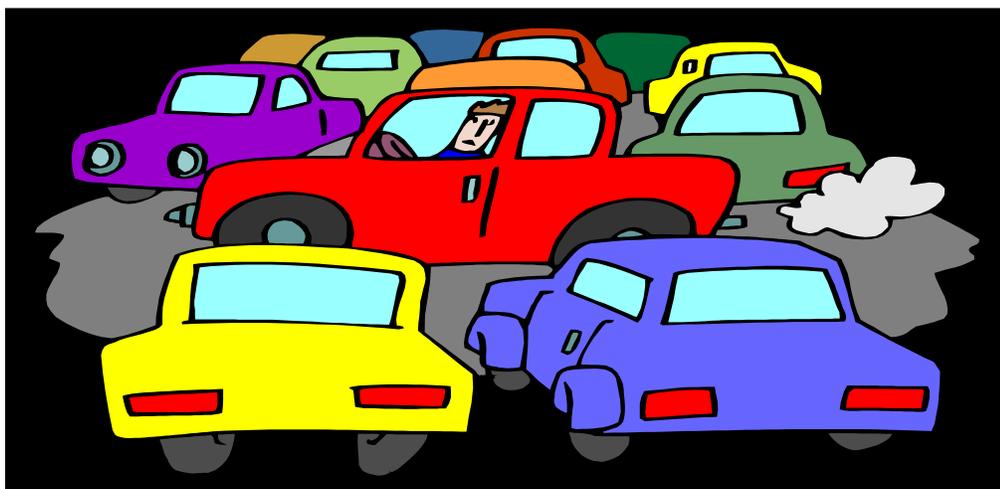
Traffic Safety

The streets and parking lots around the school are extremely busy at certain times during the school day. It is important for the safety of the children that they listen to and respect the directions given to them by the school staff.

Due to the amount of traffic at the school we ask that all parents be aware of the proper traffic patterns when dropping off a child. **RCSD busses ONLY will enter the main traffic loop between both Summit Schools** (RHS-Summit Campus & Summit Elementary).

All daycare vans and all other students being picked up by vehicle should enter the south main parking lot at the front entrance of Summit Elementary, maintain the lane until the final turn, then pull as far forward in line as possible. Display the name of the children you are picking up in the passenger window on the sign provided by the school. If you need additional car pick up signs, please contact the school office. If you do not wish to wait in line for your child to be loaded into your car, you will need to park in the main parking lot and walk up to the doors to get your child. We do not allow children to walk into the parking lot without a parent due to safety concerns.

Unless you are picking your child up early from school, please **do not** park your vehicle in the visitor parking spaces during dismissal time. This will help prevent congestion during dismissal time. Your understanding is deeply appreciated.



Health Services

Our school has a health clinic available to students who have medical needs during the school day. The school nurse or her designee will assist the child and determine the immediate medical need. It is important that updated medical information for your child is on file at all times. This form contains the necessary contact information to be used in case of emergency. If your child has been sick, please ensure that there has been no fever or vomiting for 24 hours before returning to school.

All students in kindergarten, grades 1, 3, 7 and 9 will have vision and hearing screenings during the school year. Parents will be notified if there is any evidence of vision or hearing problems.

It is our policy that any student found with *pediculosis* (lice) shall be excluded from attending school until he/she has been treated with an effective pediculicide. Prior to returning to school, the student and parent must meet with the school nurse or qualified staff to determine that the student is free of infestation.

All infectious diseases must be reported to the school secretary in a timely manner. It is then the school's responsibility to report this information to the Board of Health.

If it is essential that a student receive medication at school, the **parent** must deliver the medication to the school office in the **original container**. This container must be properly labeled with date, student's name, name of medication, strength, dosage of medication and physician's name.

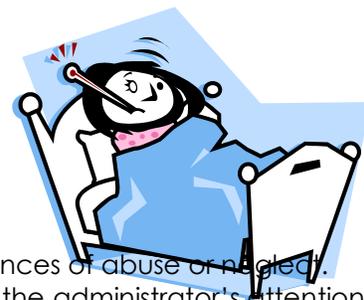
If the medication is a **prescription**, both the child's physician and the parent must submit written requests on the designated form for the medication to be given at school.

If the medication is **non-prescription**, the parent must complete and submit the designated form for the medication to be administered. The appropriate forms can be picked up in the school office.

