



THE SCHOOL FOR
**CREATIVE &
PERFORMING ARTS**
Cincinnati Public Schools

PARENT-STUDENT HANDBOOK

Grades K-3

108 W. Central Pkwy 
Cincinnati, OH 45208

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www.scpa.cps-k12.org 

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MISSION & VISION

Our mission at the School for Creative and Performing Arts (SCPA) is teaching academics to meet or exceed promotion standards with an emphasis on enriching through teaching the arts.

In order to reach our high academic goals, we integrate the arts and academics to provide an education that stimulates our students. We offer all students opportunities to experience a rich arts environment with classes in dance, visual art, vocal music, and Suzuki strings. Numerous arts classes are available for students to participate in both before and after school, including lessons in piano, visual art, keyboard, drama, choir, and dance. In addition, students attend plays and symphonies, visit museums, and experience visits from the Cincinnati Symphony Orchestra, Cincinnati Opera, Cincinnati Ballet, theater groups, and nationally renowned storytellers and artists. Through the arts, our students learn how to be disciplined, work cooperatively, stay focused, and believe in their talents.

Mission Statement

SCPA's mission is to foster independent thinking in a creative and challenging environment, by providing a diversified curriculum and environment for bright and talented individuals, and to offer preparation for higher education and professions in the arts.

Vision Statement

SCPA is a world-class public arts school where dedicated students prepare for lifelong involvement in artistic and scholastic pursuits.

Equal Education Opportunity

The Cincinnati Public School District provides equal educational, vocational, and employment opportunities for all people without regard to race, gender, ethnicity, color, age, disability, religion, national origin, creed, sexual orientation, or affiliation with a union or professional organization, and provides equal access to the Boys Scouts and other designated youth groups. The district is in compliance with Title VI, Title IX, and Section 504 of the Vocational Rehabilitation Act

History of The School For Creative & Performing Arts

The School For Creative & Performing Arts (SCPA) was founded in 1973 as part of the Bronson desegregation lawsuit settlement against Cincinnati Public Schools. As the city's public school system was being overhauled to afford all students an equal, free, appropriate and integrated education, the time was ripe to launch a truly unique school. This unique school would provide not only top-notch academic instruction, but also pre-professional arts training.

The founding principal, then a CPS music teacher and strongly supported by CPS Superintendent Donald Waldrop and Cincinnati Boy Choir founder Bob McSpadden. SCPA moved in with Mt. Adams Elementary School and welcomed students in grades 4-6, with arts classes in dance, vocal and instrumental music, visual art and drama. SCPA occupied the whole building in 1974, and by 1975, it expanded into the adjacent Immaculata Church building to accommodate a skyrocketing enrollment and more dance, band and gym classes. The first big show, later known as the major musical, was *Babes in Toyland*. It was performed at the CPS Education Center, then located on Ninth Street, downtown.

With further growth in 1976, SCPA moved to Summit Road in the Roselawn neighborhood, where the school's activities were divided between three buildings: Chabod House, for classes and office space; the basement of the Lutheran Church, which served as the cafeteria; and the Jewish Community Center, for gym classes. There were no lockers so, as students traveled from building to building, rain or shine, they carried all their belongings with them. This daily "journey" continues to be commemorated during Class Day as seniors include a walk outside as part of their final pass as SCPA students.

In 1977, another move was necessary as another grade was added. SCPA moved into 1310 Sycamore St., in the Pendleton neighborhood near downtown, and began sharing the former Woodward High School building with Abigail Cutter Junior High School. SCPA used the third and fourth floors while Cutter continued to operate on the first and second floors. The auditorium, cafeteria, gym and playground were shared by both schools. The Shop, a fundraising project of The Friends of SCPA, debuted at this location, as did the position of Artistic Director, inimitably performed by the multitalented Jack Louiso, who went on to found the Cincinnati Children's Theatre in the 1990's.

The Pendleton location was perfect for SCPA, both historically speaking and mission-wise. There had been a school on the Sycamore site since 1831, which was the first public school west of the Allegheny Mountains. The great abolitionists Levi and Katherine Coffin also lived on the property, causing there to be remnants of Underground Railroad tunnels underneath the building to this day. SCPA's mission to educate all talented children in the arts is cut from the same cloth as these past humanitarian endeavors.

In 1978, SCPA finally occupied the entire building and, in 1979, graduated its first class of seniors. The Class of '79 was the first and last class to hold its graduation ceremonies in the school's auditorium. The Class of '80 was the only class to graduate in Eden Park at the Pavilion. The Class of '81 made history as the only class to graduate in the ballroom at Music Hall. The Class of '82 was the first class to include so-called "survivors" students who had been at SCPA since grade 4, and the first of many to have its commencement ceremony in Music Hall's auditorium. Early in the 21st century, SCPA began graduating from the Cintas Center at Xavier University.

During the early years, Mr. Dickinson - fondly known as "Mr. D" - organized a national

network of performing arts schools (Arts School Network) and became its first president.



This coincided with SCPA student Roscoe (Rocky) Carrol winning the National Endowment for the Arts Talent Search in drama and becoming a Presidential Scholar in the Arts. In 1981, the entire cast of SCPA's *The Wiz* was invited to perform at The National Theatre in Washington, D.C., where a yellow brick road was created just for the occasion. SCPA performing groups toured Europe on several occasions, and took an original multimedia production, *The Book of Five Rings*, to Gifu, Japan in 1999.

The school suffered a blow on April 18, 1996, when an arson fire destroyed the theatre and almost burned down the building. School closed for a few days, but enough repairs were made to finish the school year, although it was eerie to have the theatre doors locked and the space marked off limits. The school community rallied under the banner of *Fireworks!* and presented an outstanding medley of performances at a fundraising gala at the Aronoff Center, downtown. Renovations were completed by September and SCPA, like the phoenix, rose from the ashes, better than ever.

In 2008-09 and 2009-10, the school was featured in the MTV reality series *Taking the Stage*, filmed at the school and starring SCPA students. In Fall 2009, 10 SCPA students were invited by the First Lady to perform at the White House. In August 2010, SCPA combined with the CPS' Schiel Primary School for Arts Enrichment to create the first kindergarten through twelfth grade (about ages five to seventeen) arts school and first private sector/public arts school in the U.S. The new \$72-million facility in Over-the Rhine, which opened in August 2010, was championed by the late Cincinnati Pops Maestro Erich Kunzel and funded through a unique public-private partnership that raised over \$31 million in private contributions to match public funding. The building features specialized facilities for the arts, and three separate theaters, and is a key component to redevelopment plans for the neighborhood.

SCPA has produced notable graduates in virtually every artistic field including award-winning actors, directors, singers, dancers, musicians, stage technicians, designers and arts educators. In addition to excelling in arts fields, SCPA graduates have also gone on to prominent positions in law, medicine and business professions.

SCPA students and faculty continue to present on great stages around the country, including Carnegie Hall and the Kennedy Center; at prestigious adjudications, like the World Piano Competition; and have been invited to appear internationally at such gatherings as the American High School Theatre Festival in Edinburgh, Scotland.

Schiel History

Schiel Primary School for Arts Enrichment (PSAE) opened in Fall 1985 in Corryville at 2821 Vine Street. For the first two years, the space was shared with CPS' Academy of World Languages. The PSAE program exposed students, kindergarten through third grade, to the fine arts, including art, music, drama, dance, writing and Suzuki strings. Enrollment started at just below 200 students and grew to more than 400 students as the program prepared to join The School for The Creative and Performing Arts in 2010.

A public school had been located on the Vine Street site since before the Civil War. The building

was known as the 23rd District School until 1942 when it was renamed for Dr. Louis M. Schiel, principal of the 23rd District School from 1885 until his retirement in 1927. Louis Schiel was a great believer in lifelong learning. After he became an educator, he attended medical school where he was valedictorian of his class. The school building was a neighborhood school, the German language magnet, AWL, and finally, 25 years as the home of the Schiel “Stars”. Schiel Primary School for Arts Enrichment demonstrated a tradition of excellence after its reorganization into an arts school. Schiel received an Excellent designation from the State of Ohio for four of the eight years that such classifications were awarded, and, in its final year, Schiel was recognized as a Blue Ribbon School by the U.S. Department of Education.

PBIS INFORMATION

Developing Our Desired School Culture

The School for Creative and Performing Arts adheres to “Cincinnati Public Schools ***Character and Support Guide – Code of Conduct*** ensuring all students’ right to an education in a safe, civil, and caring environment.” Through the implementation of our Positive Behavior Interventions and Supports (PBIS) we seek to create a desired school culture that:

- Students learn valuable leadership skills
- Is built upon a foundation of shared values and focused on improving student learning outcomes through arts, academics and leadership development
- Promotes character development to enable students to make meaningful contributions to the community
- Involves families and the community in creating safe and effective learning environments
- Addresses the needs of students with behavior problems
- Provides an alternative to suspension and expulsion

What is our school culture and leadership model?

SCPA has adopted a school transformation model that empowers students with the skills they need to thrive in the 21st century. Keeping in mind our desired school culture, we affirm that our culture and leadership mode

- Starts from a powerful premise that every child possesses unique strengths and has the ability to be a leader, and therefore shapes the views of staff to value and develop the whole child
- Integrates leadership development into existing school programs, curricula, and traditions in a seamless way. Moreover, it serves as a foundational operating system for the school, improving relationships, transforming culture, and motivating staff members and students
- Impacts all stakeholders starting first with the staff of a school, then moving out to students, and their families, to successfully create positive change

As students engage in our school community, it is our desire that student learning is maximized and problem behaviors are not barriers to our goal of developing our desired school culture.

Sincerely,

SCPA EXPECTATIONS

Show Respect

Treat others as you want to be treated.

Contribute Positively

Enrich the environment with your actions and words,
and leave things better than when you found them.

Perform Honorably

Always put forth your best effort.

Act Safely and Responsibly

Be accountable for all you say and do.

Positive School Culture

A school practicing Positive School Culture can be recognized by the mutual respect shown among all staff and students, aimed at creating a school that maximizes learning and minimizes problem behavior.

Purpose of Positive School Culture Plans:

- To create an environment where teaching and learning can prosper.
- To promote character development to enable students to make meaningful contributions to the community
- To provide an alternative to suspension and expulsion.
- To involve families and the community in creating safe and effective learning environments.
- To address the needs of students with behavior concerns.

Code of Encouragement

School-wide Expectations	District Behavioral Expectations	Examples of Expected Behavior	
S how Respect C ontribute Positively P erform Honorably A ct Safely and Responsibly	Be Safe	Stay in your designated area Stay seated in your assigned seat Keep it clean Resolve conflicts peacefully Arrange for prompt pick-up Ask for help if you are not safe Follow school hours Report, don't tell	Each year the possible means of encouragement for positive behavior will vary. Feel free to give any suggestions you may have to a teacher or administrator.
	Be Respectful	Obey school rules Wait your turn Applaud appropriately Use an indoor voice Follow directions Use kind words Consider the feelings of others	
	Be Responsible	Use time wisely Be prepared--ready to learn Report problems Use electronic devices before and after school Respect exhibits Ask before borrowing Take care of property	

To create and maintain a safe and orderly educational arts community that keeps students in school and engaged in learning

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Committee

The SCPA PBIS committee is composed of representatives from administrators, teachers, para-professionals and parents. The committee is responsible for facilitating the safety and positive school climate. The committee assists in the development and ongoing review of the Discipline and Incentive Plans. The team meets at least monthly to review local policies, monitor disciplinary and positive referrals, monitor SCPA Buck Distribution, address concerns of teachers and parents, recommend new procedures, and assure compliance with district policies. Recommendations for this plan will be taken directly from input gathered from the ILT, LSDMC, the entire professional staff, and the student body.

