

ROOTSTOWN HIGH SCHOOL



Student Handbook 2019-2020

**4190 State Route 44
Rootstown, Ohio 44272
www.rootstown.sparcc.org
[@Rtown_Rovers](#)**

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Bell Schedule

Standard Schedule

7:25am-8:22am	Period 1
8:25am-9:15am	Period 2
9:18am-10:08am	Period 3
10:11am-11:01am	Period 4
11:04am- 11:54am	Period 5A
11:01am-11:31am	Lunch A
11:34am-12:24pm	Period 5B
11:54am-12:24pm	Lunch B
12:27pm-1:17pm	Period 6
1:20pm-2:10pm	Period 7

Afternoon Assembly

7:25am - 8:11am	Period 1
8:14am - 9:00am	Period 2
9:03am - 9:49am	Period 3
9:52am - 10:38am	Period 4
10:41am - 11:27am	Period 5A
10:38am - 11:09am	Lunch A
11:12am - 11:58am	Period 5B
11:27am - 11:58am	Lunch B
12:01pm - 12:47pm	Period 6
12:50pm - 1:36pm	Period 7
1:40pm - 2:10pm	Afternoon Assembly

General Information

High School: 330-325-7911

Counseling: Ext. 1012

Attendance: Ext. 1003

Athletics: Ext. 8007

Fax: 330-325-8506

Website: www.rootstown.sparcc.org

Safe School Help Line:

800-418-6423 Ext. 359

Hours:

7:00am Students may enter Main Lobby

7:15am Students excused from Main Lobby

7:22am Warning Bell

7:25am Tardy Bell/Classes begin

2:10pm Students dismissed for day

2:30pm Students limited to 1st floor

Board of Education

President: Amanda Waesch

Vice President: Tom Siciliano

Member: Scott Krieger

Member: Eric Kline

Member: Norm Reynolds

Alma Mater:

Hail, all hail to Rootstown High School!

Hold her banner high!

Our hearts beat with proud devotion.

Hail to Rootstown High!

Bravely flow her colors o'er us,

Purest white and blue.

Proudly stand her sons and daughters,

Loyal, firm, and true.

Author: Dearie Kibler

Administration

Principal: James Conley

Athletic Director: Keith Waesch

School Counselor: Kathy Sandberg

Secretaries: Wendy Lara and Donna Walker

Attendance: Pam Taylor

Fight Song

Here we are from Rootstown High School,

The best in all the land.

See our colors blue and white,

All for which we stand.

When the schools all get together,

See our colors fly!

There's no school that's any better...

Than good old Rootstown High!

Colors: Navy Blue & White

Mascot: Rover Ship

PURPOSE: Rootstown High School believes in the importance of setting forth high expectations for all community members. The code of conduct is designed to support the mission and vision of our school district to provide a positive environment with a focus on our learning goals aligned with communication, empirical reasoning, social reasoning, quantitative reasoning, personal development, and character development.

Please note that this handbook is a living document and will be amended and adapted as we learn and grow as a school community. The following outlines a detailed description of our PBIS and Restorative Practices approach. Additionally, it includes specific information regarding school policies and disciplinary consequences.

DISTRICT MISSION STATEMENT: Rootstown Schools, in collaboration with the community, will provide a quality education in a safe environment for students to become productive, lifelong learners.

ROOTSTOWN HIGH SCHOOL MISSION STATEMENT: The mission of Rootstown High School is to engage our students through the discovery and development of their unique interests; to empower students to develop self-confidence and create their own success through a positive learning environment; and, with the support of the staff, graduate as confident and capable young adults, prepared to make their mark on the world.

VISION: To provide each student with:

- A rigorous learning experience
- A guiding partnership among students, parents, staff, and the community
- Learning experiences and hands-on projects that guide learning across all content areas and support depth over breadth
- A vibrant, flexible learning environment that provides equal access to all students by customizing instruction to address unique student learning styles, abilities, and interests
- Graduation with a high school diploma, a post-high school plan, and the skills needed for success throughout college and in real-world careers

SCOPE: The policies of the student handbook are in effect whenever students are under the authority of school personnel or involved in any school activity. This includes but is not limited to school buses and property under the control of school authorities and while at interscholastic competitions, extracurricular events, or other school activities or programs on or off the Rootstown Schools grounds.

In addition, the policies herein include:

1. 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
2. Misconduct by a student that, regardless of where it occurs, is directed at a district official/employee or the property of an official/employee.

Positive Behavior Interventions Supports: Rootstown High School's code of conduct aligns with the Ohio Department of Education's philosophies of Positive Behavioral Interventions & Supports (PBIS) and the correlating policies. The principle of PBIS is to reinforce positive and expected behaviors in an effort to diminish negative or problem behaviors. We believe that all Rover students should exemplify being a Responsible, Respectful, Role Model in all aspects of our building. Below you will find our matrix of expected behavior in three major locations in our building

Location	Responsible	Respectful	Role Model
Hallway/Lobby	<ul style="list-style-type: none"> • Leave the hallway the same/better than I found it 	<ul style="list-style-type: none"> • Be respectful of others' personal space and belongings • Use hallway time efficiently • Only go where I have been given permission 	<ul style="list-style-type: none"> • Help others in need • Speak up for those who can't/won't
Restroom	<ul style="list-style-type: none"> • Leave the restroom the same/better than I found it • Only use facilities for intended purpose. 	<ul style="list-style-type: none"> • Use restroom time efficiently • Respect others privacy 	<ul style="list-style-type: none"> • Speak up about inappropriate behaviors
Cafeteria	<ul style="list-style-type: none"> • Leave the cafeteria the same/better than I found it • Bring your lunch/money to cafeteria 	<ul style="list-style-type: none"> • Be respectful of others' time, space, and belongings • Use lunch time efficiently • Enjoy your lunch in a respectful manner 	<ul style="list-style-type: none"> • Speak up for those who can't/won't

GUIDELINES FOR BEHAVIOR

All students are expected to behave in a manner that will reflect favorably on the school, not only during school hours, but also at any out-of-school activities connected with the school, including but not limited to school functions, field trips, and athletic events. Behavior at any such activities will be part of the student's record and misbehavior will be dealt with accordingly by school officials.

The following guidelines are expected to govern and characterize student behavior.

- **Attendance:** Students are expected to attend school on a regular basis, as required by state law, and to come to school on time. *See Appendix A*
- **Safety:** Students are expected to behave in ways that are safe for themselves and others. Students, parents, faculty and staff are expected to follow the rules that Rootstown Local Schools has adopted to ensure the safety of all in the school. Likewise, all persons involved with the school are expected to respect other people's property. Every attempt will be made to allow students to become equal partners in decision making in regards to school rules and policies.
- **Cooperation:** Students are expected to cooperate fully with teachers, staff, administrators, and other adults in the school, not only when they are in the classroom, but also when they are in the cafeteria, hallways, stairways and other common areas. Students are expected to always be polite and helpful when dealing with others.
- **Orderly movement:** Students are expected to move between classes and other activities in common areas, inside or outside of the school, in an orderly and timely manner.
- **Entering the building:** When entering the building, students should remove hats and headwear and keep their voices low. An adult-type behavior should prevail. Students should not run, wrestle, push, or shove. All backpacks and coats must be put in assigned lockers upon entering the building.
- **Electronic Devices:** Rootstown High School acknowledges that electronic communication devices such as cell phones are increasingly common and provide students and their families with a sense of security and safety through immediate and direct communication. Additionally, electronic devices may serve as an invaluable learning tool when used appropriately by students and advisors. Therefore, electronic device use during school hours will be at the discretion of the teachers and school leader. *See Appendix B*
- **Illegal drugs and alcohol:** Illegal drugs and alcohol are strictly forbidden at all times. *See Appendix C*
If a student is taking medication for health reasons, he or she should notify the school nurse of the need for medication use.
- **Dress Code:** Students and staff strive for excellence at Rootstown High School and the dress code reflects this. With this in mind, guidelines have been adopted. *See Appendix D*
- **Bullying:** Rootstown High School recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. Our school strives to provide safe learning environments for all students and all employees. All incidents of bullying, cyber bullying, and hazing are strictly prohibited. *See Appendix E*

STUDENT RIGHTS AND RESPONSIBILITIES

The principal has the responsibility and authority for maintaining an orderly educational process. The school guarantees students' rights as allowed by state and federal laws.

Counseling:

Philosophical Basis: Personal needs or concerns can seriously threaten and interfere with the educational development of students. Schools have the responsibility to provide counseling services for students and to inform students of services provided by other agencies.