Cough drops may be brought to school for students to receive as needed. A note from the parent must accompany the cough drops for the student to begin taking the drops at school. The classroom teacher will keep the cough drops in his/her room for when the child needs them.

Does your child have a fever?

If your child has an 100 degree or higher temperature, please keep them home until they are fever-free for twenty-four (24) hours before returning them to school.

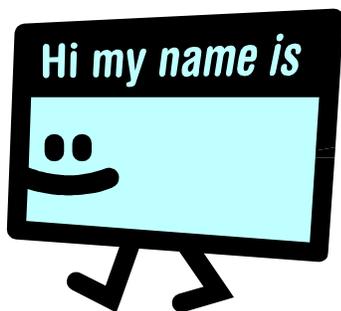


Abuse/Neglect

School professionals are required by law to report suspected instances of abuse or neglect. Generally, suspicious physical injuries or conditions are brought to the administrator's attention by staff persons observing them. The principal is required to conduct a preliminary investigation which could involve contact with the child's parent or guardian. In instances where reasonable explanations cannot be provided or obtained, the administrator, in fulfilling his/her legal responsibility, will report the situation to the county children's services board in the county in which the child resides. Parent/guardians/providers are also encouraged to send notes or to call the teacher in the event that something unusual occurs within the home to create injury or situation which will most probably lead the school to follow the steps outlined above.

Visitors

Parents and family members are welcome to visit their child's classroom or to have lunch with their child. We ask that all visitors sign-in each time they enter the school. You will be given a badge to wear at that time so that the students will recognize that you are not a stranger in the building. If you wish to visit your child's class, we ask that you arrange the visit 24 hours in advance. Student visitors are not permitted during school hours.



Volunteers

Volunteers in our school provide an invaluable service to our students and staff members. We have many school activities that rely upon the services provided by volunteers. We appreciate the role of volunteer in our school and encourage you to contact the PTO or your child's teacher if you are available to help in any way. Certain volunteer opportunities require the adult to complete a criminal background check prior to beginning work. The school administration will be able to facilitate a criminal background check if needed. Please contact Reynoldsburg City Schools

Administrative Center to be fingerprinted at 501-1020.

Parent Teacher Organization

Our school has a Parent/Teacher Organization. Every Summit STEM family is a member of this wonderful group! For information regarding the many activities our PTO have planned this school year, please visit the school website at www.reyn.org. You can also follow the Summit Road PTO Facebook page for up to date information. If you have questions or would like to volunteer you can email your request to summitroad.elementarypto@gmail.com. PTO meetings are held in the school cafeteria on the second Monday of most months during the school year at 6:30 p.m.

Watch D.O.G.S. (Dads of Great Students)

WATCH D.O.G.S. is the safe school initiative of the National Center for Fathering that involves fathers and father figures to help create a more safe and secure learning environment in our nation's schools.

Who are Watch DOGS? Fathers, grandfathers, step-fathers, uncles, and other father figures who volunteer to serve at least one day each year in a variety of school activities as assigned by the school principal or other administrator. Summit Elementary's PTA sponsors the watch D.O.G.S program. Interested? Please contact our PTO.

Fire, Tornado, & Safety Drills

Fire, tornado, lock down and safety drills will be held periodically during the school year. We ask that you emphasize to your child the importance of these drills and the need to accurately follow the directions that will be given to them by their teachers.

If there is a tornado warning and staff & students need to be sent to “secure locations”, no admission to the building will be granted nor will any students be released until the warning has been lifted. This procedure would also include any other emergency where our building, students and staff need to be secured.

Planning for Emergencies

Reynoldsburg City School system has gone to a single comprehensive Emergency Operations Plan (EOP) that is in conformance with the State of Ohio “model schools Safety Plan”. In cooperation with the Reynoldsburg Police Department, Reynoldsburg Schools modified this plan to fit each individual school. Further, the school system has assigned a “safety liaison” within each elementary school to assist with staff training and schools drills, and to keep the EOP up-to-date.

The elementary schools now have a security specialist assigned to them. This individual, a retired police lieutenant from a local department, works with the safety liaison and the school principal to ensure efficient communication with the district’s Central Office and to serve as a link to the Reynoldsburg P.D. He regularly patrols the six elementary schools on a random basis and keeps a watchful eye out for any potential trouble.