Philosophy

Primary emphasis is placed upon the ability of students to exercise self-discipline resulting in acceptable school behavior. SCPA stresses proper behavior in school which leads to an atmosphere and attitudes conducive to the maximum educational growth of all students.

All SCPA students are required to participate in a Student Orientation. This may occur during the class or in assembly. During the orientation, expectations regarding student behaviors are discussed with students. Students and parents are responsible for understanding and adhering to these expectations and returning the attached signature page.

When STARS Don't Shine

Students are expected to follow the expectations of the staff while at school at all times. Corrective actions will be applied at the classroom level when possible. Parents may be called to assist with behavior if needed.

In addition to the school rules, each teacher will have their own rules and reward systems. Students are expected to follow the rules and respect the rights of all other students and staff members. However, if a student chooses to break a rule, there will be consequences to his/her misbehavior.

In general, offenses that lead to an Office Intervention usually include a number of warnings, redirections, time outs, loss of privileges and several parental contacts.

Consequences could include any of the following:

- ☆ Verbal warning
- ☆ Classroom time-out
- ☆ Loss of privileges
- ☆ Parent contact
- ☆ Team time-out
- ☆ Office Intervention
- ☆ Assigned to Time-Out
- ☆ Assigned to a Work Detail
- ☆ Assigned to ALC
- ☆ Removal from class
- ☆ Special parent involvement required
- ☆ Behavioral management plan
- ☆ Parent, Teacher, Administrator meeting
- ☆ Removal from school
- ☆ Assignment to an alternative group
- ☆ Referred to counselor, social worker, or nurse
- ☆ Lunch Detention

Code of Conduct

Category 1 Offense

School-wide Expectations	District Behavioral Expectations	Examples of Expected Behavior	Infractions of Behavioral Expectations	Sample Corrective Strategies. This is not meant to be an exhaustive list.
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S how Respect C ontribute Positively P erform Honorably A ct Safely and Responsibly	Be Safe	Stay in designated area Stay seated in assigned seat Keep it clean Arrange for prompt pick-up	Trespassing Tobacco/Smoking	• Re-teach the behavioral expectations • Create a behavior contract • Provide a reflective activity • Office referral • Detention, during which the student completes work • In-school suspension • Restitution Restorative Practices Community Service task Loss of privilege Phone call home
	Be Respectful	Obey school rules Wait your turn Applaud appropriately Use an indoor voice Follow directions	Disobedience Disruptive Behavior Inappropriate Communication	
	Be Responsible	Use time wisely Be prepared--ready to learn Report problems Use electronic devices before and after school	* Cheating-Academic Dishonesty Gambling Fraud/False Identification Electronic Communication Devices	

Category 2 Offense

School-wide Expectations	District Behavioral Expectations	Examples of Expected Behavior	Infractions of Behavioral Expectations	Sample Corrective Strategies. This is not meant to be an exhaustive list.
S how Respect C ontribute Positively P erform Honorably	Be Safe	Resolve conflicts peacefully Share the space	Fighting Violent Disorderly Gang Activity	Automatic referral for any and all Category 2 Offenses. Steps that will be taken: 1. Administrator makes a phone call to parent or guardian 2. Strategy worksheet completed with administrator 3. Consequence given which may include: - DT - Work detail - Referral to counselor Chronic or aggressive offenses will result in placement in alternative programs.
	Be Respectful	Use kind words Consider the feelings of others	Profanity or Obscenity Sexual Misconduct Bullying Harassment/Intimidation Depictions of Prohibited Conduct	

A ct Safely and Responsibly	Be Responsible	Respect exhibits Ask before borrowing Take care of property	Stealing/Possession of Stolen Property Damaging/Destruction of Property Fireworks Counterfeit Currency	File charges if the law is broken.
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Category 3 Offense

School-wide Expectations	District Behavioral Expectations	Examples of Expected Behavior	Infractions of Behavioral Expectations	Sample Corrective Strategies . This is not meant to be an exhaustive list.
S how Respect C ontribute Positively P erform Honorably A ct Safely and Responsibly	Be Safe	Ask for help if you are not safe Follow school hours Report, don't tell	Firearms Alcohol & Drugs (Illegal & OTC) Physical Assault Dangerous Weapons** Sexual Assault Starting a Fire Serious Bodily Injury Firearm Look-alikes	Automatic referral for any and all Category 3 Offenses. Steps that will be taken: 1. Administrator makes a phone call to parent or guardian 2. Strategy worksheet completed with administrator 3. Consequence given Charges will be filed if the law is broken.
	Be Respectful	Use kind words Consider the feelings of others	Extortion	
	Be Responsible	Respect exhibits Ask before borrowing Take care of property	Robbery Sexting Breaking and Entering False Fire Alarm or Bomb Reports: Tampering with Fire Alarm System	

**** Possession of a firearm requires expulsion (ORC Ohio Revised Code 3313.66 (B) (3))**

SCHOOL-WIDE POLICIES & PROCEDURES

Helpful Hints for Parents

Listed below are ideas that foster a positive home-school relationship. These “helpful hints” will enable your child to have a smooth transition from home to school.

Parents, it is important to:

- Meet your child’s teacher and exchange information throughout the year,
- Attend group meeting for parents; plan individual visits and volunteer your service,
- Read and promptly answer notes, forms and other communications from the school,
- Report to the school office upon entering the building,
- Motivate your child by supporting class learning activities,
- Arrange for prompt arrival and departure,
- Help your child establish good attendance, attitudes, and habits,
- Notify the school when your child is absent and report any contagious diseases (students can only be absent for approved reasons),
- Practice good health and safety habits at home,
- Engage in conversations,
- Listen attentively to each other,
- Participate in family discussions and activities,
- Read or tell stories,
- Work puzzles and play games involving matching and naming objects,
- Take trips to the zoo, parks, stores, and museums,
- Cut, paste, build, construct, and explore.

Parents can prepare children for the school day when they:

- Provide clothes which are appropriate for the weather, comfortable, and labeled with the child’s name
- Make sure that adequate rest is provided,
- Explain safety rules, when riding the bus to and from school,
- Encourage independence and praise accomplishments.
- Be on time to school.

Building Hours

The building is open for students 30 minutes before school until 30 minutes after school. Students in grades K-3 arriving prior to the start of their day are held in a designated area and must stay there until the bell rings.

All students who are not part of a rehearsal, performance, or other sponsored activity must clear the building within fifteen minutes of school dismissal.

Students are not permitted to wait on school grounds for an evening activity unless they are supervised by a member of the faculty. Parents ***must*** make arrangements to pick their children up from school and return them at the appropriate time for the performance.

The SCPA Code of Conduct remains in effect 24/7.

Students must be picked up promptly after school and all other after-school activities. Students are expected to arrange for pick-up prior to arriving at school in the morning.

The night security person will make a telephone available for calls of an emergency nature only. The lobby phone number is 513-363-8003.

The night security person is assigned to secure the building, not to supervise students.

Bell Schedule

Kindergarten	First Grade	Second Grade	Third Grade
9:00-9:30 Arrival	9:00-9:30 Arrival	9:00-9:30 Arrival	9:00-9:30 Arrival
9:30 Report to class for breakfast	9:30 Report to class for breakfast	9:30 Report to class for breakfast	9:30 Report to class for breakfast
9:40 Instruction	9:40 Instruction	9:40 Instruction	9:40 Instruction
1:45 Lunch/Recess	1:35 Lunch/Recess	1:25 Lunch/Recess	12:50 Lunch/Recess
2:45 Instruction	2:45 Instruction	2:30 Instruction	2:30 Instruction
3:45 Prepare for Dismissal	3:45 Prepare for Dismissal	3:50 Prepare for Dismissal	3:50 Prepare for Dismissal
3:50 Dismissal transition	3:50 Dismissal transition	3:55 Dismissal transition	3:55 Dismissal transition

Open Enrollment

Cincinnati Public Schools Board of Education adopted an Inter-District Open Enrollment policy on January 28, 2013, allowing students who live in Ohio, but outside the CPS district's boundaries, to enroll in CPS schools without paying tuition. Students who live within CPS' boundaries will have priority for audition and potential enrollment before out-of-district students.

SCPA Attendance Procedure

When a student is absent, a ***parent/guardian must call the school before 9:00 a.m. to report the student's absence to the automated voicemail attendance line (513-363-8004) or complete the online absence form ([SCPA Reporting Absences E-Form](#)) for present-day absence only.***

If a parent/guardian did not call previously, the student will need to provide a note with the information listed below. Further documentation may be required in some situations.

- Name of student
- Date the note is written
- Date(s) student was absent
- The specific reason for the absence
- Parent/guardian's signature
- Phone number where parent/guardian can be reached

The following procedure then takes place:

- The reason for absence will be input in FOCUS by a member of the clerical staff.
- If the student's absence is excused, it is the student's and/or parent/guardian's responsibility to obtain missed assignments.
- If the student is ill for an extended time (more than 5 days), the student or parent/ guardian should call 513-363-8002 before returning to school for make-up assignments. Please allow 48 hours (2 days) for preparation of assignments. Please be aware that specific, direct instruction and group activities will not be repeated.
- An absence note must be provided to the registrar for the absence to be recorded appropriately.
- A reported illness or a reported Doctor or Dentist appointment will be excused however it will count towards chronic absenteeism UNLESS a medical note is provided.
- All other notes (handwritten) for illness, doctor, dentist, etc will be unexcused notice,

If a student misses more than 10% of their class in a given quarter (approx. 1 day out of 10) the teacher may deny attendance at any event outside their regular scheduled classes.

A student must be present at least ***half of the school day*** to participate in any extracurricular activity (i.e. school performance, prom, school sporting activity, etc.).

Truancy Reporting Policy

When a student of compulsory school age is absent from school **with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year**, the School Social Worker shall notify the child's parent or guardian of the child's absences in writing. Hours will now include late arrival to school and early dismissal. The School Social Worker is mandated to report truancy at the following stages by the Ohio Department of Education within 7 days of the triggering absences.

- Absent 30 or more consecutive hours without a legitimate excuse;
- Absent 42 or more hours in one month without a legitimate excuse;
- Absent 72 or more hours in one year without a legitimate excuse.

Tardy to School

Students who are tardy to school must report to the front desk to sign in and receive a tardy to school pass. Students with a legitimate reason (i.e., doctor/dentist appointment, illness) and students who present a note from the doctor/dentist office, or parent will be marked tardy excused. All others will be marked as tardy unexcused. Oversleeping, family illness without an official note from the doctor, missing a bus, or traffic are unexcused tardies.