Responsibilities: Students have the responsibility:

1. To identify and/or report personal or school related problems, concerns or issues to appropriate staff, counselors, or teachers
2. To use counseling services for their educational/personal development, where appropriate
3. To schedule appointments in advance unless the problems or concerns are of an emergency nature
4. To providing information (along with their parents/guardians) that may be useful in making intelligent educational decisions
5. To use counselors' services for personal or school related problems, concerns or issues

Rights: Students have the right:

1. To be accurately informed as to the nature, kind, or type of counseling services available in their school and community
2. To receive/be referred to appropriate counseling for personal and educational problems within a reasonable amount of time
3. To have access to counselors/advisors on the staff or through Coleman Services
4. To have information communicated in counseling sessions kept confidential unless there is imminent danger present to the student or another individual, the student is at risk of committing suicide, the student is threatening another, and/or there is any abuse reported. At these times the appropriate parties will be contacted. These contacts may include any or all of the following: Parents, Job & Family Services, police, administration, or any other party affected or potentially affected.

Curriculum:

Philosophical Basis: Highly qualified professionals collaborate to produce curricula that are consistent with established standards and best practices in a given subject area. Textbooks and online resources are selected based on the extent to which they support an established curriculum.

Rights: Students have the right:

1. To have access to clear and precise course descriptions
2. To participate in courses and programs appropriate to their individual needs at all grade levels

Evaluation and Grading Policy:

Philosophical Basis: A grade is a measure of student achievement relative to curricular goals and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree in which mastery has been attained, and to help teachers adjust instruction to meet the individual needs of all students. It shall be the responsibility of the Board to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students.

Responsibilities: Students have the responsibility:

1. To ask for an explanation of the grading system which they do not understand
2. To attain standards of academic performance according to their ability
3. To share all information regarding their grades/progress with their parents/guardians and to make every effort to improve their performance
4. To present assignments when due or within allowed make-up time
5. To monitor their own progress using the online grading program utilized by the school

Rights: Students have the right:

1. To receive an academic grade that is based on the school's standardized record keeping system and reflects the student's academic achievement
2. To have grades used positively and not as a disciplinary tool
3. To be given appropriate notice of assignment due dates

Expression:

Philosophical Basis: Students have the right to express themselves through direct and symbolic means as long as such

expression does not mock, demean, or ridicule other persons/groups; interfere with school activities or disrupt the educational process; contain obscene, vulgar, inflammatory statements; or is in any way detrimental to the welfare of other students.

Responsibilities: Students have the responsibility:

1. To act in a quiet, dignified manner during patriotic activities OR to be excused from any patriotic act that is against their religious beliefs or deeply held personal convictions
2. To inform the school in writing of activities/policies which are in conflict with their religious beliefs and request alternative accommodations

Rights: Students have the right:

1. To respectfully express their own opinions on issues
2. To assemble peaceably on school property at a time and place designated by the principal (This right will be denied if it endangers the health or safety of others, damages property, or disrupts the activities of others.)

Property:

Philosophical Basis: Students have the right to privacy in their person and property. When school authorities have reasonable suspicion to believe that a student possesses an illegal item or an item determined to threaten safety and security, the school administration may search a student and his/her property. A student's cell phone is subject to a search if there is reasonable suspicion to believe it is being used in connection with a violation of the Student Handbook. Student lockers, desks, etc. are the property of the school and may be searched at any time. The school shall not be responsible for lost or stolen personal property that is brought to school. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.

Responsibilities: Students have the responsibility:

1. To refrain from possessing or concealing any substance or objects which are prohibited or which may disrupt the educational process and/or school sponsored activities/events
2. To monitor and control access to their lockers, purses, book bags, or similar containers and to regularly check their contents

Rights: Students have the right to privacy in their personal possessions unless the principal or designee has reasonable suspicion to believe that prohibited substances/objects are possessed or being concealed by the student.

Safety:

Philosophical Basis: All students who attend the school have the right to attend school in a safe environment.

Responsibilities: Students have the responsibility:

1. To show respect for other people's ideas, values, and heritage
2. To resolve conflicts in an appropriate manner
3. To notify school personnel if they have knowledge of any weapon(s) on school property

Rights: Students have the right to learn in an environment free from the threat/act of psychological or physical violence.

Student Records:

Philosophical Basis: Student records are records that directly relate to a student, and are maintained by the school and its employees. Student records do not include records kept in the sole possession of an employee, used only as a personal memory aid, and not shared with any other person except a substitute. Care must be exercised by the staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate.

Responsibilities: Students have the responsibility:

1. To give school personnel ample notice that they want to inspect and review their records
(Eligible students and parents/guardians have the responsibility to meet their financial obligations for school fees or fines. Transcripts and records may not be released until all student financial obligations are met.)
2. To release information to those individuals or agencies who are working in a positive manner for the benefit of the student (The permission to release must be in writing.)

Rights: Students have the right:

1. To release, inspect, review, and challenge the information contained in their school records within the school guidelines and legal age requirements
2. To be protected from the release of personally identifiable information to unauthorized persons

RESTORATIVE PRACTICES

In the event that students misbehave and do not abide by the principles outlined in the Guidelines for Behavior, Rootstown High School will use the "restorative practices" approach to discipline, pioneered by Ted Wachtel at the International Institute

for Restorative Practices (IIRP). Restorative practices are grounded in “restorative justice,” a way of looking at wrongdoing that focuses on repairing the harm done to people and relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, staff, faculty, and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as two and as large as a whole class.

RESTORATIVE PRACTICES PRINCIPLES: from Amstutz and Mullet (2005). Restorative Discipline for Schools

1. Restorative Practice focuses on harms rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. Restorative Practice addresses obligations of the offender resulting from those harms, as well as the community’s obligations to both victims and offenders.
3. Restorative Practice uses inclusive, collaborative processes.
4. Restorative Practice involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practice seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

RESTORATIVE DISCIPLINE: from Amstutz and Mullet (2005). Restorative Discipline for Schools

1. Acknowledges that relationships are central to the building of the school community
2. Must establish policies and procedures in a way that strengthens relationships
3. Focuses on harms done rather than rules broken
4. Gives voice to the person who has been harmed
5. Engages in collaborative problem solving
6. Empowers change and growth for all involved
7. Enhances responsibility for actions and attitudes for all involved

The goals of these restorative practices are that...

1. Rootstown High School will be a safe, friendly and enjoyable learning environment.
2. Rootstown High School will foster an environment where everyone feels valued, respected, and included.
3. Rootstown High School will be a school where students are motivated to learn, and faculty and staff enjoy meaningful and fulfilling work.

THE RESTORATIVE PRACTICE PROCESS

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts, and goals of restorative practices in practicing discipline at Rootstown High School. While the process outlined below is designed to provide a “map” for how teachers, students, and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be incorporated back into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful, and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision making, not a hard and fast set of rules.

The Respect Agreement: At the beginning of the school year, each teacher will lead his/her class in the development of a “Respect Agreement” for the class. The Respect Agreement’s purpose is to have students and teachers agree as to the guidelines for behavior that will create a safe, cooperative, and constructive classroom setting. The Respect Agreement will address the following four areas of behavior: students respecting themselves and other students; students respecting teachers and adults in the school; teachers respecting students; and students and teachers respecting school facilities and equipment. Respect Agreements must adhere to school rules outlined in this code of conduct. Once it is developed, Respect Agreements are posted in a place in the classroom that is visible to all in the room.

In-Class Issues: As issues of misconduct arise in class, teachers will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, student and teacher will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the teacher will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher will handle

the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues: If the teacher's attempt to use a constructive reminder does not resolve the issue, teachers and students will refer to the class Respect Agreement for guidance. Teachers will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached. While the decision to handle student misconduct issues in class shall ultimately be up to the teacher, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of teachers and/or other students
- Sleeping in class (according to teacher discretion)
- Excessive playfulness in class
- Overt signs of sexual affection
- Academic honesty
- Minor dress code violations (e.g. wearing a hat, etc).
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Conferencing and Circles:

If an incident occurs between students of different classes, or attempts to resolve an issue in class has proven unsuccessful, students will be given one of three options:

1. The student may elect to have the teacher decide on an appropriate resolution to the incident
2. Students may request that the principal serve as a mediator to work with students or to come to a resolution; or
3. Students may choose to work at resolving the issue without a mediator.