The traditional reaction to an active threat within a school has been to go into “Lockdown”. This procedure of getting under desks, turning out lights and locking the classroom door has proven ineffective in deterring an armed subject who has made entrance into the building. It is still being used in drills, but with a very different philosophy—classroom doors are being secured much more effectively, desks, chairs and bookshelves are being used as barricades; and, students are being taught to procure items to throw at an intruder should he actually manage to get into the room.

The first option that is being taught to students and teachers when faced with an armed intruder is to get out of the building if it can be safely accomplished, and to disappear into surrounding neighborhoods. This wasn’t practiced at all a couple of years ago but is now believed to be the first viable response to save lives. Teachers are given the authority to make this call themselves if they feel it is warranted, and if they know they are far enough away from an intruder to make it work.

In addition to the new mindset regarding our approach to drills, the Reynoldsburg Schools have a restricted access policy at each elementary school. Doors are locked during school hours and visitors have to be “buzzed in” by the school secretary after she asks through a mic system who the person is and what their business is.

Our school administrators and teachers are trying everything they can to keep your child safe during the upcoming school year.

Rules and Regulations for Bus Riders

BEFORE THE BUS ARRIVES:

1. Leave home on time each day.
2. Walk facing traffic if there are no sidewalks.
3. **Arrive at your regular pick-up spot five minutes before the bus.**
4. Wait off the roadway, not in the street.
5. Stay off lawns, and avoid horseplay, scuffling, and fighting.



BOARDING THE BUS:

1. Wait for the bus to come to a full stop.
2. Be polite and take your turn getting on the bus.
3. Use the handrail.

CONDUCT ON THE BUS:

1. Follow the directions of the driver, including seat assignment, if given.
2. Walk to your seat and remain there. Do not stand or move around while the bus is moving. No one is permitted to save a seat for another.
3. Sit three to a seat, if necessary, and be careful not to block aisles.
4. Do not talk to the bus driver unless it is an emergency.
(Drivers need to keep their minds on driving and their eyes on the road).
5. Talk quietly so that the driver can hear traffic sounds.
6. Keep arms, feet, book bags, and school books out of the aisles.
7. Do not open or close windows, except when requested by the driver.
8. Keep hands and head inside the bus. Do not stick anything out of the windows or throw anything out of the bus.
9. Loud, profane language and yelling are not permitted.
10. Eating is not permitted on the bus.
11. Smoking is not permitted on the bus. Do not light matches or lighters on the bus.
12. Do not deface or litter the bus; use waste baskets.
13. Do not tamper with the safety device or any other equipment.
14. Band instruments and other items that can be carried by the student without taking up room of another student on a crowded bus, or blocking the center aisle, may be carried on the bus. When there is a difference in the point of view of the student, band director, and driver, the principal of the school shall make the determination.

LEAVING THE BUS:

1. Get off only at your assigned stop and go directly home.
2. Do not leave your seat until the bus comes to a full stop.
3. Take your turn; do not crowd in front of others.
4. Use the handrails and watch your step.
5. Look both ways, and check for turning cars before you cross the street.
Cross on signal by the bus driver.

IN CASES OF EMERGENCY OR WHEN THE DRIVER MUST LEAVE THE BUS:

1. Stays seated and remain quiet.
2. Do not touch emergency equipment.
3. Depend on the driver's training to take care of the situation.
4. Be ready to follow the instructions of the driver or police officer.

Violation of the above rules and regulations may result in suspension of transportation.

SCHOOL DRESS CODE POLICY

In order to promote school safety and provide a healthy and respectful educational environment, all students in grades kindergarten through four and Waggoner Road Middle School (Waggoner Road Middle School for the 2012-2013 school year only) shall adhere to this dress code policy. The objective of this dress code is to provide an appropriate, safe and respectful educational environment while allowing students to dress comfortably, within limits, to facilitate learning. The District expects students to maintain the type of appearance that is not distracting to students, teachers or the educational process of the schools. The final determination of a student's adherence to the dress code will be made by the school administration. Parents/guardians share equal responsibility with their child for the student's adherence to the dress code policy. Based on input received from principals, staff, and parents, the required dress code shall consist of the following clothing:

GENERAL GUIDELINES

- No clothing that promotes drugs, alcohol, tobacco, sex, violence or is offensive or degrading.
- No clothing associated with gangs.
- No clothing that exposes underwear or inappropriate parts of the body.
- No clothing long enough to drag the ground.
- No top and bottom clothing that does not overlap.
- No body piercing, except for ears.
- No sunglasses unless prescribed in writing by a medical doctor for indoor wear.
- No chain wallets.
- No flip-flops, house shoes, or slippers.