Early Dismissal

Students who need to leave school early or need to change their normal dismissal plans must bring a signed note from their parents or guardian to their teacher during homeroom. On rare occasions, dismissal may be delayed due to school-related emergencies or in cases where a student is in a performance. In emergency situations, the parent must call or provide written documentation in person before the student will be called out of class. The person picking up the child must be on the pick-up list and show ID. No student will be called out of class if this policy has not been followed. Also, no student will be called out of class within 10 minutes of the end of the school day without administrative approval. On occasion it may be necessary for your family to change after school transportation arrangements, when this occurs, please see the section below entitled “**Dismissal Changes.**” Early dismissals are unexcused unless there is medical documentation provided. **Students will not be released to minors. No student will be released for early dismissal after 3:00 P.M. unless there is an emergency. Students will be referred to the School Social Worker if a pattern of early dismissal persists.**

Dismissal Changes

A parent who needs to make a change of dismissal plan for a student can call (513) 363-8039. Please leave a detailed message with your child's name, grade, and the dismissal instructions for your student. This line is intended for students who need to change their plan to be a walker, car pick up or bus rider at the end of the school day. ***Calls for dismissal changes need to be made by 2:00 P.M.*** to ensure your child's teacher receives the information. Only in emergency situations can changes in dismissal plans be made after 2:00 P.M. These emergencies can be called to the front desk, at 513-363-8000.

Discipline Policy

It is important to remember that the school's rules apply to going to and from school, at school, on school property, at school-sponsored events, on school transportation, and on property not owned or controlled by the CPS but that is connected to activities or incidents that have occurred on property owned or controlled by the CPS. In some cases, a student can be suspended from school transportation for

infractions of school bus rules.

SCPA is committed to providing prompt, reasonable discipline consistent with the severity of the incident. The consequences for misbehavior are designed to be fair, firm, and consistent for all students in the School. Discipline is tracked on a quarterly cycle. Each quarter discipline incidents are reset back to zero.

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

Informal Discipline

Informal discipline takes place within the School. It includes the following logical consequences:

- Time-Out
- Detention (Lunch or After School)
- Alternative Learning Center

Formal Discipline

Formal discipline involves the removal of the student from school. It includes

- Emergency removal
- Suspension for up to ten (10) school days (assignment to Promise Center)
- Expulsion(assignment to Promise Center)

Bullying – Harassment – Intimidation – Sexting

All communication in the school is to be conducted with respect. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings, or any form of communication to intimidate, harass, bully, or threaten harm to another person based on race, gender, religious beliefs, nationality, disability, or sexual orientation. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Bullying, harassment, intimidation, or sexting means any repeated written, verbal, graphic, or physical act that a student or group of students exhibit toward another particular student or students, including within a dating relationship, or toward school personnel; and the behavior both:

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

The principal, finding a student has committed, attempted to commit, aided or abetted the commission of, conspired to commit, or participated in any manner, even though unaccomplished in the commission of any of the *above Category 3* offenses, will submit a recommendation to the Superintendent that the student be referred to the Alternative to Expulsion program. The principal will immediately notify police when a criminal offense in this category is committed.

The process for assigning students to Alternative to Expulsion (A2E) and Alternative to Suspension (A2S) programs through the superintendent's office is described in the Alternative to Suspension and Expulsion document.

Alternative Learning Center (ALC) (Formerly known as ISS)

Students are assigned to ALC by an administrator due to failure to comply with SCPA rules. A student missing any portion of his/her assigned time in ALC may be given additional time. Failure to timely serve ALC may lead to suspension from school for a period determined by the administration. Any such suspension shall be in accordance with district guidelines on suspension and expulsion.

Discipline Appeals

Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension, expulsion, and permanent exclusion may be appealed. If the decision is made to remove a student, s/he and his/her parents will be given written notification of the emergency removal, suspension or recommendation for expulsion within one (1) day setting forth the reason for the removal and the length of the removal.

Students being considered for suspension are entitled to an informal meeting with the grade-level administrator before removal. Informal meetings can be phone call, video call, or an in-person meeting. Also, students being considered for expulsion are entitled to a formal hearing with the district hearing officer. During the formal hearing, the student and parent will be notified of the charges and allowed to respond. Students who are suspended or expelled from school are not eligible to participate in or attend any extracurricular activities for the duration of the suspension or expulsion.

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

Promise Center

SCPA participates in the CPS Alternative to Suspension Program (A2S) and Alternative to Expulsion Program (A2E). Students who are suspended for 5 or more days and who are being recommended for expulsion will be assigned to the Promise Center instead of being removed completely from a school setting. Attendance at the Promise Center is mandatory and will be recorded as part of the student's attendance record. Students will be allowed to complete assignments while at the Promise Center. If students choose not to attend the Promise Center teachers are not obligated to provide assignments for students.

Discipline of Students with Disabilities

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

Dress Code

The Standard of dress as it related specifically to K-3 is as follows:

- Dress appropriately for weather conditions and classroom work.
- No shoes with wheels are permitted for safety reasons.
- Pants are not allowed to be worn below the waist.
- Wear jewelry responsibly. If a question is raised, the Principal will make the final decision if a student is conforming to the dress code.
- No makeup, body art, cologne, perfume, or aftershave.

SCPA Student Dress Standards: In our K-12 school community, student dress is a part of building our desired culture as supported by our school-wide PBIS Plan, a pre-professional environment, role modeling, preparation for workforce employment, higher education, and professions in the arts.	
ACCEPTABLE DRESS: TOPS: Collared shirts or blouses, turtlenecks and t-shirts. Sweatshirts, crewnecks, hoodies (hood may not be worn during the school day), or sweaters. BOTTOMS: Jeans, shorts, skirts, skorts, and capris are acceptable. Pants that have rips, holes, and embellishments, must not reveal genitals and buttocks. Activewear such as wind shorts, athletic shorts, or spandex gym wear. (All bottoms must cover buttocks completely). SHOES: Athletic shoes, athletic slides/sandals, Crocs, loafers, dress shoes, or other closed-toe shoes, as well as open-toe/open-heel shoes, are acceptable. HEADWEAR: Verified religious clothing and headwear. ACCESSORIES: Standard face mask, typical jewelry, neck scarves.	UNACCEPTABLE DRESS: TOPS: Clothing that reveals the midriff above the belly button, such as tube tops, tank tops, crop tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through shirts, fishnet clothing.) Pajama/Sleepwear tops. BOTTOMS: Sagging pants. Activewear such as swimsuits, and boxer shorts. Pajama/ Sleepwear bottoms. SHOES: Slippers/House shoes. HEADWEAR: Brim hats, skull caps, helmets, and sleeping headwear such as scarves, bandanas, bonnets, do-rags, or shower caps. ACCESSORIES: Sunglasses, ski mask, or mask covering the majority of the face. Blankets.
CLOTHING MUST BE FREE OF THE FOLLOWING IN SUPPORT OF STUDENT SAFETY: - Clothing with lewd, offensive, vulgar or obscene pictures, emblems, derogatory or sexually suggestive images or language. - Advertising that depicts tobacco products, alcoholic beverages, drugs, or any substance prohibited. - Gang-related clothing, accessories, or jewelry bearing signs, insignias, colors, or symbols. - Clothing with any type (words, pictures, etc.) of message that may be seen as offensive to members of a certain group (such as a race, gender, religion, creed, or sexual orientation).	
Additional Information: - Students who are not following the SCPA standards of dress may be asked by any SCPA staff and faculty to change clothes, wear additional clothing, or otherwise make their dress appropriate for the learning environment. Additional disciplinary action may take place at the discretion of Administration depending on the severity of the infraction, the number of occurrences, and the level of the student's compliance when corrected. - Furthermore, individual departments may have additional dress requirements either for reasons of safety and/or professional attire.	

Electronic Devices (Please read and understand)

SCPA does not permit K-3 students to bring electronic devices to school due to the risk of loss or theft. If students choose to do so, they assume responsibility for such occurrences. If the device is creating a problem it will be taken and held by an administrator or the teacher. These devices include music players, gaming devices, computers, iPads, Kindles, cell phones and all other electronic devices.

Cell Phones

Cell phones are prohibited for K-3 students. Students who need to call home during the school day should get permission from a teacher to use the teacher's phone. Parents who need to get a message to their child before school is out should call the school (513-363-8000) and leave a message to be delivered to the student.

Confiscation of Cell Phone

Please be aware that any phone that is seen, heard, or known to be turned on during the school day is subject to confiscation. If any staff member deems the student's cell phone use is inappropriate or violates the policy in any way, the **student must turn over their phone when asked**. Students whose phones have been confiscated may pick them up from the main office at the end of the school day. If there is a second occurrence, a parent will be required to come to retrieve the phone. A third offense will result in a more severe administrative consequence.

Toys

Toys are not permitted at school unless permitted by the teacher. They will be taken away and not returned unless a parent comes and picks them up.

General Assistance

Students, who are in need of assistance with clothing, supplies, etc., should contact the school social worker, Ms. Wright (513-363-8014) or the school resource coordinator, Mr. Talley (513-363-8126). All requests will be kept strictly confidential.

Volunteers

Parents are encouraged to volunteer at SCPA. If you are interested in volunteering please call (513) 363-8000. You will get information on how to apply to be a volunteer and receive your volunteer ID badge. Volunteer badges must be worn at all times. Whenever coming to school, you must sign in to the main office even if you have a badge. If you have left your badge at home, you must acquire a visitor's pass if you do not have a badge.

Birthday Celebrations

Parents must schedule any birthday celebrations with their child's teacher prior to sending in anything. All treats must be prepackaged (no cakes that have to be cut, homemade cupcakes, etc.) and peanut-free. Treats should be dropped off at the front desk. Please refrain from bringing balloons and decorations.

ACADEMIC POLICIES & PROCEDURES

Classroom Expectations

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
Follow directions as they are given.	Think before you speak, act, and react.	Do your own best work.	Be in your seat on time. Be prepared for class and ready to learn.

			Be responsible for your own choices and actions.
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Grades K-3 Program

Students in K-3 have weekly arts classes in the areas of music, dance, drama, and visual art. After school arts programs are available in several areas. Complete information is available from the Artistic Director at the orientation and/or at the start of each semester.

In-Building Class Transfers

SCPA does not encourage the movement of students from one class to another because the experience is usually a negative one causing unnecessary stress on the student, teacher and classroom. In extreme cases in-building transfers can occur but the situation must be discussed with the Principal. No homeroom change can be made without a Teacher/Principal Parent Conference.

Progress Reports

Midterm reports are sent home in the middle of each quarter. Report cards are sent home at the end of each quarter. In accordance with board policy, report cards may be held if school obligations are not paid.

Promotion Policy

The Cincinnati Public School System promotes a complete “standards-based” grading and promotion policy. A student shall be promoted to the next grade level when it is in the best interest of that student’s academic achievement as well as the student’s social and emotional development.

Retention Policy

The School for Creative and Performing Arts adheres to and supports Cincinnati Public Schools Board Policy 5410: *Promotion, Academic Acceleration, Placement and Retention*.

CPS Board Policy (5410) states, “A student may be retained at his/her current grade level when s/he has: in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.”