If the incident involves a student and a teacher, and an appropriate resolution has not been reached, the teacher can then refer the student to the principal for a restorative conference. If the incident involves a number of students, the principal may choose to hold a restorative circle with students and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the principal. While the decision to refer to the principal will be up to the teachers, common conferencing and circle issues might include the following:

- Repeated failure to follow dress code
- In class possession of electronic devices not being used in the learning process
- Lying to teachers or other staff
- Bullying behavior toward teacher or other students
- Loitering in the hallways, not having a hall pass, or leaving class without permission
- Unexcused absences, lateness, or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you have done? In what way?
4. What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm, which will be decided by the teacher, school counselors, principal, and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that

might be suggested could include the following:

- Verbal or written apology to person harmed or community as a whole
- Community service
- Action plan for correction of student behavior
- Notice being sent home to student's parents

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed.

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, principal, other students, community members, law enforcement officials, and the offender's family members. The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the principal.
- The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The principal and/or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message shall be sent by the principal to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

Taking a Break from the Community: In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community (i.e. suspension), and not come to school for a period of 1 to 3 days. Prior to being asked to take a break, the student will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (see above). When the break time is over, the principal will meet with the student and his/her parent(s) to review what the student has written, and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

If a student continues to be uncooperative, or engages in repeat behaviors of a similar nature to the first misconduct, he/she may be asked to take a second break from the community for 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student will write a formal letter of apology to the principal explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behavior in question. Prior to returning to the classroom, the RPC will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

While the decision to require a student to take a break from the community will be up to the discretion of the principal and/or designated personnel, some common behaviors requiring students to take a temporary break from the community might include the following:

- Coming to school under the influence (but not in possession of) of alcohol or illegal substances
- Bullying behavior
- Abuse of computer privileges
- Destruction or defacing of school property
- Sexual harassment
- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Use of tobacco on school grounds or school-sponsored events
- Arson or possession and/or use or transfer of matches, lighters, or any incendiary devices
- Terroristic threats
- Fighting or encouraging fighting

- Failure to abide by previously decided resolutions

If the student's misconduct continues, and he/she does not appear in the principal's and/or designated personnel's judgment to be acting in good faith to change his offending behavior, the principal may recommend to administration to permanently exclude (i.e. expelled) the student from the community. The decision to permanently exclude a student will be decided by a majority vote of the Expulsion Hearing.

GRIEVANCE PROCEDURES: A grievance is another name for a complaint. A student grievance exists when it is alleged that the student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

1. Students or groups of students
2. Parent(s)/guardian(s) of a student
3. Groups of parents/guardians of students

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days of the alleged incident.
2. A conference shall be held within four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written appeal with the principal within three (3) days of the conference.
4. The principal shall resolve the appeal by investigating the situation, reviewing the appeal/records, and/or scheduling a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the principal's decision is final.
5. If the decision at the principal's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the principal's decision may be appealed to the superintendent. A grievant wishing to appeal the principal's written decision must file a written appeal with the superintendent no later than five (5) school days from the date of the principal's written decision.
6. The superintendent shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and/or will schedule a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing within five (5) school days following the investigation/ conference.
7. The decision of the superintendent shall be the final decision of the school. A copy of the decision shall be sent to the parties involved within ten (10) school days following the superintendent's hearing.

STUDENT BEHAVIOR PROCEDURES & EXPECTATIONS

All students are expected to be familiar with these procedures and expectations and to adhere to them. Restorative Practices will be utilized to resolve any issues with students who do not adhere.

Hall Pass: All students in the halls during class periods must have their student ID. Students will also be expected to sign in and out of the classroom.

Computer Usage: Students must adhere to the school's Educational Technology Acceptable Use Agreement, which incorporates the State policy, before they may make use of school technology, including Internet access. *See Acceptable Use Policy sent home with students at beginning of school year.*

Cafeteria:

- A.Food:** Students may purchase or bring their own lunch to school to be eaten in the school's cafeteria. Guests are not permitted for lunch, **nor is outside food allowed to be delivered.** The school also participates in the National School Lunch Program; applications for the school's Free and Reduced- Price Meal Program are distributed to all students.
- B.Location:** Students must stay in the school building during lunch, and students will remain in the cafeteria until the lunch period is over. Permission to use the first floor restroom will be granted by the school staff member monitoring lunch. Students with senior standing will be allowed the privilege to spend lunch period on the patio area off of the main lobby area, weather permitting. Students are expected to stay on the cement area and keep the area clean.
- C.Behavior:** Students are expected to show respect for themselves, their peers, school staff, and school property while in

the cafeteria. This includes cleaning up their area and disposing of all waste before leaving.

Library: The high school library is a materials and technology center for students and staff. In order that it may serve as a successful part of the total school program by supporting and enhancing the curriculum, the following procedures will be followed:

1. The teacher or staff member in charge will grant admission to the library from study halls after attendance is taken. Students choosing to come to the library are expected to remain the entire period.
2. Quietness, courteousness, mutual respect, and appropriate use of the library for reading, research, homework, and studying must prevail at all times. Students unable to comply with these guidelines will lose their privileges to use the library.
3. General Circulation:
 - Books, periodicals and vertical file materials may be borrowed for two weeks.
 - Damaged barcode labels on materials will be charged at the rate of \$5.00 each.
 - The library may be unavailable on occasion.

Illness/Injury: When a student becomes ill or injured, they should report to the office. Permission to release students from school will be allowed by office personnel after parents or their designees have been notified by the office. The school is not allowed to dispense medicine (forms must be signed by doctor if children need medicine during the day); first aid will be given as needed. The school nurse or other designee will conduct the dispensing of medication in accordance to signed documentation by the doctor and parent or guardian.

Bus Privileges: The school provides bus transportation for all students who live farther than one mile from school. The bus schedule and route is available by contacting the transportation supervisor at 330-325-0189.

The Student Handbook will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. Violation of these rules may result in the suspension of bus riding privileges. Students must follow bus safety regulations as follows:

1. Students must obey the driver promptly and be courteous to him/her and to other students. The driver is in full charge of the bus and students and has the authority of a classroom teacher.
2. Students are permitted to talk quietly on the bus and classroom conduct is to be observed. Students should help to keep the bus clean, sanitary, and orderly. They must not damage or abuse the equipment.

All students must ride the bus they are assigned to. If there is an emergency that requires a student to ride another bus, a note signed by the parent must be presented to the office, and a bus pass will be issued to the student to be given to the bus driver before they will be allowed to board the bus.

Driving and Parking: Driving to school is a privilege. Seniors and juniors will be given priority for a parking permit. Each student accepts the responsibility to drive safely and to observe the rules and regulations of the school. Excessive tardiness or reckless driving will result in a suspension of your driving privilege.

Students must register all vehicles with the office. A valid Ohio driver's license, proof of insurance, and a Parking Pass Request sheet *signed by a parent* are needed to purchase a permit at a cost of \$1.00. Students will be issued hang tags and must display those tags at all times while parking on Rootstown Local Schools' property.

Students are expected to park only in assigned student parking spots. Students are to drive with extreme care when leaving or entering the parking lot. Pupils who drive to school must then enter the school immediately after parking. **Please Buckle-up!**

Falsification of Signatures: A student shall not engage in or take part in the falsification of signatures (parent, school official, or any other person) on any correspondence directed to the school or within the school operation. This includes any falsification of data, grades, address on school forms, excuses, dates, etc.

SCHOOL OPERATING PROCEDURES

All students are expected to be familiar with these procedures and expectations and to adhere to them. Restorative Practices will be utilized to resolve any issues with students who do not adhere.

Unauthorized Presence: No student shall be permitted in the school building or on school grounds without authorized permission from school authorities. Students staying after school for practices or activities must remain in the commons area of the lobby until the activity begins. Following extra-curricular activities and athletic practices, students are permitted to be in the lobby area of the high school only. The following areas are unavailable to students: staff rooms, staff restrooms, lockers after activities, unsupervised classrooms, and the teacher's lounge.

Visitors: All visitors must check in at the main office and sign in before proceeding to any part of the building.

Lost and Found: The lost and found box is located in the High School office.

Telephones: Students are required to use the student phone in the main office to contact parents/guardians. Students receiving calls in the office will be given messages at the end of the school day, unless in the case of an emergency. Phones in the office are to be used only with permission.

Books: The Board of Education approves textbooks and furnishes them to all students. It is required that the books be given good care and returned to the teacher at the end of the school year or upon withdrawal from the class. If a textbook or library book is lost or abused beyond normal wear, a fine or replacement cost of the book will be assessed against the student.

Cancellation of School: If the school must be closed or the opening delayed because of inclement weather or other conditions, the district will notify parents through the Alert Now system, Twitter, Facebook and through the following television stations: 3, 5, 8, and 19. In the event of school closing, all activities will be cancelled unless authorized by the superintendent.