PANTS, SHORTS, CAPRIS, SKORTS

- No clothing that is more than one inch larger or smaller than waist measurement.
- No pajama pants.
- No jogging pants, sweatpants, gym shorts or any kind of athletic clothing. **(for fifth and sixth graders only)**
- No stretch knits, flannel or fleece. **(for fifth and sixth graders only)**
- No skirts, shorts or skorts above the knee. **(for fifth and sixth graders only)**

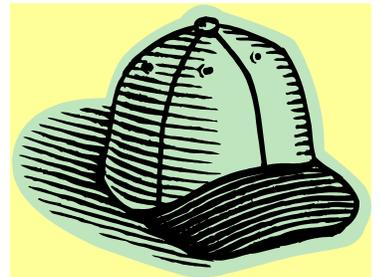


TOPS

- No sleeveless tops.
- No formfitting or oversize baggy shirts.
- No low-cut, scoop or plunging necklines.
- No fabrics so sheer as to allow underwear and/or inappropriate parts of the body to be visible.
- No clothing with hoods to be worn inside the building.
- No writing or pictures on tops, except for small logos. **(for fifth and sixth graders only)**
- No coats or cold weather jackets inside the school during the school day.
- This provision does not prohibit Reynoldsburg School District "spirit wear."

HEAD COVERINGS

- No hats, caps, scarves or headbands.
- No head coverings except for religious purposes. The student (and if under the age of 18, the parent of the student) is to notify the school authorities of the religious practice prior to the start of the school year to prevent the students from being questioned about the attire.



Students who violate this policy shall be subject to the following disciplinary actions: A warning will be issued and the student's parents/guardians shall be required to pick up a student or bring alternative clothing for the student to wear. If the student misses any class time due to a uniform violation, the student's absence shall be considered unexcused. Repeated violations may result in other disciplinary action pursuant to the Student Code of Conduct, which may include, but not be limited to, detention, suspension, and/or expulsion. Building Administrators will make the final decision at the building level if a student's attire does not meet the requirements of this policy.

Adoption date: June 19, 2012

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.665

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
Student Handbooks

Learner Code of Conduct Expectations

At Summit Road we expect students to “SPARK” at all times. SPARK stands for:

S-Safe

P-Patient

A-Attentive

R-Responsible

K-Kind

*The District's policy and Administrative Guidelines on Positive Behavioral Interventions and Supports (Restraint and Seclusion) are on the District's website. They can be located at:
<http://www.reyn.org/Policies.aspx>*

Teachers will monitor student behavior through Class Dojo, an online program. The goal is to focus on the positive to reinforce desired behaviors. Students will earn positive Dojo points for demonstrating our SPARK expectations. Students who earn 12 positive points in a day (Daily Dojo Dozen) will get to visit the principal for special recognition. Students can also lose points for not following expectations. Teachers can indicate what students did to gain or lose points. Parents can access the program daily to see how their child is doing meeting the SPARK expectations.

CODE OF CONDUCT VIOLATIONS

The following infractions constitute major disciplinary violations. Consequences will be issued at the discretion of the administrator. This Code of Conduct is in effect while (1) students are under the authority of school personnel and/or (2) during all school-related activities and events, even when such activities occur off school grounds. The Code of Conduct applies to school buses, extracurricular events and to some alternative education programs. In addition, this Code of Conduct includes

- Misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property, and
- Misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or at the property of an official or employee.

Consequences for the following behaviors are either identified with the specific violation or are described in the section entitled “Disciplinary Consequences”.

1. **Alcohol/Drugs** – A student will not knowingly use, possess, sell, conceal, distribute or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, steroid, controlled substance, drug paraphernalia, look-alike drug, alcoholic beverage, or intoxicant of any kind while on school grounds during, before, or after school hours, off the school grounds at a school activity, function or event, or on school buses or rented carriers.
2. **Cause or Attempt Physical Injury (Assault)** – A student shall not knowingly or with reckless disregard cause physical injury, or threaten to cause physical injury, to any person.
3. **Cheating** – A student shall not plagiarize (i.e., use another's thoughts, words or ideas as one's own). A student shall not provide work for another student's use or use unauthorized materials or devices. Cheating may result in no credit for an assignment as well as other disciplinary consequences.
4. **Dangerous Weapon other than a Firearm or Explosive, Incendiary or Poison Gas** – A student shall not use, possess, sell or distribute a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury. Dangerous weapons include, but are not limited to laser pointers, knives, metal knuckles, pocket chains, martial arts devices, or other dangerous instruments which could be mistakenly identified as dangerous instruments.