SCPA’s procedure and protocol state that teachers will have made previous contact with parent/guardian(s) stating their concerns and developing an Individualized Academic Improvement Plan. The teacher (s) will also conduct a conference with the parent(s) of a student being recommended for retention. The conference will include but not be limited to the following information for sharing:

- Sharing the results of the Individualized Academic Improvement Plan and other documented interventions.
- Sharing of academic data to support the recommendation for retention.
- Parents sign off acknowledging the meeting has taken place and the team has recommended retention.

<https://www.boarddocs.com/oh/cps/Board.nsf/Public?open&id=policies#>

Parent/Teacher Conferences

Conference nights during the year are scheduled for parents to discuss their students’ academic progress. They are required for parents of students who have a “C” or below. Parents should schedule a conference with their child’s teachers. Additional conferences may be held during the school day during a teacher’s preparation period but should be pre-arranged with the teacher at least 24 hours in advance. Parents should call or email the teacher to set a conference time. See calendar for conference and midterm dates.

Canvas

Canvas is an online platform to deliver class materials, assignments, and assessments, and enables students, parents/guardians, and teachers to engage with learning materials and their school communities. Using Canvas, students can digitally submit homework assignments, review individual assignment grades, participate in interactive discussions, receive announcements and feedback, take assessments, write academic blogs, and much more.

With Canvas, teachers can engage students in new ways, reaching them via their electronic devices so they connect more effectively, and keeping students informed and involved in their education. Parents/guardians can view their children's activities within the Canvas platform.

Focus

Focus is the computer system used by Cincinnati Public Schools to keep track of student information. It helps parents be an active part of their children's education and keep track of academic progress on a daily basis.

Parents can access their child's grades, assignments, and attendance through Focus. To sign up for this tool please contact the registrar Stephanie Furlow at (513) 363-8158 or by email at Furlows@cpsboe.k12.oh.us

School Supplies

Students are required to provide some school supplies. Teachers will send a notice home regarding the supplies needed during the school year. Supply lists are posted on the website for parents' convenience at the beginning of the school year.

SCPA Primary Homework Policy

The following Homework Policy is in keeping with the Cincinnati Board of Education Policy:

Homework is any assigned task given to students for the initiation, development or completion of mental or physical efforts outside of the scheduled classroom period.

Why Have Homework?

Homework serves to:

- Extend learning activities beyond class time,
- Practice techniques previously introduced,
- Ensure that the child understands,
- Develop skills,
- Prepare for class participation,
- Generate independent study and creativity, and
- Provide experience in using out of school resources.

Time & Quality:

The following recommendations are intended for the average student within each regular class. Exceptional children at both ends of the continuum are to be given homework, but these time limits must be adjusted.

Duration:

- Time should be spent in class preparing students for homework assignments. Time allotted for this preparation will vary with assignments.
- Class time may be used when appropriate to check/grade homework.
- Both long and short-term assignments are appropriate.

Homework is designed to enrich and reinforce the skills learned in the classroom. Homework will usually be assigned every night except Fridays. Students should have a homework notebook and/or folder to place their assignments in. Parents or guardians are asked to check the homework notebook/folder daily to encourage the notion of homework and to assist their child when necessary.

Assessment

Assessment is the evaluation of children's progress informally and/or formally. Informal assessment is conducted daily. Teachers conduct informal assessments daily by listening to students and observing both their classroom performance and their relationships with others. Formal Assessments are issued by the State of Ohio to assure academic progress.

**For a complete list of Student State testing go to www.cps-k12.org/academics/monitoring/testing*

Administrative & Support Services

Cincinnati Public Schools uses the Multi-Tiered System of Supports (MTSS) which is a framework that helps to provide clear academic and behavioral strategies for students with various needs.

The Pyramid of Intervention

CPS uses a Pyramid of Intervention because we know that all students can achieve. The Pyramid of Intervention is "a step-by-step process that uses both prevention and intervention techniques to help students achieve to the best of their ability". For more detailed information, please refer to the *Pyramid of Intervention Parent Guide* found on the CPS website.

Before the Intervention Assistance Team

The student, parent, and school personnel all share in the responsibility of creating successful educational outcomes. The first steps at home include helping students prepare for school and ensuring on-time arrival each day, checking homework, encouraging good study habits, and constantly monitoring progress by communicating with and supporting teachers. Additionally, teachers will promptly return parent communication requests. Teachers will work to create an environment diverse enough to tailor to individual students' learning styles while aiding students in reaching their potential and promoting positive home-school collaboration.

With their team of support at home and school, if students are consistently present, putting forth their best efforts in class, yet still struggling, further assistance may be needed. Performing below average to grade-level peers, academically or behaviorally, for a significant amount of time, may signify the need to look into a formal intervention cycle. Greater differentiation of instruction in the general education curriculum, stronger home-school collaboration, or more encouragement for the individual student may be required and these are just a few of the areas the Intervention Assistance Team (IAT) might discuss.

Intervention Assistance Team (IAT)

The IAT meets on an as-needed basis and is composed of the School Psychologist, Lead Intervention Specialist, and other SCPA personnel as deemed appropriate for the student. Teachers, students, parents, support staff, and/or administrators may refer students for support services by filling out form CPS-2, titled "Referral to Intervention Assistance Team." This form is available in the School Psychologist's office or from CPS' Department of Student Services.

All referrals for support services to students go through the Intervention Assistance Team.

Key people to contact if your child is having difficulty:

- Your child's teacher interacts daily with your child while providing instruction. This is the first contact that should be made to help your child.

- Counselor- assists all students in achieving maximum potential academically, artistically, professionally, and personally. The counselor also supports students in their college-planning years.
- Psychologist- SCPA's school psychologist provides a variety of support services to students. The school psychologist meets with school personnel regularly to review referrals for services.
- School Social Worker- provides referral and supportive services to agencies for eligible students and families and works with students who have excessive absences and truancy to make sure they comply with state law and district attendance policies.
- Assistant Principal- If you have additional concerns, contact the assistant principal for your child's grade level.

Behavior Intervention Team

The Behavioral Intervention Team (BIT) is designed to assist students facing high levels of distress in their lives and those with behavior concerns. The Behavioral Intervention Team is not an administrative, treatment, or disciplinary body. It does not adjudicate, discipline, or impose sanctions against any member of the school. To respond to the safety needs of the school, SCPA has established the Behavioral Intervention Team. BIT will assist in helping keep the school community safe and connect distressed students to available support services and present various group sessions to students that have been disciplined through the student disciplinary process. BIT's primary goal seeks to act preventively versus reactionary to students in distress.

Attendance Improvement Team

The Attendance Improvement Team uses a tiered approach that starts with foundational support for the whole school. These foundational supports are followed by prevention-oriented supports for attendance (Tier 1), more personalized outreach or early intervention (Tier 2), and intensive intervention (Tier 3).

Support for Students with Special Needs

Students who are identified as having special educational needs qualify to receive the services of a certified tutor or other support personnel. Inquiries can be made in the psychologist's office.

OFFICE INFORMATION

Office Expectations

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Wait your turn. ☆ Use an inside voice.	☆ Be polite.	☆ Be a positive role model.	☆ Have a pass. ☆ Return directly to class.

Security Personnel and School Resource Officer

Security personnel, a resource officer and security cameras work to maintain a safe and secure environment. All outside doors will be locked. To enter the building, you will have to be buzzed in through the front door on Central Parkway. Anyone entering the building will have to report to the security desk first. Security personnel also assist the Administration with student disciplinary issues during the school day, as well as support after school activity. SCPA's School Resource Officer from the Cincinnati Police Department is on-call to assist with the safety of our students.

School Safety & Security

All outside doors will be locked. To enter the building, you will have to be buzzed in through the front door on Central Parkway. No one is permitted to enter the playground door. Anyone entering the

building will have to report to the office first. Parents are NOT permitted to go directly to classrooms unless they have teacher permission verified by security and a VISITOR BADGE that indicates that they have signed in at the office.

Search and Seizures

Administrators may search a student or his/her property (including vehicles, purses, knapsacks, gym bags, etc.) with or without the student's consent, whenever they reasonably suspect that a search will lead to the discovery of evidence of a violation of law or school rules. Students will be subject to searches by metal detectors and/or by hand on a random basis or with reasonable suspicion by district administrators or safety services personnel. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. General housekeeping inspection of school property may be conducted with reasonable notice.

Additionally, students have NO reasonable expectation of privacy in their actions in public areas including but not limited to, common areas, hallways, cafeterias, classrooms, and gymnasiums. The District may use video cameras in such areas and on all school vehicles transporting students to and from regular and extracurricular activities.

Anything that is found in the course of a search may be used as evidence of a violation of school rules or the law and may be taken, held, or turned over to the police. The School reserves the right not to return items that have been confiscated.

First Aid and Illness

Students who are in need of first aid or become ill during the school day should inform their teacher and, if needed, the teacher will refer them to the nurse with a note. The nurse will notify parents/guardians, or emergency contact as stated on the Emergency Medical Authorization Form to pick up the ill student. ***It is essential that a current Emergency Medical Authorization Form be on file so the school can contact parents/guardians in case of student illness. Please note: a student may only be released to a person whose name is listed on the emergency form or in Focus. Please make sure all numbers in Focus are updated.***

Dispensing of Medication

All medications must be turned in to the office for storage and dispensing. A Medication Form must be completed prior to the dispensing of **any medication**, including over-the-counter medication. Forms are available in the main office. Students needing to carry an inhaler must submit a signed medical form to our school nurse. **Please note that it is a category three discipline offense to distribute or share medications of any kind including but not limited to aspirin and cough syrup.**

Governing & Support Organizations

Instructional Leadership Team-(ILT)

The faculty, staff, and parent members of ILT share leadership of SCPA and make decisions in the following areas:

- developing, reviewing, and evaluating the instructional program;
- monitoring and improving school operations and procedures that impact instruction;
- planning and monitoring training of staff;
- developing and monitoring the school budget;
- creating and maintaining a safe and orderly school environment; and,
- meeting to review budget and implementation of ILT decisions quarterly.

The ILT meets monthly.

Local School Decision-Making Committee-(LSDMC)

The Local School Decision-Making Committee, which includes two student members voted on by their peers, functions as one of the primary decision-making bodies for SCPA. The functions of the LSDMC are as follows:

- to develop a vision and mission statement
- to set goals for the school
- to approve the local school budget
- to make recommendations to the principal regarding other school issues
- to develop and approve the local school code of conduct

The LSDMC meets monthly. Meetings are open and parents are encouraged to attend.

E-mail Communications

Please make sure you are signed up for electronic communications by the first week of school. You can do so by visiting the school website at scpa.cps-k12.org or by calling our school registrar at (513)363-8158.

Robo Call

The principal sends out periodic, automated phone updates to all parents who are registered to receive them. **Please be certain your phone number is up-to-date.** Messages often contain important changes, cancellations, or significant reminders of major events. If you would like to update any contact information, including phone numbers or addresses, please call the Registrar at (513) 363-8158.