Food Service: The goal of the Rootstown High School to provide students with healthy meals each day. However, unpaid charges place a financial burden on the Food Service Department. It is the responsibility of the parents/ guardians to see that students have money in their meal account to purchase meals for that day or that they bring food from home. There is a POS (point of sale) system in each of the cafeterias that work as a debit account. This means money can be deposited in a student's account in advance of purchases directly at the school cafeteria in the form of cash or check, or for your convenience, online. Online payments may be made by setting up an account at www.rootstown.sparcc.org. Under Food Service go to PaySchools Central where you can make deposits using a credit/debit card or online check; a mobile app is also available. You will need your student's account ID number to use in setting up the account. Keep in mind there is a nominal fee for utilizing this service. Even if you choose not to make online deposits, setting up an account will allow parents/guardians to monitor a student's spending or check account balances.

While the food service department discourages negative lunch charges, we understand that an occasional emergency may make it necessary. The following guidelines have been developed to help parents/guardians and staff understand the charge policy so that uncomfortable situations may be avoided.

Full Pay Students:

- **Middle and High School (grades 6-12):** If a student has a negative balance, a maximum of 2 days meals will be allowed. If no money has been deposited after charges have incurred an alternative meal of a PB&J grahamwich and milk will be provided at a cost of \$.75 charged to their account. Should a student's account balance reach a negative balance of \$6.25 all charges will be stopped. The cashier always informs students when their account is getting low. In addition, no negative charging will be allowed in grades 6-12 the last two weeks of school.

Reduced Price Students:

- Cost for breakfast is \$.30 for elementary students.
- Lunch is \$.40 for elementary, middle and high school students.
- If a student must charge, a maximum of 10 days will be allowed. If a financial hardship exists, parents/guardians are encouraged to notify the food service department so an arrangement can be made.

A la carte items: A la carte items are sold in each of the buildings. Students with a negative balance owed to the food service department will not be permitted to purchase a la carte items even with cash until their negative balance has been resolved.

Balances: All student account balances, negative or positive, will be carried over to the next school year.

Financial Hardship: Should your family incur financial hardship or change of income, you may apply for the free/reduced meal program at anytime throughout the school year. You must qualify according to government standards to receive free/reduced meals. In addition, ***your application must be completed every school year*** to qualify and remain in the free/reduced meal program. Many students accrue a negative account balance due to the fact parents/guardians fail to reapply every school year. Should this occur you, the parents/guardians, are responsible for the negative balance until the application is received and approved for qualification.

It is our hope that providing parents/guardians with this charge policy will enable them to assist the food service department in providing all students with a positive cafeteria experience. Thank you for your cooperation in these matters. Any questions or concerns may be brought to the attention of Peggy Shewell at 330-325-4139 or shewell@roversk12.org.

Class Activities and Class Finances: Each academic class will have an advisor. Class activities must have the approval of the advisor and the principal, and must be adequately chaperoned.

Use of Surveillance Equipment for Safety and Security: To help assure the safety and security of the students and staff of the school, cameras/audio devices may be used to monitor public areas or access to restricted areas in schools or on school property. Recordings from devices installed for safety and security may be used as the basis of disciplinary actions, or, if appropriate, criminal prosecutions against persons committing violations on school property. This section does not preclude the installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, and procedures for the conduct of such investigations. Notice of the presence of surveillance equipment will be posted to the extent required by law. The use of video cameras is subject to pre-approval by the Board.

Disclosure of Certain Student Information: The school may disclose certain information, known as directory information, in its discretion without consent. Parents/guardians may refuse to permit the release of any or all directory information. If a parent/guardian does not want directory information released, he or she must send written notice annually to the principal. Such notice must be received within 30 days of student receipt of this Student Handbook. The following student information is directory information: name, address, telephone number, date and place of birth, grade level, dates of attendance, the most recent previous school attended by the student, and photographs of students in school or at school activities provided the photographs do not reveal information concerning academic placement.

Wellness: Rootstown High School aligns with the NEOLA policies regarding wellness in schools. These policies can be found at <http://www.neola.com/rootstown-oh/>

FERPA Rights: The Family Education Rights and Privacy Act (FERPA) affords parents/ guardians, and students over 18 years of age, the following rights:

Inspection and Review: Parents/guardians may submit to the principal a written request identifying records they wish to inspect. The school leader will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records: Parents/guardians may ask the school to amend a record they believe is inaccurate by submitting to the school leader a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent: Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

1. Such records may be disclosed to school officials with legitimate educational interests. School officials include employees; Board of Education members; a person or company retained by the school to perform a special task (for example, an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.
2. Upon request, the school discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.

Complaint: Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA by submitting a complaint to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Equal Opportunity: The Rootstown High School is an equal opportunity provider and employer.

CONSEQUENCES OF ACTIONS

This is not an exhaustive list of consequences. As part of Restorative Practices, these consequences or others may be used as determined by those parties involved in the process; consequences should only be used as a part of the process.

EMERGENCY REMOVAL: Removal from class for disciplinary reasons is a serious matter. Students dismissed from class are to report immediately to the office with an appropriate explanation from the teacher. Each removal will be judged independently. Under certain circumstances, a student may be placed on immediate probation or receive disciplinary action ranging from detention to expulsion. In cases of suspension or expulsion, law enforcement agencies may be notified. Students who are removed from class will not receive credit for work missed

DETENTION: All certified staff members may assign detention to students for failure to comply with any of the rules and regulations at Rootstown High School. Students will be given 24 hours notice of any after-school detention. Students will be given no credit for the detention if arriving after 2:20 p.m. Students assigned to detention are expected to bring paper and pencil and have assignments to complete. Students without work to do will be given an assignment by the detention teacher. Students may not sleep, eat, or talk in detention. Failure to serve an after school detention will result in a Saturday detention. Because students receive detentions for inappropriate behavior, Rootstown High School is not responsible for transportation after school hours. As a result, it is the responsibility of the parents to provide transportation when their child is assigned an after-school detention.

SATURDAY DETENTION: Saturday Detention is a disciplinary action given in certain situations when a student does not comply with the board approved discipline code. The student is required to report to the assigned area from 8:00 AM to 11:00 AM on the date(s) assigned. Students should bring assignments or will use the time as assigned by the Saturday Detention supervisor. Students are responsible for finding their own transportation to and from Saturday Detention. Students should wear normal school attire.

IN-SCHOOL SUSPENSION: The ISS will provide an alternative form of discipline before a student is asked to take a break from the community (i.e. out-of-school suspension). It allows an opportunity for students to continue their academic work during their disciplinary placement. Its intent is to allow qualified personnel to effect a favorable change in the behavior of the student.

Students placed in ISS are to report at 7:25am and remain there until dismissal at the end of the school day. Students are required to bring all textbooks, school materials, pencil/pen, and paper. Students are to get assignments prior to ISS. Counselors and teachers may also be available for the student during their time in ISS. Specific guidelines for ISS will be given to the students when the discipline is assigned.

OUT OF SCHOOL SUSPENSION & EXPULSION: (also referred to as “taking a break from the community” and “exclusion”) Consequences for behavior beyond the assignment of ISS or Saturday Detention are serious situations that shall follow School Board policy and the State law that applies. Students may be asked to take a break for one to ten days, depending on the severity of the offense(s). Students may be also required to complete mandatory counseling. This can be completed in school or at an outside agency, as determined by the counselor and principal. Exclusions/expulsions may be for the remainder of a semester or for an entire school year, depending on the terms.

PERMANENT EXPULSION: Under Ohio law, a student may be permanently excluded from attending any of the public schools of this state if the student is convicted of, or adjudicated a delinquent child for committing, when he/she was sixteen (16) years of age or older, a specific act that would be a criminal offense if committed by an adult.

MANDATED COUNSELING or COMMUNITY SERVICE: The principal and counselor may mandate any student to participate in counseling /community service dependent upon the nature of his or her behavior in school or toward a member of the school community. The counseling /community service obligation may be fulfilled at the high school or referred agency agreed upon by the principal and counselor.

DISCIPLINE LEVELS & CONSEQUENCES

Reasoning: Restorative Practices do not take the place of behavioral consequences. While the staff of Rootstown High School is committed to restorative measures, consequences are a necessary part of behavior management. The following discipline levels provide detail in regards to possible consequences for levels of behavior.