5. **Disrespect** – A student shall not demonstrate disrespect through action, attitude, or word to any school staff member, guest or other students.
6. **Disruption of School** – A student shall not exhibit behavior that is deemed by the teacher or staff member in authority to be disruptive to the normal operation of the school. Such behavior includes violence, force, coercion, threat, noise, passive resistance, or other disorderly conduct (e.g., setting fires; firing explosives) that causes or attempts to cause disruption or obstruction to the normal school operation.
7. **Dress Code** – A student must wear appropriate clothing and footwear at all times that is in accordance with the established dress code and Board Policy. Student clothing and appearance must be appropriate for the educational climate and should not create a safety hazard or distraction to the educational process.
8. **Explosive, Incendiary or Poison Gas** – A student shall not use, possess, sell or distribute any destructive device, which would include a bomb, a grenade, a rocket having a propellant charge, a missile having an explosive or incendiary charge or a similar device. This includes any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant.
9. **Extortion** – A student shall not use force or intimidation to obtain anything (e.g., privileges, property, money) from another person. This would include begging, borrowing and panhandling.
10. **False Alarms/Bomb Threats** – A student shall not make any threat (verbal, written or electronic) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.
11. **Fighting** – A student shall not strike, push or fight with another person. This includes mutual participation in an incident involving physical violence, regardless of who initiated the incident. An individual whose deliberate behavior directly leads to a fight between other parties shall be considered a participant, and may receive consequences as a result of their actions.
12. **Firearm** – A student shall not use, handle, transmit, transport, sell, conceal, distribute or possess any weapon which will, 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 or firearm silencer; or any machine gun. This includes, but is not limited to, zip guns, starter guns and flare guns.
13. **Firearm Look-a-Likes** – A student shall not use, possess, sell or distribute any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance. This includes, but is not limited to, toy guns, cap guns, bb guns and pellet guns that are indistinguishable from a firearm.
14. **Forgery, Falsification and Lying** – A student shall not falsely represent or attempt to falsely represent any information given to school officials or pertinent to school activities or use the name or identity of another person.
15. **Gambling** – A student shall not play a game for money or other considerations. Gambling includes, but is not limited to, casual betting, betting pools, organized sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity.
16. **Hazing** – Hazing is prohibited. Hazing is defined as doing any act of coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.
17. **Inappropriate Materials** – A student shall not possess, bring, transmit, conceal, sell, or offer to sell material which is considered by reasonable standards of the school community to be offensive, obscene, sexually explicit, gang-related, violent and/or pornographic.