Financial Information

Payment Instructions-Student Accounts

- **Payments by mail are accepted by cash or money order only, never by personal check.** Write money orders payable to SCPA and mail them to The School for Creative and Performing Arts, Attention: School Treasurer, 108 West Central Parkway, Cincinnati, Ohio 45202
- Payments made at the school are accepted by cash or money order only.
- Payments by credit card must be made through www.payforit.net. There is a transaction charge of \$1.95 for each transaction. You will need to know the student's CPS Student I.D. Number which is stated on the student's grade reports, in order to apply payment to the student's account. The student will receive a receipt for any payment of fees. The due date of the instructional supply fee is listed on the Schedule of Fees form.
- If a Waiver of Student Fee form is needed, please stop by the Treasurer's office in room 1057 to pick one up. The form must be filled out by your case worker at Hamilton County Jobs and Family Services and return to the Treasurer at the School for Creative and Performing Arts within the school year the waiver is to be applied.

If you have any questions, please contact the SCPA Treasurer at (513)363-8041 in room 1057.

Visitors

All visitors shall enter the front entrance of the building located on Central Parkway.

School policy is to accept only those visitors who have legitimate business at the school. Everyone entering the school must sign in and sign out. **Visitors are only permitted past the security desk if they have a scheduled appointment with a staff member or have business in the office.** Security will call and verify that the parent/visitor is expected before they proceed into the building. An identification tag will be required of all visitors. Parents dropping off personal items, lunch money, books, projects, etc. will leave the items at the drop-off window. The school will not allow deliveries to students of any items that are not essential to the educational process (this includes lunch). Classes will not be interrupted for any reason.

Parents/guardians may not "drop in" to visit teachers. If you wish to meet with a teacher, counselor, or administrator, call ahead for an appointment. Teachers will schedule appointments during their

planning time. Parents/guardians who want to observe their student's classes should make an appointment with individual teachers at least 24 hours in advance. Please plan accordingly.

Visitor Parking

Parents may park on Race, Central, Elm, and 12th St. according to signage. If you park on the street, please be aware of city parking meter times. SCPA is not responsible for any city violations or towing. During the school day, spaces in the parking lot are by assignment only.

Telephones

School phones are available for student use in case of emergency. In such an event, the phone at the security desk or the courtesy phone in the main office can be used with staff permission.

Dropping off Student Items

Classroom instruction cannot be interrupted for "reminders" or forgotten items. If a parent brings a forgotten item to school, it should be left at the security desk. This includes textbooks, projects, lunch money, etc. The item needs to be properly marked with the student's name. If it is necessary to leave money, it must be in an envelope with the student's name on it. Office Staff will notify the teacher to send the student to the pickup window at the end of class.

PERFORMANCE EXPECTATIONS

Performance Spaces & Galleries

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Applaud appropriately. ☆ Be silent during performances.	☆ Turn electronic devices off.	☆ Arrive early. ☆ Be a positive role model.	☆ Remain seated with feet on the floor. ☆ All food and drink, including candy and gum, is to be consumed outside the theatre/gallery.

Assembly / Concert Behavior

- Students should assemble in an orderly, quiet manner with a minimum of talking.
- Once the program begins, there should be no talking, and all persons should remain seated.
- Appreciation should be shown by applause only at the end of the musical piece or performance unless the artist specifically requests audience participation. The one exception to this rule is during a jazz performance where it is customary to acknowledge a solo. Verbal participation is never appropriate unless you are on the stage. This means no screams, yells, or whistles.
- Dancing is reserved for those on stage. Audience members should remain seated throughout the performance.
- At the end of the final piece or performance, a standing ovation may be warranted. At this point, *tasteful* verbal acknowledgments are acceptable. Words such as "bravo" or "brava" are acceptable.
- Students and adults violating this policy will be removed with no refund.
- The Code of Encouragement and the Code of Conduct are in effect 24/7.

Performance Attire

Performance attire is the responsibility of the student's family. It is the student's responsibility to check with the teacher to make certain s/he understands the expectations for performance attire. Standard concert attire is required for all musical performances both at SCPA and in the community.

Concert Etiquette Policy

It is our goal at SCPA to provide a professional performance environment for all students, faculty and guest professional artists who perform in our theaters. It is also our goal to ensure a professional and enjoyable experience that is free from distractions for all of our audience members. Accordingly, the following policies are in place at all SCPA public performances. These policies are based on the National Association for Music Education guidelines and are in place at other public art schools throughout the country.

- Absolutely no food, drink or gum is permitted in any of the performance spaces at SCPA. ☆ All electronic devices including cell phones and pagers are to be silenced and put away before the performance begins.
- Audience members will only be allowed to video tape on their cell phone or a small hand held camera.
- Audience members are not allowed to obstruct the view of others by lifting their cameras high into the air.
- Videotaping is only allowed at performances of non-copyrighted material. Audience members will be notified in the curtain speech prior to each performance if videotaping is permitted.
- All videotaping must be done silently.
- Checking messages or texting during the performance is not permitted.
- Once the performance begins, no talking or noise making of any kind is permitted. ☆ Entering or exiting the performance space during any live performing is not permitted. In the case of an emergency, patrons may exit the performance space only during applause between acts or musical selections.
- Late comers to a performance will remain outside in the lobby and will be seated at the discretion of the SCPA ushers and only during applause between acts or musical selections. Please be aware that it may be up to 20 minutes before an applause break occurs.
- If you bring a small child to a performance and that child makes noise, you will be politely assisted by an SCPA usher to exit the performance space.
- Waving, shouting or singling out one child at any time during the performance is not permitted. Adequate time is given after each act or selection for all audience members to clap for all of the performers.
- Parents are not permitted to take a child who has just finished performing and leave during a performance. All parents and students must stay for the entire performance so that every child has the opportunity to perform for a full audience.
- Do not take flash photography.

Box Office Hours

The Box Office is located in the Urban Curve at SCPA and is used to purchase tickets for major performances (not Primary performances). The Box Office hours will be posted outside the Box Office no later than the second week of school. The Box Office is also open one hour prior to all ticketed performances.

HALLWAY POLICIES

Hallways

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Use an inside voice.	☆ Use socially appropriate language.	☆ Be a positive role model.	☆ Walk on the right. ☆ Have a pass during class time.

Restrooms

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Respect the privacy of others.	☆ Report problems.	☆ Be a positive role model.	☆ Keep it clean. ☆ Flush. ☆ Wash. ☆ Throw it away.

Hall Passes

No student is allowed in the hall during class time without a hall pass unless directly supervised by a staff member.

Lost and Found

The student's name should appear on all items brought to school. If a student has lost an item, they should look in the lost and found bins which are located in the Urban Curve, the cafeteria, the 3rd floor Esme Kenney before contacting a member of the security staff. Students should make sure that their names are written in the textbooks assigned to them. Students must know the serial number, make or brand, and value of their musical instrument. Students are not to bring expensive jewelry, clothing, excessive amounts of money, or other items to school. **SCPA FACULTY AND STAFF ARE NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS.**

CAFETERIA & PLAYGROUND POLICIES

Cafeteria

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Use an inside voice. ☆ Follow directions as they are given.	☆ Keep it clean. ☆ Food and drink stay in the cafeteria.	☆ Share the space. ☆ Be a positive role model.	☆ Before you share, consider allergies and germs.

Playground

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Respect the rights of others.	☆ Keep it clean. ☆ Resolve disagreements peacefully.	☆ Be a positive role model.	☆ Stay in your designated area.

Lunch/Food

Breakfast and Lunch are provided at no charge to students at SCPA.

Birthday snacks are not allowed in the cafeteria and are only allowed in the classroom. This must be pre-arranged with the receiving teacher at least 24 hours in advance.

Arrival to School/Breakfast

All K-3rd grade students will get their breakfast and eat it in their room.

LOBBY/MEDIA CENTER

Lobby

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Respect exhibits. ☆ Use an inside voice.	☆ Use socially appropriate language.	☆ Be a positive role model.	☆ Keep walkways and stairways clear.

Library/Media Center

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Use an inside voice. ☆ Be respectful of equipment and materials.	☆ Use socially appropriate language.	☆ Be a positive role model. ☆ Use time productively.	☆ Follow Internet Access Policy.

TRANSPORTATION

Bus Transportation

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Use an inside voice. ☆ Follow directions as they are given.	☆ Be polite.	☆ Be a positive role model.	☆ Stay in your designated seat. ☆ Keep the aisle clear.

Bus

Bus stops are established at various locations throughout the district. Parents should see that their children arrive at the designated stop well before the scheduled pick up time to avoid missing the bus. Parents are reminded that their responsibility for the supervision of their children between the home to the bus stop, and while waiting for the bus arrival, rests with the parent or legal guardian (Board Policy 3541.2). The principal, and/or their designee, is primarily responsible for supervising the orderly loading and unloading of pupils at each school, in accordance with State Regulations.

Bus Suspension Procedure for School Year

The pupil management plan is effective throughout the entire school year. Bus suspensions may extend across grading quarters. ***It should be made clear to the pupil and the parent that***

suspension from the bus does not mean suspension from school. Parents must arrange other transportation to and from school while the pupil's bus riding privileges are suspended.

Rule Infractions

Students on the bus are reflections of the culture and expectations of SCPA. To ensure that the student understands that safe bus riding rules are being violated, the driver will warn the student. Continued misconduct will result in the School Bus Incident Report being emailed to the school. The school will communicate the contents of the School Bus Incident Report with the parent/guardian. ***Fighting is an automatic suspension from riding the bus.***

- **First School Bus Incident Report** – Verbal warning and put in Focus.
- **Second School Bus Incident Report** – The students' bus riding privileges can be suspended for (3) days.
- **Third School Bus Incident Report** – Bus riding privileges can be suspended for five (5) days. A letter will be sent home with the child and a phone call to the parent. The referral will be posted in Focus under discipline. The suspension begins the next school day after notification.
- **Fourth School Bus Incident Report** – Bus riding privileges can be suspended for ten (10) days. A letter will be sent home with the child and a phone call to the parent. The referral will be posted in Focus under discipline. The suspension begins the next school day after notification.
- **Fifth School Bus Incident Report** - Bus riding privileges will be revoked and guardians will need to provide transportation to and from school. A letter will be sent home with the child and a phone call to the parent. The referral will be posted on Focus under discipline.

When serving a bus suspension, ***the student is still expected to be in school.***

Arrival

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Go directly to the designated area.	☆ Be polite.	☆ Be on time. ☆ Be a positive role model.	☆ Make smart and safe choices. ☆ Enter the building immediately.

Dismissal

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Go directly to the designated area.	☆ Be polite.	☆ Be a positive role model.	☆ Arrange for pick-up. ☆ Leave promptly. ☆ Make safe and smart choices.

Arrival/Dismissal

K-3 Student Bus Arrival

- Kindergarten Arrival
 - The students are dropped off at the Central Parkway entrance where they are greeted by an adult for direction.
- 1st - 3rd Grade Arrival
 - The students are dropped off at the Central Parkway entrance where they are greeted by an adult and will be directed to report either to the playground or the

Mayerson Theater depending on the weather.

K-3 Student Car Arrival

Students in grades K-3 are not permitted to arrive any earlier than 9:00 a.m. The school will have adults on hand to help students find their locations.