Level	Example Offenses	Possible Consequences for Actions	
Level 1	<ul style="list-style-type: none"> ● Cheating ● Class Cut ● Disruptive behavior ● Inappropriate dress ● Inappropriate language ● Loitering ● Non-compliance ● Possession of non-school items ● Unexcused tardies ● Violation of Acceptable Use Policy 	First Offense	<ul style="list-style-type: none"> ● Teacher reprimand/student conference ● Restorative questioning
		Second Offense	<ul style="list-style-type: none"> ● Teacher detention and/or parent notification ● Restorative questioning/class circle ● Public apology
		Third & Subsequent Offenses	<ul style="list-style-type: none"> ● Teacher detention and parent/teacher strategy ● Written parent notification ● Restorative questioning/class circle ● Public apology <p><i>NOTE: Fourth Offense of the same behavior is considered chronic and is a Level 2 violation.</i></p>

Level	Example Offenses	Possible Consequences for Actions	
Level 2	<ul style="list-style-type: none"> ● Referred Level I offenses ● Abusive language ● Careless behavior ● Chronic disruption ● Defiance ● Gambling ● Inappropriate public behavior ● Minor vandalism ● Misuse of technology ● Plagiarism ● School cut/truancy ● Minor threat ● Violation of bus safety policy ● Violation of medication policy 	First Offense	<ul style="list-style-type: none"> ● Reprimand and/or detention ● Parent notification ● Restorative questioning ● <u>For misuse of technology:</u> cancellation of user privileges for the period of suspension
		Second Offense	<ul style="list-style-type: none"> ● Detention ● Parent notification ● Restorative questioning/class circle ● <u>For misuse of technology:</u> cancellation of user privileges for the marking period
		Third & Subsequent Offenses	<ul style="list-style-type: none"> ● Saturday Detention ● In School Suspension ● Parent notification ● Parent conference/restorative circle ● Behavior plan ● Community service ● <u>For misuse of technology:</u> cancellation of user privileges for the remainder of the school year

Level	Example Offenses	Possible Consequences for Actions	
Level 3	<ul style="list-style-type: none"> ● Referred Level I and Level 2 offenses ● Fighting ● Forgery ● Harassment/bullying ● Leaving school without permission ● Misuse/abuse of substances ● Offensive touching (student on student) ● Terroristic threatening and/or behavior 	First Offense	<ul style="list-style-type: none"> ● Detention and/or In School Suspension ● Parent notification ● Parent conference when necessary ● Behavior plan required ● Out of School Suspension 1-2 days (Fighting) ● Police notification when necessary ● Restitution/restoration if warranted ● Referral to other agencies, if warranted ● Community service ● Restorative questioning/restorative circle ● Public apology
		Second Offense	<ul style="list-style-type: none"> ● Detention and/or In School Suspension ● Out of School Suspension 2-5 days ● Parent notification ● Parent conference before returning to school ● Behavior plan required ● Notification of police when necessary ● Restitution/restoration if warranted ● Referral to other agencies, if warranted ● Community service ● Restorative questioning/restorative circle ● Public apology

Level	Example Offenses	Possible Consequences for Actions	
Level 4	<ul style="list-style-type: none"> ● Assault on student ● Extortion ● Major vandalism ● Offensive touching of a staff member ● Sexual harassment ● Use or possession of Tobacco/Vape/Vape Products 	First Offense	<ul style="list-style-type: none"> ● Out of School Suspension (2-5 days) ● Parent notification ● Parent conference before returning to school ● Police notification (charges may be filed) ● Behavior plan required ● Restitution/restoration if warranted ● Community service ● Restorative questioning/restorative circle ● Public apology ● <u>Major vandalism to school technology</u>: cancellation of user privileges for the remainder of the school year
		Second Offense	<ul style="list-style-type: none"> ● Out of School Suspension (5+ days) ● Parent notification ● Notification of police (charges may be filed) ● Behavior plan required ● Parent conference with board or designee ● Possible referral/placement with outside agency ● Restitution/restoration if warranted ● Community service ● Restorative questioning/restorative circle ● Public apology ● <u>Major vandalism to school computer</u>: cancellation of user privileges for the remainder of the school year or longer

Level	Example Offenses	Possible Consequences for Actions	
Level 5	<ul style="list-style-type: none"> ● Arson ● Assault on a staff member ● Bomb threat or any behavior that could or does result in the evacuation or lockdown of a school building/bus ● Possession of any weapons/explosive devices ● Unlawful possession, use or distribution of illicit drugs, alcohol or counterfeit substances <p><i>Note: Any misdemeanor not specifically mentioned that was committed while at school or during a school function will be considered a Level 5 offense</i></p>	First Offense	<ul style="list-style-type: none"> ● Out-of-school suspension 10 days and possible expulsion ● Police notification ● Community service
		Second Offense	N/A
		Third & Subsequent Offenses	N/A

APPENDIX A: Attendance

A. The School Day: The Ohio Revised Code (Section 3313.48) mandates the official school day. For a full time student in a senior high school organized on the semester plan, the day must consist of not less than five (5) hours of scheduled classes and other educational options, including a half hour lunch. Rootstown Local Schools defines a full time student as one who participates in regularly scheduled classes for the duration of the school day and is enrolled in a minimum of six periods of classes. The Principal and the Superintendent, in accordance with the state minimum standards, may approve other educational options.

Students must be present for at least 4 periods to be considered half day absence. Students present less than 4 periods will be considered a full day absence.

B. Attendance (Eligibility): To be eligible for extracurricular activities, a student must be in school by the start of 4th period. If a behavior of tardiness becomes an issue, a meeting will be held with student, parent, Athletic Director, and Principal. Students arriving late must have a medical/dental/legal excuse or an acceptable parent excuse.

Students will be allowed no more than 4 parent excuses per semester for the purpose of participating in or watching extracurricular activities. Students going home sick before the end of the school day may not return for an event any time that day. If a student is absent (unexcused) on a Friday, he/she may not participate in Saturday activities; however, the administration may excuse students for extenuating circumstances.

These eligibility rules apply to all school events, on or off campus. These rules supercede any other existing attendance policies.

C. Tardy to School: Students arriving any time after 7:25am will be considered tardy and required to sign in with the attendance officer. Students arriving late to school will be expected to make up the missed time through After School Detention or Saturday Detention. Seniors will lose their senior privilege and be expected to stay for any day they are tardy.

D. Early Dismissal from School: Any student who must leave school early (before 2:10pm) for appointments must bring a written request signed by parent/guardian to the attendance officer prior to the start of school on the day early dismissal is needed. This request should state the reason, time of desired dismissal, tentative time of return, and phone number where the parent may be reached. The student must have an appointment verification form filled out and it should be presented to the attendance officer upon return to school.

E. Early Release: The principal must approve an early release request. Any student who receives the early release privilege

must have transportation home and must leave school property at the designated time. A student who obtains the early release may not come back to school to ride the bus.

F. Calling Off from School: Whenever a child is absent, the parents should notify the attendance office between 7:00am and 9:30am each day of the absence by calling (330) 325-4125. The attendance office routinely calls parents/guardians to verify absence in order to comply with the Missing Children's Act. Without parent contact, a student will be presumed unexcused.

G. Excused Absences: The guidelines for absences follow the rules set by the Ohio Revised Code (section 3321) and by the Rootstown Local Schools.

Students who are absent from school must bring a note to the attendance office before 7:20am. The excuse should be dated, include the student's full name, reason for the absence, dates of absence, and must be signed by the parent/guardian. Excuses turned in more than 2 days after the absence will not be accepted, and the absence will be considered unexcused. Only 10 notes or phone calls from home can be accepted as excused absences.

The State of Ohio will only allow schools to issue excused absence for the following reasons:

1. Personal illness
2. Illness in the immediate family
3. Death in the immediate family
4. Quarantine
5. Religious holiday
6. To assist a parent in an emergency situation

Students must bring a doctor's excuse for any illness that causes them to miss 3 or more consecutive days. Personal/needed-at-home excuses will not be accepted unless the specific reason is approved by the principal. These absences will be marked unexcused if they have not been approved.

H. Unexcused Absences: All other reasons for absence will be considered unexcused. Some examples of unexcused absences are work, oversleeping, car/transportation problems, running errands, job interviews, and appointments other than medical or legal.

I. Prearranged Absence: A prearranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the principal. The absence should be prearranged by writing the principal, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least 2 weeks prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the principal may then define the absence as excused. Prearranged absences will not be approved during state-mandated testing of any kind.

J. Vacations during the school year: Vacations during school days are strongly discouraged. Students may be excused for family vacations during the school year provided that prior written notice has been given at least 5 school days ahead and has been approved by the principal. Students must make arrangements with their teachers concerning assignments before leaving for vacation. Students who miss tests/exams due to a vacation must take exams at the teacher's discretion. Students have a day for each day out to make-up work and exams.