18. **Insubordination** – A student shall comply with any reasonable instruction(s) of school staff/employees during any period of time when he or she is under the authority of such school personnel (e.g., identification of student by name when requested).
19. **Interference with an Investigation** – A student shall not interfere with school personnel during an investigation or apprehension. This includes failing to tell the truth, serving as a “look-out” for a person(s) violating rules, or attempting to prevent the apprehension of another person.
20. **Internet/Computer Abuse** – The internet and school computers and computer equipment will be used for educational purposes only. A student will not submit, publish, print or display any defamatory, threatening, sexually explicit, racially offensive or illegal material, nor shall a student encourage the use of controlled substances. A student shall not transmit material, information, or software in violation of any local, state, or federal law. A student will obey the electronic network/internet user contract. Parents and students will be required to sign a contract prior to student internet access.
21. **Loitering** – A student shall not loiter in restrooms, hallways, or on school grounds during, or after the school day or during school activities. Students are not to be in any area of the building or ground without permission.
22. **Persistent and Expanded Behavior/Repeat Violations/Failure to Serve Consequences** – A student shall not persist in inappropriate behavior or escalate to a point of danger to self or others. Students who continually break school rules will face greater consequences. A student shall not fail to report, report on time or serve the full duration of consequences.
23. **Possession of Unauthorized Devices** – A student shall not bring or possess unauthorized devices that interfere with the educational process and/or safety of the school community. Unauthorized devices include, but are not limited to, pagers, cell phones, beepers, radios, CD players, MP3 and tape players, expensive jewelry, electronic games, toys, water guns, and laser pointers. The administration reserves the right to hold any unauthorized device, and release the item only to the student's parent or guardian. A student bringing an unauthorized device does so at his/her own risk. The school will not investigate lost or stolen unauthorized devices.
24. **Profanity/Abusive Language** – A student shall not use profane, vulgar, abusive, obscene, or other words, which under the circumstances, are offensive by reasonable standards of the school district community or which disrupt normal school activities.
25. **Public Display of Affection/Sexual Misconduct** – A student is prohibited from demonstrating physical actions which are considered by reasonable standards of the school district community to be inappropriate for the school environment. This includes, but is not limited to, kissing and hugging, pinching, grabbing, suggestive comments or jokes, welcome or unwelcome sexual advances, requests for sexual favors or other physical or verbal communication of a sexual nature that creates an intimidating, hostile or offensive educational environment.
26. **Serious Bodily Injury** – A student shall not cause serious bodily injury to oneself or others. Serious Bodily Injury is defined as “A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty” (18 U.S.C. Section 1365(3)(h)).
27. **Theft** – A student shall not take, receive, nor attempt to take or receive into his or her possession property of the school district or property of another student, teacher, visitor, or employee of the school district without privilege to do so. The school will make a reasonable effort to recover or obtain restitution, but is not held responsible for stolen items.
28. **Threatening Behavior (including Bullying, Harassment, Intimidation and Gang-related Behavior)** – A student shall not engage in any behavior which threatens or degrades another person by written, verbal, or nonverbal means. Threatening behavior consists of any words or deeds that intimidate, harass or cause fear concerning a person's physical well-being or is intended to degrade or disgrace the person toward whom the behavior is directed. (See Non-Discrimination Policy)

A student shall not wear, carry or display gang paraphernalia; exhibit behavior which symbolizes gang membership; or cause and/or participate in activities which intimidate or affect the attendance of another student. A student shall not be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, and personal degradation or disgrace resulting in physical or mental harm.

29. **Trespassing** – A student shall not enter school property before, during or after school hours without express permission of an appropriate school official.
30. **Truancy/Nonattendance** – Truancy includes, but is not limited to, leaving school without permission, being absent from school without a parent's knowledge, being absent from class without permission, obtaining a pass to a specified place and failing to report there, coming to school, but not attending classes or parents unable to get their student to school. In-school truancy occurs when a student is somewhere other than where a staff member directs or where the schedule designates. Out-of-school truancy occurs when a student leaves the designated building area or does not attend school without parental consent for the absence. Nonattendance applies to students who are 18 and over.
31. **Tobacco** – A student shall not smoke, use, possess or distribute tobacco or tobacco products on school grounds or at school-sponsored activities. A tobacco product is any product that is made from tobacco, including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco or snuff. A cigarette includes clove cigarettes and hand-rolled cigarettes. Tobacco-related products, such as matches and lighters, are also prohibited.
32. **Vandalism** – A student shall not knowingly or with reckless disregard cause or attempt to cause damage to or deface school property or private, personal property including but not limited to buildings, grounds, equipment, materials, or computers or other technology. In accordance with state law, parent(s) may be liable for payment for the cost to repair or replace any such property damage caused by the acts of their children.

DISCIPLINARY CONSEQUENCES/DEFINITIONS

The following provides general steps for application of consequences for violations of the Code of Conduct. Individual incidents will be reviewed taking the student, the student's educational and disciplinary record, the frequency and intensity of the infraction and the context in which the infraction occurred into consideration. The administration reserves the right to exercise flexibility and individuality in interpreting and implementing the Student Code of Conduct. Any step may be waived at the administrator's discretion.

1. Verbal Reprimand
2. Restriction of Privileges
3. Alternative Education Placements: The suspension of the student's normal instructional activities by the Superintendent or school principal due to discipline reasons. Placements include the following:
 - The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior that resulted in the discipline.
 - The student attends a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside the district. Some alternative education placements outside the district are governed by the Code of Conduct of the referring school and the policy of the Reynoldsburg City Schools.
4. Removal from Activity
5. Parent Contact

6. Restitution
7. Emergency Removal from School or School Activity: If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the Superintendent or a principal or assistant principal may remove a student from curricular activities or from the school premises, and a teacher may remove a student from curricular activities under the teacher's supervision, without the notice and hearing requirements for out-of-school suspension.
8. Out-of-School Suspension: The denial of attendance at school and the suspension of the student's normal instructional activities by the Superintendent or school principal due to discipline reasons. Suspension from school shall not exceed 10 days for each occurrence. During the suspension, students are not permitted on school grounds or at school functions throughout the district without permission from the Principal or designee.