- Kindergarten Arrival - Parent Drop Off
 - The students are dropped off at the 12th St. gate and come through the 12th St door where they are greeted by an adult for direction.
- 1st - 3rd Grade Arrival - Parent Drop Off
 - The students are dropped off at the 12th St. gate and will be directed to report either to the playground or the Mayerson Theater depending on the weather.

K-3 Dismissal

Parent Pick Up for Kindergarten and 1st grade is from designated kindergarten classrooms. Parent Pick Up grades 2-3 are picked up by car line up on 12th Street and should not get out of their car. **No high school sibling pick up from classrooms will be permitted prior to dismissal**. Bus pick up will occur on Race, Central Parkway and Elm Street. All K-3 teachers walk all students to their buses. Please make sure your child's correct bus information is clearly labeled on his or her backpack with a tag or contact your child's teacher before dismissal.

Evacuation/ Reunification Plan

In the event an emergency evacuation of the building is deemed necessary by the building administration, all persons will evacuate and may be directed to an off-site location. If the evacuation will be for a prolonged period of time, require family reunification, or due to severe weather or other considerations, the school will transport students and faculty to the following locations:

- **Huddle Site A : Washington Park Amphitheater**
- **Huddle Site B: Music Hall**

3rd and 6th grade Audition for Current Students

As students progress through SCPA's artistic course of study, there are 2 mandatory auditions for current students in 3rd grade and 6th grade.

- **3rd Grade Auditions**

All 3rd graders enrolled at SCPA will prepare throughout the 3rd grade year for their audition. This audition will determine the student's artistic course of study for 4-6th grade. Auditions will take place during the school day in their arts classrooms. Auditions are generally held in March or April. Auditions are adjudicated by the primary arts teachers with input from 4-6th arts teachers. Students are notified of their placements in early May.

- **6th Grade Auditions**

All 6th graders enrolled at SCPA who wish to continue their studies at SCPA for 7-12th grades must audition for the Pre-Professional Division. The student must be accepted into the Pre-Professional Division in order to enroll at SCPA for their 7th grade year. Auditions will take place during the school day in late October or early November. Students will be notified of acceptance to the Pre-Professional Division before Winter Break. This will allow students who are not successful in auditioning for the 7-12 division to choose another high school option during the CPS open enrollment period.

OUTSIDE CLASSROOM EXPECTATIONS

Field Trips / Out-of-Building Activities

Show Respect	Contribute Positively	Perform Honorably	Act Safely and Responsibly
☆ Follow instructions given by the supervisor(s).	☆ Comply with all laws and ordinances.	☆ Conform to all usual and customary standards of good citizenship, good decorum, and common courtesy. ☆ Be a positive role model.	☆ Stay with the group. ☆ Meet all school expectations.

Field Trip Policy

Students are expected to follow the Code of Conduct while on field trips. Students violating the code of conduct on a field trip are subject to the same disciplinary action as would apply if they were on school property. Student participation in field trips is a privilege. Students who violate school rules may lose the privilege to go on field trips or require a parent chaperone on future field trips. Students who are behind academically or who demonstrate behavior that fails to meet school standards will not be permitted to participate. Students may not participate in any school-sponsored field trip without parental consent and a current emergency medical form on file.

Medications normally administered at school will be administered while on field trips, provided there is a medically trained staff. If a medically trained staff member is unable to attend the student may not be permitted to attend.

While SCPA encourages students to participate in field trips, alternative assignments will be provided for any student whose parent does not give permission for the student to attend or who is unable to attend due to academic or behavioral reasons.

Field trip chaperones must complete a background check before the chaperone can accompany a class.

Extra-Curricular Trips

The following rules will apply to any trip under school sponsorship. Pupils shall respect the supervision of the chaperone appointed by the school. The chaperone is responsible for acceptable behavior on the bus.

Students Must	Students Must Not
● Load and unload as explained by the driver ● Remain seated and face the front at all times ● Ride in assigned seats ● Keep the bus aisle clear at all times	● Take items belonging others ● Smoke or light matches ● Touch the controls of the bus ● Damage the bus or seats in any way ● Bring animals or hazardous cargo on the bus ● Eat, drink, or chew gum

● Talk quietly ● Be silent at railroad crossings ● Obey all instructions of the driver ● Be courteous at all times	● Handle the radio or safety equipment ● Open the emergency door ● Use or carry fireworks ● Litter the bus ● Use profane or abusive language ● Behave in a disorderly manner ● Put any part of their bodies out of the windows ● Fight or hit others, throw objects
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Students with chronic behavior problems may be required to have a parent chaperone for field trips. A volunteer badge is required for all chaperones. Parents may not bring their child/children that do not attend SCPA on the school bus to go on a field trip for liability reasons.

APPENDIX

Board Policies

Anti-Racism Policy

2256

The Cincinnati Board of Education (“Board”) and the Cincinnati City School District (“District”) reject all forms of racism as destructive to the District’s mission, vision, values, and goals. The Board is committed to the following principles:

- *Establishing and sustaining a school community that shares the collective responsibility to confront, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.*
- *Embracing the racial diversity within our District while actively eliminating practices that perpetuate the racial disparities among our students so that all students have the opportunity to benefit equally referenced in the District’s Board Policy 2255 - Equity and Excellence in Education.*
- *Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in the District’s Board Policy - 2260 Nondiscrimination and Access to Equal Educational Opportunity.*

Definitions*

- *Racism: defined as a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human*

resources. (Dr. Camara Jones)

- Anti-racism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
- Individual racism: pre-judgment, bias, or discrimination by an individual based on race. This includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
- Systemic racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.
- Racist and race-based misconduct: actions, on and off school grounds, including but is not limited to inappropriate racial comments, intended slurs, jokes, pictures, objects, threats, physical assaults, intimidation, unequal application of policies, and unequal or biased grading. This encompasses offensiveness and misconduct that does not reach the level of racism, and misconduct that is sufficiently severe and pervasive that it rises to the level of racial harassment or discrimination

Purpose

The purpose of this policy is to create processes that identify any form of racism, work to counter its effects and work to eliminate racist practices and policies from the District in conjunction with related Board policies. As the State Board of Education has stated in their Resolution to Condemn Racism and to Advance Equity and Opportunity for Black Students, Indigenous Students, and Students of Color, we also condemn, "in the strongest possible terms, white supremacy culture, hate speech, hate crimes, and violence in the service of hatred."

Therefore, educators must play an active and ongoing role in reducing racism and inequity by recognizing the manifestations of racism; creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

In this District, there are significant differences between racial groups in student academic performance, co and extracurricular programs, family engagement and partnership support. These include, but are not limited to, disparities in discipline rates, economic advantages, students with Disabilities Identification and access to Advanced Placement, college credit plus and career technical programs, gifted, enrichment and counseling services, athletics, arts, and electives.

These racial disparities exist because of historical inequitable access to choices and opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity on communities of color. However, racial inequities were created and perpetuated over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned.

This policy ensures the understanding that racial misconduct is unacceptable and prohibited. All District employees are encouraged to reflect upon the issue of racial misconduct and how it may impact their professional standing, as racial misconduct directly affects the lives and conducts of others.

The District recognizes that racism is evident and embedded within societal norms. We will be a district actively working to end inequities among racial groups.

The Board holds itself and all District and school site decision makers, faculty, support staff and participants accountable for building a District-wide culture of respect for diversity, equity, and inclusion, which is free of racism.

To that end, the Board is committed to annual self-evaluation, on-going training, and professional development.

Anti-Racism Policy Directives

These directives are designed to dismantle the individual and systemic racism that exists in the District. The Board directs the Superintendent, Treasurer, General Counsel and the Internal Auditor to lead the District in the following actions:

Communication

Each of District schools and buildings shall post the District's Anti-Racism Vision statement that highlights the District's commitment to building an Anti-Racist district that includes a clear goal.

An ongoing school site committee in each school regarding anti-racism efforts and accountability should be a subset of the LSDMC that includes students, employees, administration, families and community members. This committee's work must also be a part of each school's One Plan or equivalent.

This policy shall be included in student handbooks provided to students and families.

The District will identify key benchmarks that demonstrate growth in each area outlined in this policy and to develop a plan with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Cincinnati Public Schools Anti-Racism Plan will be submitted annually to the Board for approval and the Board will hear quarterly reports from the Superintendent regarding each school and the District's efforts in anti-racism.

Administration shall also develop a system that surveys employees, student and family sentiment related to racial inclusion as a tool to evaluate the success of this policy.

Leadership and Administration

The Board shall direct the Superintendent, Treasurer, General Counsel and Internal Auditor to address systemic racism as follows:

Develop and conduct an annual Racial Disparities Assessment and Audit to identify processes and practices that cause inequitable outcomes based on race.

Direct the District's Curriculum department and Curriculum Councils to review current curricula and create new curricula and authentic sequencing cognizant of the District's Anti-racism commitments.

Direct the school instructional and counseling leaders to create equal access and equitable support for students interested in or qualified for advanced coursework regardless of their home school assignment or choice.

Identify the needed financial and human resources to achieve the goals of the Board's Anti-Racism

policy and designate a cross-functional staff person to serve as the District's Diversity, Equity, and Inclusion officer.

Direct the District's Student Services, Counseling, and Talent Development departments to assess and adjust practices that pertain to positive school site culture and individual behavior in order to address racial disparities in student discipline, employee professionalism, and student special needs identification.

To imbed within existing employee discipline processes, the capacity to address racist and race-based misconduct by authorizing appropriately trained supervisors to hold members of the school community accountable.

Curriculum and Instruction

As noted under Leadership and Administration, the Board and District shall implement an anti-racist curriculum and provide educational resources for students at every grade level.

Curriculum and instructional materials for all grades shall be relevant and represent the racial diversity of the student population and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color, in a way that is age appropriate.

All curriculum materials shall be examined for racial bias by the District's Curriculum Department and students should be given the opportunity to provide input.

Student in-class and extra-curricular programs and activities shall be designed, with student input, to provide opportunities for cross-cultural, cross-racial, and intergenerational interactions to foster respect for cultural and racial diversity. The Board shall support interschool activities that will allow students to experience the diversity within the District.

Staff shall incorporate these programs and activities beyond specific dedicated months and days.

Training and Professional Development

All Board and District employees shall be trained in this anti-racism policy.

All District employees shall be trained in a District-approved program about anti-racism and about how racism produces inequitable practices and outcomes in education within their first year of being hired. Anti-racism training shall be revisited annually for all employees.

Hiring Practices

The District shall include in its hiring practices and systems the opportunity to share information with applicants regarding the District's anti-racism stance.

Hiring data shall be aggregated by race to identify areas of improvement, strengths and weaknesses as related to the potential biases in the hiring process. This data should be reported by school and level.

Recruitment practices and data shall be review by the Board to revise and reassess the need of anti-racist practices in recruitment and determine benchmarks.

Policy Enforcement

To ensure consistency in student discipline, each school shall collect and report data on all

disciplinary actions. Schools shall review data, regularly, with the goal of reducing racial discipline disparities and reducing severity of corrective action by race.