K. Deployment Related Absences: Students will be granted up to 5 days excused absences for military-connected students whose immediate family member is experiencing a deployment. The conditions under which the school may approve excused absences are: (1) the absence is preapproved; (2) the student is in good standing; (3) the student has a prior record of good attendance; (4) missed work is completed and turned in within the allotted time period; and (5) the absence is not during standardized testing dates.

L. Make-up Work/Homework Policy for Absences: It is the responsibility of each student with an absence to immediately upon return to school make arrangements with his/her teacher(s) to make up work missed. A student will be given 1 day to make-up work for each day missed. Scheduling of make-up work is at the teacher's discretion.

M. Excessive Absences and Truancy HB 410: Unexcused absence from school (truancy) is not acceptable. A student will be considered habitually truant if the student is absent without legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one month, or for seventy-two (72) or more hours in one school year.

If a student is habitually truant and the student's parent fails to correct the student's attendance, a complaint will be filed with the Judge of the Juvenile Court in compliance with State law and Board Policy 5200

APPENDIX B: Electronic Devices

Rootstown Local Schools acknowledges that electronic communication devices such as cell phones are increasingly common and provide students and their families with a sense of security and safety through immediate and direct communication. Additionally, electronic devices may serve as an invaluable learning tool when used appropriately by students and teachers. A student's cell phone and headphones/earbuds should be either placed in their locker or in their pocket. If a teacher informs students that they are able to use their electronic devices for an instructional activity, students will be permitted to do so.

Failure to comply will result in the electronic device being confiscated until the end of the school day. The teacher or principal will notify parents/guardians of the failure to cooperate when violations of this policy have become a pattern and restorative practices will be used to attempt to remedy the situation.

In order to maintain a safe and responsible environment, students may not use electronic devices for communication purposes, unless instructed to do so by a staff member. Likewise, distracting devices such as headphones/earbuds are not permitted without a staff member's approval. This policy will be enforced in all areas of the building. Therefore, students are expected to refrain from using electronic devices and headphones in the hallways and common areas, with the only exception during a student's lunch period.

APPENDIX C: Illegal drugs and alcohol

Narcotics, Drugs/Unknown Substances, Alcohol: A student may not make, possess, use, be under the influence of, transmit, conceal, buy, offer to buy, or sell any known narcotic drug, unknown substance represented as a drug or narcotic, drug paraphernalia, or alcoholic beverage while at school or at any school activity. This includes over-the-counter medication not legally dispensed from the main office.

Students who fail to comply with school rules concerning possession, use, and/or sales of drugs, or any unknown substance represented as a drug, will be given a 10 day break from the community (out-of-school suspension) with a recommendation for exclusion/expulsion, plus any possible court action related to the specific offense. Other consequences may also be assigned as part of the restorative discipline process.

The exclusion/expulsion may be waived upon presentation of evidence to the principal or superintendent that the following procedures have been followed:

- A. The student and his parent/guardian agree for the student to be evaluated, at their expense, by a trained chemical dependency counselor or a licensed physician trained in chemical dependency for a professional opinion concerning the degree of use/misuse/addiction. Rootstown High School will provide a list of acceptable agencies and/or physicians available to the parent.
- B. The contracted agency or office will notify the principal that the student has made contact and is willing to comply with the appropriate treatment process.
- C. The student and parent must enter into and complete a behavioral contract with the principal, who will place additional behavior demands on the student during the course of their break from the community (suspension).
- D. If at any time during the period of their break from the community (suspension), the student is not in compliance with the action required in the steps outlined above, the exclusion will be reinstated.

Alternate placement and/or possible court action may result from unlawful use/possession. If a second offense occurs, there will be immediate exclusion from school, plus any possible court action related to the specific offense. The student may also be banned from extracurricular and cocurricular activities for the remainder of the school year.

Possession of Illicit Drugs at Extracurricular Events: Possession, use, and/or sale of drugs or any unknown substance represented as a drug or alcoholic beverage while at an extracurricular or co-curricular event will result in a minimum 45-day denial of all extra-curricular and co-curricular activities. Possible court action along with possible recommendation for exclusion and a referral for a formal assessment may be included with the denial of activities.

Drug and Look-Alike Drugs: Students should be aware that the use, possession, and sale of illicit drugs and alcohol or counterfeit drugs and alcohol is illegal and harmful. This includes over-the-counter medication not dispensed from the main office.

A controlled substance is defined as a drug, compound mixture, or substance included in Sections I, II, III, IV or V of the Ohio Administrative Code. Included in these schedules are narcotics such as amphetamines, depressants, and hallucinogens, as well as many other types of drugs. Counterfeit controlled substance is defined as:

- A. Any drug or drug container or label that bears a trademark, trade name, or other identifying mark used without the owner's authorization of the rights to such trademark.
- B. Any unmarked or unlabeled substance that is represented to be a controlled substance that is manufactured, processed, packed or distributed by a person with legal rights to manufacture, process, pack, or distribute it.
- C. Any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size and color or its markings, labeling, packaging, distribution or the price for which it is sold or offered for sale.

APPENDIX D: Dress Code

Definitions:

- A. **Attire:** Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes
- B. **Grooming:** Makeup, tattoos, and hair style
- C. **Dress Code:** A set of parameters determined by the district that describes standards for student attire and grooming

Minimum Safe Attire: Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- A. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (dresses, leggings, shorts, etc.) and shoes.
- B. Shirts and dresses must have fabric that covers in the front, back, on the sides (under the arms), and over the shoulders.
- C. Clothing must completely cover undergarments.
- D. Fabric, especially that covering breasts, genitals, and buttocks, must be non-transparent.
- E. Hats and other headwear should be removed upon entering the building. Exceptions will be made for religious headwear and ethnic hair wraps.
- F. Clothing must be suitable for all scheduled classroom activities, including but not limited to: physical education, science labs, and other activities where unique hazards exist.
- G. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Safe and Inclusive Community Guidelines: Attire or grooming depicting, advocating, or alluding to violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited. All students are expected to comply with the requirements of this policy. Specifically:

- A. Clothing may not depict, advertise, allude to, or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- B. Clothing may not depict, advertise, allude to, or advocate pornography, nudity or sexual acts.
- C. Clothing may not use, depict, advertise, allude to, or advocate hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- D. Clothing must not pose a threat to the physical, mental, or emotional health or safety of any other student or staff member.
- E. Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

Parent/Guardian Responsibility: The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents/guardians. Parents/guardians are responsible for ensuring student compliance with the school dress code.

Student Responsibility: All students are responsible for complying with the dress code during school hours.

Staff Responsibility:

- A. To equitably enforce the dress code, teachers, administrators, and all school staff must be notified of the policy at the beginning of the school year with a refresher in the spring before Spring Break in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups.
- B. Staff should be guided by the dress code policy and follow the letter and spirit of the dress code.

Enforcement:

- A. When a teacher, school staff member, or school administrator discusses an attire/grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. Unless there is an immediate concern, a student should not be spoken to about a dress code violation in front of other students.
- B. A student's attire/grooming should not be grounds for exclusion from his or her participation in school classes, programs, or school-related activities. If, however, the attire/grooming of a student poses a threat to the health or safety of any other person, the appropriate solution will be followed.
- C. School-directed changes to a student's attire/grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time.
- D. Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet). Where possible, students should not be required to wear school-owned replacement garments and should never be required to wear specific garments as a disciplinary measure.
- E. Discipline for attire/grooming violations should be consistent with the discipline policies for comparable violations. Administration and enforcement of the dress code shall also be gender neutral, consistent, and equitable.

Staff Dress Code Policy: School leaders, teachers, and staff at Rootstown High School serve as important role models for students in many important ways, including the manner of dress. It is important that students are taught to understand how dress/attire plays an important role in adult life, especially since different environments require different manners of dress.

A teacher's role, along with other adult role models in the school, involves helping students to distinguish between appropriate and inappropriate attire – and through guided practice – to make suitable clothing selections that fit the occasion. Therefore, teachers are expected to model this for their students on a regular basis, and to incorporate instruction related to appropriate dress into each student's learning.

APPENDIX E: Bullying

A student shall not harass other students or school personnel at any time. The following list gives examples of harassment and bullying: sexual, physical, verbal, psychosocial, and cyber. Discipline may range from detention to exclusion as decided upon by the principal.

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other school policies or building, classroom, or program rules.