Appeal: If the student or the parent/guardian chooses to appeal a suspension to the Superintendent or his designee, he/she must do so within 10 days of the notice of suspension. The student or the parent/guardian has a right to be represented at such a hearing. The student or the parent/guardian may appeal the Superintendent's decision to the Board of Education and has a right to be represented at such a hearing. Under State law, appeal of the Board's decision may be made to the Court of Common Pleas.

9. Recommendation to Superintendent for Expulsion: The involuntary removal of a student from school by the Superintendent. The Superintendent may expel a student from school for a period of 80 school days or up to one (1) calendar year, depending on the severity of the infraction. The student may not take part in any school activity or on school property without permission of the Principal or designee. Within one week prior to returning to school, the student and parent must schedule a reenrollment conference with his/her grade level administrator.

Appeal: The student or the parent/guardian may appeal an expulsion to the Board of Education and has a right to be represented at such a hearing. Under State law, appeal of the Board's decision may be made to the Court of Common Pleas.

10. Community Service
11. Parent Shadowing
12. Notification of Civil Authorities
13. Court Citation
14. Other alternative comparable, acceptable and fair consequences (e.g., withholding grades and transcripts for a student who owes money for materials used in a course of study, or damage to school property)

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any person or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal or physical act that a student has exhibited toward another particular student, staff member or volunteer more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other person and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other person. This behavior is prohibited on school property or at a school-sponsored activity.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices, are inconsistent with the educational process and are prohibited at all times. No administrator, teacher, or other employee or volunteer of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers, and all other District employees and volunteers are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the Superintendent/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written report of all verified incidents of hazing and/or bullying and post the report on the District's web site.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees, volunteers and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee, volunteer or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

School Personnel Responsibilities and Complaint Procedures

Hazing, bullying behavior and/or dating violence by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, up to and including suspension and/or expulsion from school. Hazing bullying and/or dating violence means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District e-mail accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:

- A. posting slurs on web sites, social networking sites, blogs or personal online journals;
 - B. sending abusive or threatening e-mails, web site postings or comments and instant messages;
 - C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and
 - D. using web sites, social networking sites, blogs or personal online journals, e-mails or instant messages to circulate gossip and rumors to other students.
6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

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

Teachers and Other School Staff

Teachers and other school staff/volunteers who witness acts of hazing, bullying and/or dating violence as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff/volunteers who receive reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

Students, parents or guardians and school personnel may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal

report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students, parents or guardians and school personnel who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student, parent, guardian or school employee/volunteer making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

B. Nondisciplinary Interventions

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

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

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required timelines.

Report to the Parent or Guardian of the Perpetrator

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

Strategies are developed and implemented to protect students from additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and/or His/Her Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the victim and/or the parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the parents of a student who commits acts of harassment, intimidation, bullying and/or dating violence and victim and/or the parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

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

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

[Adoption date: March 20, 2012]

Annual Notification of Rights Under The FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)



The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the District's receipt of a request for access.** Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. **The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights.** Parents or eligible students may ask the Reynoldsburg City School District ("the District") to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights. They should write the building principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for an amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is:
 1. a person duly elected to the Board;
 2. a person certificated by the State and appointed by the Board to an administrative or supervisory position;
 3. a person certificated by the State and under contract to the Board as an instructor;
 4. a person employed by the Board as a support staff member (including, but not limited to, health, medical, and law enforcement personnel);
 5. a person employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute;
 6. a person or company with whom the Board has contracted to perform special tasks or provide educational services (including an attorney, auditor, consultant, or therapist); or
 7. a parent or student serving on an official committee, such a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility including:

1. perform an administrative task required in the school employee's position description approved by the Board;
2. perform a supervisory or instructional task directly related to the student's education; or
3. perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

Upon request, the District discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. **Student Privacy Interests in Surveillance Videos.** Occasionally requests from parents and other members of the public may want to review surveillance videos. These videos are educational videos that contain personally identifiable information about students that cannot be disclosed to third parties without the consent of the parents of every student on the video.
5. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605