When it is determined that a student, teacher, or staff member has committed a racist act, the person will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative practices, mediation, role play or other explicit policies or training resources.

The District shall ensure there are various, including anonymous, means for students and employees to report racism and other forms of discrimination. Complaints of racial misconduct should be reported and resolved in accordance with the District's Board Policy 2260.02 - Prohibition Against Harassment of Students And Staff.

**Definitions are adapted from various sources including the Government Alliance on Race and Equity at www.racialequityalliance.org*

Board Policy

5200

Student Attendance

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. The purpose of this policy is to outline acceptable purposes for which a student may be excused from school to allow for the appropriate recording of student attendance and the ability of the district to determine students who are truant.

*In accordance with the Ohio statute, the Superintendent shall require from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a **written** statement of the cause for such absence. The district shall also accept a voicemail or telephone call from the parent stating the cause of such absence and shall record such statement in a log maintained at each school. The Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.*

Repeated infractions of Board policy on attendance may result in suspension or expulsion. The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness or illness in the family necessitating the presence of the child. A pattern of absences in excess of five (5) consecutive days shall require a written physician's statement verifying the illness and the number of days the child was required to be absent. (Ohio Administrative Code (OAC) 3301-69-02).*
- B. Quarantine of the home. Such absence is limited to the length of the quarantine as determined by the proper health officials (OAC 3301-69-2).*
- C. Death in the family. Such absence is limited to a period of three days unless reasonable cause may be shown for a longer absence (OAC 3301-69-2).*
- D. Observation or celebration of a bona fide religious holiday. (OAC 3301-69-2).*
- E. Absence during the school day for medical or dental appointments; such absence may require a written note from the medical or dental professional upon return to school. (OAC 3301-69-2).*
- F. Circumstances in which the judgment of the superintendent, as determined by the principal, constitutes a good and sufficient cause for absence from school. (OAC 3301-69-2)*
- G. Absences related to a student visiting with his or her parent related to military leave or deployment. (Ohio Revised Code (ORC) 3301.60).*

H. College visits (OAC 3301-69-2).

I. The Superintendent may excuse a student over fourteen (14) years of age from attendance at school for a future limited period for the purpose of performing essential work directly or exclusively for his/her parents or guardians. Such excuse shall be limited to five (5) days and can be renewed for five (5) additional days. At no point may such excuse permit a student to be absent from school for more than ten (10) consecutive days. (ORC 3321.04).

J. The Superintendent may excuse a child from attendance for any part of the remainder of the current school year if the child's bodily or mental condition does not permit attendance at school or a special education program during such period; this fact is certified in writing by a licensed physician or, in the case of a mental condition, by a licensed physician, a licensed psychologist or a certificated school psychologist; and provision is made for appropriate instruction of the child. (ORC 3321.04).

K. For students receiving instruction at home by a qualified teacher, a file shall be maintained in the Superintendent's Office. Documentation shall state how the inability of the child to attend school or a special education program or the qualifications of the person instructing the child at home were determined. (ORC 3321.04)

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

R.C. 3313.664, 3321.01 et seq., 3321.13(B)(2), 3321.19, 3321.191, 3321.22, R.C. 3321.38, 3331.05, 3301.60, 3321.04 A.C. 3301-35-03(G), 3301-47-01, 3301-51-13, 3301-69-02

Date Revised: 7-16-15

Board Policy

2260.02

Prohibition Against Harassment of Students and Staff

Cincinnati Public Schools prohibits harassment of its employees, contractors, visitors and students. It is a violation of this policy for employees, visitors, contractors or students to harass an employee or a student, or to condone such conduct. This policy applies to all claims of harassment, including but not limited to student-to-student, staff-to-student and staff-to-staff conduct.

Board Policy

6152

Student Fees, Fines and Charges

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred. This will include fees per the Student Mobile Device Agreement.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Search and Seizure

Board Policy

5771

The Board of Education is committed to providing a quality education to students in an environment that is conducive to learning and protects the health and safety of the school community. To that end, school administrators are authorized to conduct legal searches of students and their property, and school-owned property such as lockers, as described below.

Random or Systematic Searches

These searches are conducted in a random and systematic manner, without specific suspicion, to keep students from bringing contraband or weapons to school. The method of the search is predetermined and random in nature, prohibiting race and gender bias. Once the random method is selected and the search is begun, it is not changed unless reasonable suspicion occurs. If reasonable suspicion is aroused, then the action listed below under "Reasonable Suspicion" will be taken. Some examples of random search methods include: locker searches, students caught in a hall sweep, selected classrooms, and vehicles in the parking lot.

Security personnel shall be trained in the use of hand-held metal detectors. In a random search, if the device is activated, the individual will be asked to remove any metal objects. If the device is activated a second time, the individual will be escorted to a private area where a more thorough search can be conducted.

Reasonable Suspicion Search

This type of search may be conducted when there is reasonable evidence pointing to a specific individual(s) who may be in violation of criminal statutes or school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. The following types of searches are examples of Reasonable Suspicion Searches: lockers, personal; limited clothing; pat down; request to empty pockets, purses, backpacks, boxes, etc.; or vehicle.

Student Lockers and Storage Areas

Student lockers, desks, and other storage areas remain the property of the Board. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs that school principals conduct a routine inspection at least annually of all such storage places. Student lockers and other storage spaces are subject to random searches by school officials. Searches may also be conducted where there is reasonable suspicion that the locker or its contents contain evidence of a student's violation of a criminal statute or a school rule.

Canine Searches

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

Instructional Fees Board Policy

6152

Instructional Supply Fees

The Board of Education will provide the necessary textbooks and or curricular material by paper or electronically as required by the course of study free of charge for its students. The Board may need to levy certain charges to students to facilitate the utilization of other appropriate materials for curricular as well as co-curricular and extra-curricular, noncredit activities. Such charges would be made on expendable items such as magazines, workbook materials, paperback selections, and

laboratory supplies, and materials, for clubs, independent study or special projects, and District-sponsored trips. Any waiver of fees shall be made pursuant to Policy 6152.01.

School fees shall be paid in advance for each school term at the time of initial registration or initial enrollment.

For the purposes of this policy, "school fees" or "fees" means any monetary charge collected by the District from a student or the parent(s) or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the District.

The Superintendent has the authority to identify instructional fees.

A charge shall not exceed the combined cost of the outside service provided or material used, freight and/or handling charges. Money received from resale of such material, if any, shall be returned to the Treasurer with an accurate accounting of all transactions.

Student Records

Board Policy

5122.1

Release of Student Records; Confidentiality

The records of the school system concerning an individual student shall be used in accordance to the state and federal laws and shall not be made available to any person or organization without prior written permission of the student's parent or legal guardian, or from the student if s/he is over 18 years of age, except directory information consisting of a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of graduation and, awards received and other similar information. However, such directory information shall not be released to any group or person for use in a profit making plan or activity.

A parent, legal guardian or eligible student objecting to the release of directory information must file a written objection within thirty (30) days of the annual announcement of this policy. Such written objections should be sent to the Principal's Office, Room 1053.

Authorized persons seeking to obtain copies of student records shall pay for the cost of reproduction. School records for the purpose of this policy shall be the student's cumulative, psychological, health, special education, guidance and School social worker records, and student information on file with the Computer Services Branch or Census Office.

Board Policy

5136

Cellular Telephones and Electronic Communication Devices Possessed by Students

Electronic communication devices (ECDs) are cellular telephones, smart watches, and other mobile devices used to read, write, or send digital communications such as text messages. This Policy pertains only to ECDs possessed by students and not owned by the District. For District-owned equipment, see Board Policy 7550 - Use of District-Owned Equipment.

ECDs may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use ECDs to supplement instruction and learning. However, students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document outlines the cell phone and ECD use policy.

School officials should implement uniform, school-wide cellular telephone or ECD procedures consistent with this Policy. Such procedures shall consider the age and maturity level of

students among various grade levels. A school may adopt a procedure requiring students to turn in phones or keep them locked up during school hours.

Subject to the uniformly-adopted school-wide procedures, a student may possess a cellular telephone or other electronic communication devices (tablets, laptops and similar devices designed to receive and send an electronic signal) in school, on school property, at after school activities and at school-related functions, provided that during instructional time the cellular telephone or other ECD remains off and stored out of view.

The above restrictions during instructional time may be temporarily removed by a staff member for educational purposes.

During non-instructional time during school hours and during school activities after school hours, the respectful, non-disruptive use of cellular telephones and other ECDs shall be permitted, unless otherwise directed by the administrator or sponsor.

Violations of this policy will result in corrective strategies as outlined in the Student Code of Conduct, including disciplinary action and/or confiscation of the cellular telephone or ECD. School officials should implement uniform school-wide cellular telephone or ECD confiscation procedures that progresses in a least-restrictive and progressive manner. If the violation involves an illegal activity (e.g. child pornography), the building principal must also refer the matter to law enforcement. If the violation involves other infractions outlined in the Student Code of Conduct such as inappropriate communication, profanity, bullying/harassment/intimidation, cheating, etc, school officials may select the corresponding corrective strategies.

Students may not use cellular telephones or ECDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

The student who possesses a cellular telephone or ECD is responsible for its care. The Board is not responsible for theft, loss, damage, or vandalism to cellular telephones or ECDs brought onto its property.

Parents/guardians shall be advised to limit distractions to students during instructional time and contact their child during the school day via the school office. Students may use school phones to contact parents/guardians during the school day.

Agreement/Signature Pages

Cincinnati Public Schools

Student Acceptable Use Policy and Internet/Network Safety Agreement

Students will digitally sign this Acceptable Use Policy and the Internet/Network Safety Agreement at school through a link provided in Schoology.

Statement of Purpose - The purpose of providing Internet and network access in schools is to support the District's educational objectives.

Terms of Agreement - To be allowed access to school computer systems, computer networks, software applications, including Google Applications for Education, and the Internet, students must read this agreement and sign the consent form. **Students will digitally sign the consent form at school.**

Parents, please read this document so that you are familiar with CPS' policy.

Rules for Internet/Network Usage -

The District is providing access to its school computer systems, computer networks, District-adopted tools and devices, software applications, including Google Applications for Education, and the Internet for **educational purposes only**, including accessing and sharing information with teachers and other students, storing files, conducting research, and collaborating on projects with others. If you have any doubt about whether a contemplated activity is educational, consult with the principal or teacher assigned to assist you. Use of the District's network and Internet is a privilege.

A user who violates this agreement shall, at a minimum, have access to the network and Internet terminated and is subject to additional disciplinary action based on the severity of the violation. All users are bound by the Cincinnati Public Schools (CPS) Code of Conduct and the following terms and conditions:

Student Safety/Education

Cyber-bullying - Cyber-bullying means any intentional, electronically transmitted (including the use of text messaging, instant messaging, or the posting of text or images) verbal or graphic act that a student or group of students repeatedly exhibit toward another student(s) and the behavior causes mental harm (including humiliation and embarrassment) and is sufficiently severe, persistent or pervasive.

Any cyber-bullying, harassment, or intimidation is strictly prohibited. If a student is found to have engaged in cyberbullying, disciplinary action will be recommended. If a student thinks that he or she is the victim of cyber-bullying, the situation should be immediately reported to an adult staff member, such as a teacher or principal. Additionally, students are encouraged to notify school staff if they suspect another student is being cyber-bullied.