Sexual Harassment: Sexual harassment is illegal because it violates federal and state laws. Sexual harassment is a kind of discrimination. It means that someone is treated differently because of his/her sex. It is behavior or words that:

- Are directed at a person because of his/her sex
- Are uninvited, unwanted, and unwelcome
- Cause a person to feel uncomfortable or offended
- Create an environment that makes learning difficult

The legal definition of sexual harassment is: unwanted sexual advances, which may be verbal, nonverbal, or physical. Remember, if sexual remarks or behavior are UNINVITED, UNWELCOME, OR UNPLEASANT TO THE OTHER PERSON, that's sexual harassment. It's unfair, disrespectful, and has no place in school. If you are being sexually harassed, report it immediately to the school counselor or to a school administrator. Any person who engages in sexual harassment will be subject to disciplinary action.

Bullying: Bullying is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying includes, but is not limited to physical, verbal (oral or written), electronically transmitted, psychological (e.g. emotional abuse), through attacks on the property of another, or a combination of any of these.

Some examples of bullying are:

- **Physical:** hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings, extorting money, blocking or impeding student movement, unwelcome physical contact
- **Verbal:** taunting, malicious teasing, insulting, name calling, making threats
- **Psychological:** spreading rumors, manipulating social relationships, coercion, engaging in social exclusion/ shunning, extortion, intimidation

Cyberbullying: Cyberbullying is the use of information and communication technologies such as email, cell phone and text messages, instant messaging (IM), electronic applications, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. (Bill Belsey – <http://www.cyberbullying.ca>)

Cyberbullying includes, but is not limited to the following:

- Posting slurs, rumors, or other disparaging remarks about a student or staff member online
- Sending email or instant messages that are mean or threatening
- Using a camera phone to take and/or send embarrassing photographs of students or staff members
- Posting misleading or fake photographs of students or staff members on web sites

STUDENT ACTIVITIES

The following activities are available and student participation is highly encouraged:

Art Club	National Honor Society	Student Council
Band (Concert/Marching)	Office Aides	Yearbook
Cheerleading	Quiz Bowl	Youth Safety Council
Game Club	Rootstown Anglers (Fishing)	
Choir (Concert/Show)	Ski Club	

STUDENT ATHLETICS

The following sports are available and student participation is highly encouraged:

Male	Female
Baseball	Cheerleading
Basketball	Basketball
Golf	Cross Country
Cross Country	Softball
Soccer	Soccer
Track	Track
Football	Volleyball
Wrestling	Bowling
Bowling	Golf

Athletic Checklist:

Prior to any conditioning/practice an athlete must have the following on file in the athletic office:

- A. Completed OHSAA Physical Form
- B. Emergency Medical Form
- C. Signed OHSAA eligibility form
- D. Signed Team Rules Form

Academic Eligibility: To be academically eligible for competition in co-extracurricular activities, a student must receive a passing grade in a minimum of five one-credit courses or the equivalent the preceding grading period. The student must also maintain a 1.5 grade point average.

Athletic Events: Rootstown Local School students are expected to demonstrate good sportsmanship and excellent conduct while attending athletic events. Students are expected to stand, be quiet, and take off hats during the playing of the National Anthem. The Portage Trail Conference provides rules/guidelines regarding crowd control and sportsmanship.

Athletic schedules are available online at www.highschoolsports.net or www.rootstown.sparcc.org.

National Honor Society: Members are selected by a five member Faculty Council. The NHS advisor acts as a sixth non-voting member. To be eligible to be considered for selection a student must be a sophomore, junior, or senior with a cumulative GPA of 3.5 or higher. Membership is based on excellence in for areas: scholarship, service, leadership, and character. Each category is judged independently. A majority vote of the faculty council is required to be selected as a member of the NHS

Scholarship: The scholarship requirement set by the National Council is based on a student's cumulative grade point average. The phrase "cumulative grade point average" refers to the total academic performance as demonstrated by the grades received by the student while in attendance at the school where the chapter is found. For example, in a high school containing grades 9 through 12, even when students are selected during their junior year, grades from the ninth grade on should be used to compute the scholastic average. Obtaining grades from a student's middle school would be inappropriate and only complicate the selection process, as well as present a problem of verification for the Faculty Council. Wherever possible, chapters are encouraged to utilize the same standard for computing GPA that is currently used within the school, since that is the system most easily recognized and understood by the students and their parents. Utilizing a non-traditional cumulative GPA calculation or scholarship average requires both additional time for the adviser or Faculty Council to complete the calculations, and additional explanation to be added to the written description of the selection process.

- The minimum grade point average allowable is 85 percent, B, 3.0, or the equivalent standard of excellence. The Faculty Council may raise the required cumulative grade point average. The Faculty Council may also specify a prerequisite number of academic courses or weight grades in recognition of the varying degrees of difficulty of courses of study. In such cases, the Faculty Council must provide to the administration, students, and parents of the school the professional rationale for these guidelines or procedures.
- If a Faculty Council decides to weight grades in recognition of the varying degrees of difficulty of courses of study, this weighting should be accomplished prior to the determination of the cumulative GPA in order, once again, to identify all students who have met the scholastic criteria prior to consideration of their leadership, service, and character.
- Rules such as "no grade below "B" are not acceptable.
- A failing grade is not an acceptable reason to automatically eliminate a student's candidacy.

Leadership: The Leadership criterion is considered highly important for membership selection. Some Faculty Councils may wish to interpret leadership in terms of number of offices a student has held in school or community organizations, although it is important to recognize that leadership also exists outside elected positions including effective participation in other co-curricular activities offered on campus. Other Faculty Councils may define leadership in less objective terms. Leadership roles in both the school and community may be considered, provided they can be verified.

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community activities
- Is thoroughly dependable in any responsibility accepted
- Is willing to uphold scholarship and maintain a loyal school attitude.

Service: Service is generally considered to be those actions undertaken by the students which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service,

the contributions this candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed.

The student who serves:

- Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Does committee and staff work without complaint
- Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged
- Mentors persons in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students

Character: Character is probably the most difficult criterion to define. The Faculty Council should consider the positive as well as the negative aspects of character. All judgments in this and other selection criteria should be free of speculation and rumor.

The National Honor Society is a member of the Character Counts! Coalition. Through this activity, the society supports and recommends the use of multifaceted definition of character known as the "Six Pillars of Character." A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship. Schools are encouraged to take this model, modify it to meet their local needs, and utilize it frequently in the work of their chapter.

In Addition, it can also be said that the student of character:

- Take criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperate by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern, and respect, for others
- Observes instructions and rules, is punctual and faithful both inside and outside the classroom
- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment

Student Activity Information Forms

In order to ascertain the degree to which a student candidate meets the selection criteria, it is recommended that local Faculty Councils utilize a Student Activity Information Form. Such forms are generally used to obtain information directly from the student regarding leadership and service activities and to elaborate on the student's perspectives concerning the honor society and its values.

These forms should not be considered under any circumstances as "applications" for membership. The form exists to support the student's candidacy by providing relevant information for use by the Faculty Council.

It is recommended that local forms include a parental/guardian signature affirming that they have reviewed the data and verify it's accuracy. Other adult signatures may also be requested to verify participation in leadership or service activities.

These forms are for use by the Faculty Council as working documents to be used during the selection process in support of the student's candidacy

Faculty Evaluation Forms

Selection for membership to the chapter is always to be by a majority vote of the Faculty Council. However, the local council members may wish to obtain additional information to assist them in making their decision.

Faculty evaluations may be used to supplement the Student Activity Information Forms gathered from each candidate. Once the students who possess the prerequisite GPA have been identified, they can submit a Student Activity Information Form detailing their service, leadership, and character. The faculty evaluation may be used to support the strength of a student's candidacy in the areas of service, leadership, and character. In the event of a low rating on one of the evaluations, it is always important to verify the reasons for such a rating, avoiding the "speculation and rumor" concepts

described elsewhere in this handbook.

Evaluations bring to the attention of the Faculty Council information that may not otherwise be represented on the information forms. Upon reviewing the evaluation and verifying their accuracy, the Faculty Council is still required to undertake a vote on each candidate, selecting each student who receives a majority vote.

To avoid questionable entries on faculty evaluations, chapters should request that all evaluations to be signed and that each evaluator be prepared to support any below average rating with substantiating data based on sound professional judgement and action. Anonymous faculty evaluation forms should not be used. The local adviser serves as the link between the Faculty Council and the evaluators, and may conduct informal interviews with those teachers who provide the below average ratings.

ACADEMIC INFORMATION for STUDENTS

Grading Scale

%	Grade	Regular Scale	Honors Scale*	AP/CCP Scale*
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	1.7	1.7
67-69	D+	1.3	1.3	1.3
63-66	D	1.0	1.0	1.0
60-62	D-	0.7	0.7	0.7
0-59	F	0.0	0.0	0.0

*Weighted grades will only be given to students completing an entire Honors, AP and/or CCP course. Weighted grades will not be given for grades below a C.

50% Minimum: The lowest percentage a student can earn at the end of each nine-week grading period is 50%.

Mastery of Content: Students will have the opportunity to retake assessments of which they would like to show a greater level of mastery than they achieved on the initial assessment.

Grade Calculation: Student grades are determined by an 80–20 formula. Tests, projects, papers, or any work that demonstrate mastery of the standards will count toward 80% of a class grade. Work classified as practice, such as quizzes, homework, or bell work will count toward 20% of a class grade.

Interim Reports: Interim reports are mailed home during the fifth week of the grading period. Interim grades are shown as letter grades, and are an approximation of the grade that will be given for the grading period if the same quality school work continues to be done in that class.

Report Cards: Reports cards are issued once every nine weeks. Grades are computed in the following manner:

- A. Grades are based on percentages, which are converted to letter grades, using the grading scale noted above.
- B. All semester grades are calculated by averaging the nine weeks letter grades and a semester exam. Each nine-week letter grade is valued at 45% and the semester exam 10%.
- C. Report cards are mailed home. If school fines or fees are owed, the report cards are not issued.

Promotions & Credits: Every student must take a minimum of six periods of class during the school day. Credit is given for passing grades each semester even if the course requires a year for completion. If a student fails a semester of a required course, he or she is required only to repeat that needed semester. Students who fail a class need to schedule a conference with the counselor to make sure their credits are correct for graduation. The earned letter grade is part of the student's GPA.

Scholastic Achievement Recognition: Exemplary scholastic achievement is encouraged and recognized at Rootstown High School. In an effort to achieve this goal, eligible pupils are named to the honor roll each grading period. Graduating seniors can achieve one of the three tiers of Honors: Summa Cum Laude 4.1+, Magna Cum Laude 3.8-4.09, and Cum Laude 3.5-3.79.

Honor Roll: The Honor Roll will include those eligible from Rootstown High School. Students attending Maplewood must meet the criteria established by Maplewood. Honor roll will be a three tiered Summa Cum Laude Honor Roll 4.1+, Magna Cum Laude Honor Roll 3.8-4.09, and Cum Laude Honor Roll 3.5-3.79. Merit Roll will be recognized for any student earning 3.0-3.49.

Release of Information: The “Armed Forces Recruiter Access to Student and Student Recruiting Information Act” requires that schools make student names, addresses, and telephone numbers available to military recruiters and institutions of higher education.

Transcripts: Most colleges and many employers request official school transcripts. Attendance, semester grades, and test scores make up that record. The date of graduation, class rank, and GPA are listed for graduates. Transcripts may be mailed directly to colleges from the high school. Requests for transcripts should be made two weeks prior to any deadline. Current Rootstown High School students do not have to pay a fee for this service; graduates must pay a \$3.00 fee payable to Rootstown High School.

Parent/Teacher Conferences: Parents are encouraged to meet with teachers to discuss their child’s progress. Parents may call an individual teacher to arrange a conference or go through the counselor to set up a meeting with a group of teachers. Formal parent conference nights are scheduled for October and February/March.

Scheduling Procedures/Policies: When a student makes his or her course selections, it is understood that they wish to take those classes selected. The school will do everything possible to get individual students their course requests; however, each time an adjustment is made to our schedule other students are affected. Please plan your future carefully and choose your courses wisely.

Student schedule changes after the last day of school will not be considered unless a unique circumstance arises for such a consideration. These include:

- A. **Academic Hardship:** A student is determined to lack adequate requirements of the class at the time. The request is initiated through the teacher, and requires a parent meeting that includes the student and guidance counselor.
- B. **Physical Disability:** A student has been medically excused or has an extended illness might require a review of their schedule in order to reduce their credit load to salvage required course credits.
- C. **Impaired Mental/Emotional Status:** If a student is experiencing an atypical situation, communication between the principal, school counselor, and school psychologist will be necessary in order to investigate the severity of the situation in relation to his/her schedule. It may be in the student’s best interest to revise his/her schedule.
- D. **Scheduling Opportunity:** If an original selection that was closed in spring becomes available in the fall or at the semester break, a student may drop a requested course to secure the original selection.
- E. **Failing a Required Class:** If a student fails a course that is required for graduation, the student may drop an elective class in order to have time to retake the required course he/she failed.
- F. **Other:** In any other situation, only the principal may grant a class drop. If a request is not approved by the principal, but is granted, a withdrawal “F” will result. A student has 2 weeks to decide if they wish to add a class. After 4 ½ weeks any class drops/withdraws will result in a failing grade for the semester.

Ohio State Assessments: End-of-course tests are required for graduation in English Language Arts I and II (minimum 4 points), Integrated Mathematics I and II (minimum 4 points), Biology, American History and American Government (minimum of 6 points combined science and social studies).

Diploma Policy: The State Department of Education has provided for two types of diplomas to be issued. A regular diploma will be issued to students (in the Class of 2020) who meet one of the following three pathways to graduation:

* obtaining 18 points on the seven Ohio State Assessments and meeting the minimum in each of the three areas of English (4), Math (4), and Science/Social Studies (6)

*earning an industry-recognized credential or a group of credentials totaling 12 points and earn the required score on the WorkKeys test

*achieving a “remediation free” score in math and English language arts on a nationally recognized college entrance exam (ACT/SAT)

Note: Ohio law provides two additional options:

*meeting at least two of the eight alternate requirements. For a full list of these, please visit the Ohio Department of Education website or see the High School Counselor, Mrs. Sandberg
 -Please note class of 2020 can utilize this option beginning June 10, 2019

*take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams, finish a career-technical program that includes at least four courses in a single career pathway, and complete at least one of the three additional options. For a full list of these, please visit the Ohio Department of Education website or see the High School Counselor, Mrs. Sandberg

*A minimum of 22 units of credit are required for graduation in addition to the above mentioned. Eighth grade students will receive high school credit for any high school course taken at the middle school when earning a C or better. This grade will be calculated into the student’s high school GPA.

Required subjects are:

English	4 credits	Math	4 credits
Science	3 credits	Social Studies	3 credits
Health	½ credit	Phys. Ed.	½ credit
*Electives	7 credits *		

* 1 Credit must be a Fine Art

To satisfy the science requirement, students must have one credit of life science, one credit of a physical science, and one additional unit.

A diploma with **Honors** will be issued to students completing specified criteria from a local high school or at the completion of studies at a vocational school. Students must meet 7 out of 8 criteria:

1. Four credits of English
2. Four credits of math (Integrated I, II, and two credits of higher level)
3. Four credits of science (must include credit of physics and of chemistry)
4. Four credits of social studies
5. Three credits of the same foreign language or 2 credits of two foreign languages.
6. One credits of fine arts
7. Maintain a 3.5 GPA on a 4.0 scale through the last grading period of the 12th grade
8. Obtain a composite score of 27 on the ACT or an equivalent composite score on the SAT

For graduation, students will be able to earn recognition based on the following three tiers:

- Summa Cum Laude 4.1+
- Magna Cum Laude 3.8-4.09
- Cum Laude 3.5-3.79

In order to earn points towards these and to be able to obtain Summa Cum Laude status, students must complete the classes listed below that will be offered throughout a student’s high school career.

Mathematics	English Lang Arts	Science	Social Studies
Honors Integrated II	Honors English 9	Honors Biology	Honors World History
Honors Integrated III	Honors English 10	Honors Physical Science	Honors Government
Honors Integrated IV	Honors English 11	Honors Chemistry	AP U.S. History
AP Calculus	AP English	CCP Environmental Science (AP credit/weight)	

President's Award for Excellence: Rootstown High School seeks to recognize students who have achieved through the most challenging courses and through results of college admission tests. Students must earn a 3.5 GPA and a score of 26 or higher on the ACT.

Cheating, Academic Dishonesty, and Plagiarism: All instances of cheating and/or plagiarism will be reported to the principal immediately. Telephone, mailings, or both may be used to notify parents and a conference may be held with the student, parent, teacher and/or the principal. The student who provided information used to cheat may be subject to the same academic discipline as the student who uses the information.

If a student cheats on a paper, quiz or test, his or her grade for the quiz or test will be a zero. If a student plagiarizes any material, he or she will receive a zero for the assignment. A second offense of cheating or plagiarism will result in failure of the class for the semester. Other consequences may also be applied as a part of the restorative discipline process.

Course Fees: Rootstown High School charges fees for some academic classes. Fee amounts are listed in the course catalog, available from the School Counselor's Office. Fees will not be assessed until the Add/Drop Period is over for each semester.