Sexting

Sexting is the sending of sexually explicit images through any electronic media, including but not limited to text messaging, instant messaging, or email. **Sexting is strictly prohibited** and is considered a Category III offense. Sexting should be immediately reported to an adult staff member, such as a teacher or principal.

Depictions of Prohibited Conduct

- Never make, reproduce, or distribute videos, images, sound recordings, or other mediums that show behavior prohibited by the Code of Conduct on school property or at school events, including using school-owned or personal electronic devices.
- Never post depictions of prohibited behavior on social networking sites such as Facebook, Google Plus, YouTube, Instagram, Snapchat, or any other similar Websites.
- Any depictions of prohibited behavior must be immediately turned over to the principal.

Social Networks/Chat Rooms

- Never post personal information, such as full name, Social Security number, address, telephone number, bank or credit card numbers, etc.
- Consider not posting photographs of yourself. Never post sensitive or inappropriate photos. If you do post a photo, consider whether it is a photo that your mother would display in the living room.

- Assume that everything you post is on the Internet permanently.
- Do not agree to meet in person someone you know only from a social networking site or chat room.

Basic Internet/Network Etiquette & Safety Rules

- The CPS Code of Conduct and District policies on “Plagiarism/Cheating,” “Bullying and Other Forms of Aggressive Behavior,” and “Bullying – Harassment – Intimidation— Sexting” apply to Internet/network conduct.
- Gaggle will monitor and filter all student email and Google Apps content. Inappropriate or flagged messages will be blocked and sent to an administrator.
- Be polite. Use appropriate language and graphics.
- Do not use network or Internet access to make, distribute, or redistribute jokes, stories, or other material based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- Teachers may allow individual students to use email, electronic chat rooms, instant messaging, social networking sites, and other forms of direct electronic communications, including Gmail and Google Hangouts, for **educational purposes only** and with proper supervision.
- **Student Photos/Student Work** - Publishing student pictures and work on websites promotes learning, and collaboration and provides an opportunity to share the achievements of students. Images and products of K-12 students may be included on the website only without identifying captions or names. **Parents/guardians must indicate their written consent to publish their child’s photo or school work on any school-related website before the item is published on the web.**

Please note that under no circumstances will K-12 students’ photos or work be identified with first and last names on District, school, or teacher websites. **Privacy** - Network and Internet access is provided as a tool for your education. The District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the District, and no user shall have any expectation of privacy regarding such materials.

- **Copyright** - All students and faculty must adhere to the copyright laws of the United States (P.L. 94-553) and the Congressional Guidelines that delineate it regarding software, authorship, and copying information. Do not download copyrighted material or software without permission of the owner.
- Do not sell or buy anything over the Internet.
- Do not transmit or access obscene or pornographic material; notify your teacher if you receive such material.
- Any subscription to list serves bulletin boards, or online services shall be reviewed by a District- administrator and must be approved by the teacher prior to any such usage.
- Do not access the network or Internet by any means or device other than those approved by the teacher.
- Do not post inappropriate speech on any blogs, podcasts, Google Applications, or other web 2.0 tools. Such tools are considered an extension of your classroom, and any speech that is considered inappropriate in the classroom is also inappropriate in all uses of these Web tools. This includes but is not limited to, profanity and racist, sexist, or other discriminatory remarks. Comments made on blogs will be monitored and, if they are inappropriate, deleted. Any student violating this rule will be subject to disciplinary action.
- Do not use the network or Internet for any illegal activity, including (a) tampering with computer hardware, software, or data, (b) unauthorized entry into computers and files (hacking/cracking), (c) knowledgeable vandalism or destruction of equipment, and (d) deletion of computer files. Such activity is considered a crime under both state and federal laws and will be disciplined accordingly.
- Do not use the network or Internet to send messages relating to or in any way supporting illegal activities such as the sale or use of drugs or alcohol; support of criminal or gang activity; threats, intimidation, or harassment of any other person.
- All of the above rules expressly apply to, but are not limited to, the use of Google Applications for Education, which include, but are not limited to, Gmail, Google Drive, Google Calendar, Google Hangouts, Google Docs, and Google Forms.

Network/System Security/Content Filtering

- If an Internet/network security issue is identified, the user must notify an adult, such as a teacher, who will in turn notify a system administrator. The problem should not be demonstrated to other users.
- Do not attempt to log on as a system administrator. This action will result in the cancellation of privileges.
- Do not use anonymous proxies to circumvent District-implemented content filtering.
- Do not knowingly or inadvertently load or create a computer virus or load any software that destroys files and programs, confuses users, or disrupts the performance of the system.

- Do not install third-party software without the consent of your assigned administrator.
- **Do not share your passwords.**
- **Do not use another person's accounts or passwords.**
- Technology protection measures may be disabled by an authorized person. This will be done only by Information Technology Management (ITM) during adult computer usage to enable internet access for research or other lawful purposes.
- Do not participate in hacking/cracking activities or any form of unauthorized access to other computers, networks, or information systems.

Teacher Responsibilities

- Will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District's curriculum.
- All students will be informed of their rights and responsibilities as users of the district's network prior to gaining access to that network, either as individual users or as members of a class or group. ▪ Use of networked resources will be in support of educational goals.
- Treat student infractions of this AUP according to the CPS Code of Conduct.
- Provide alternate activities for students who do not have network and Internet privileges.

Principal Responsibilities

- Include this AUP in your school's Student Handbook.
- Distribute Student Handbooks to all students.
- Treat student infractions of this AUP according to the CPS Code of Conduct.
- Keep the signed Consent Forms on file for one year.
- **Identify to the teaching staff those students who do not have permission to use the Internet.**

District Responsibilities

- Ensure that filtering/blocking software is in use to block access to sites and materials that are, offensive, obscene, contain pornography, or are otherwise harmful to minors.
- Restrict unauthorized disclosure, use, and dissemination of personal information regarding minors.
- Post this AUP on the District's website.

Student Acceptable Use Policy and Internet/Network Safety Agreement Consent Form

STUDENT: I have read, understand, and agree to the Cincinnati Public Schools' Student Acceptable Use Policy (AUP) and Internet/Network Safety Agreement.

Students will digitally sign the Acceptable Use Policy and the Internet/Network Safety Agreement at school through a link provided in Schoology.

Cincinnati Public Schools reserves the right to change this policy at any time.

Acknowledgment of SCPA Expectations Page

***This form MUST be completed with page numbers and initials.

**Return to your homeroom teacher
by the second Friday of the school year*****

GUARDIAN INITIALS

STUDENT INITIALS

_____	I have read the SCPA Primary Handbook	_____
_____	I recognize the school-wide expectations.	_____
_____	I recognize the attendance policy and the procedures for late arrival and early dismissal.	_____
_____	I recognize the promotion policy.	_____
_____	I recognize the electronic device expectation.	_____
_____	I recognize the visitor and message policy.	_____
_____	I recognize the building hour's policy.	_____
_____	I recognize the assembly and concert behavior expectations.	_____

My student and I understand and agree to abide by the contents of the handbook. By our signatures, we agree to accept and follow the stated policies and procedures.

Parent / Legal Guardian

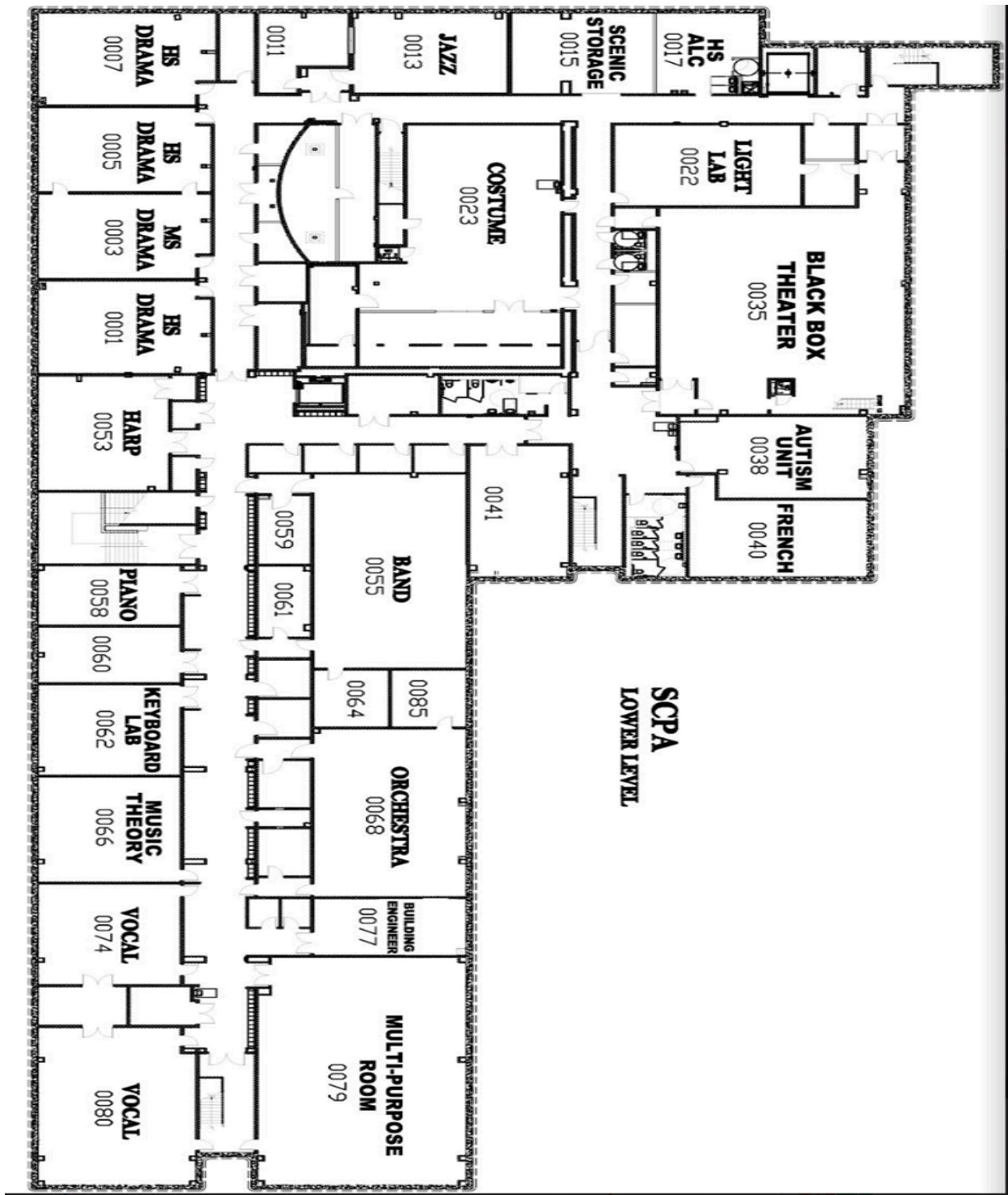
_____	_____	_____
Please Print Name	Signature of Acknowledgement	Date

Student

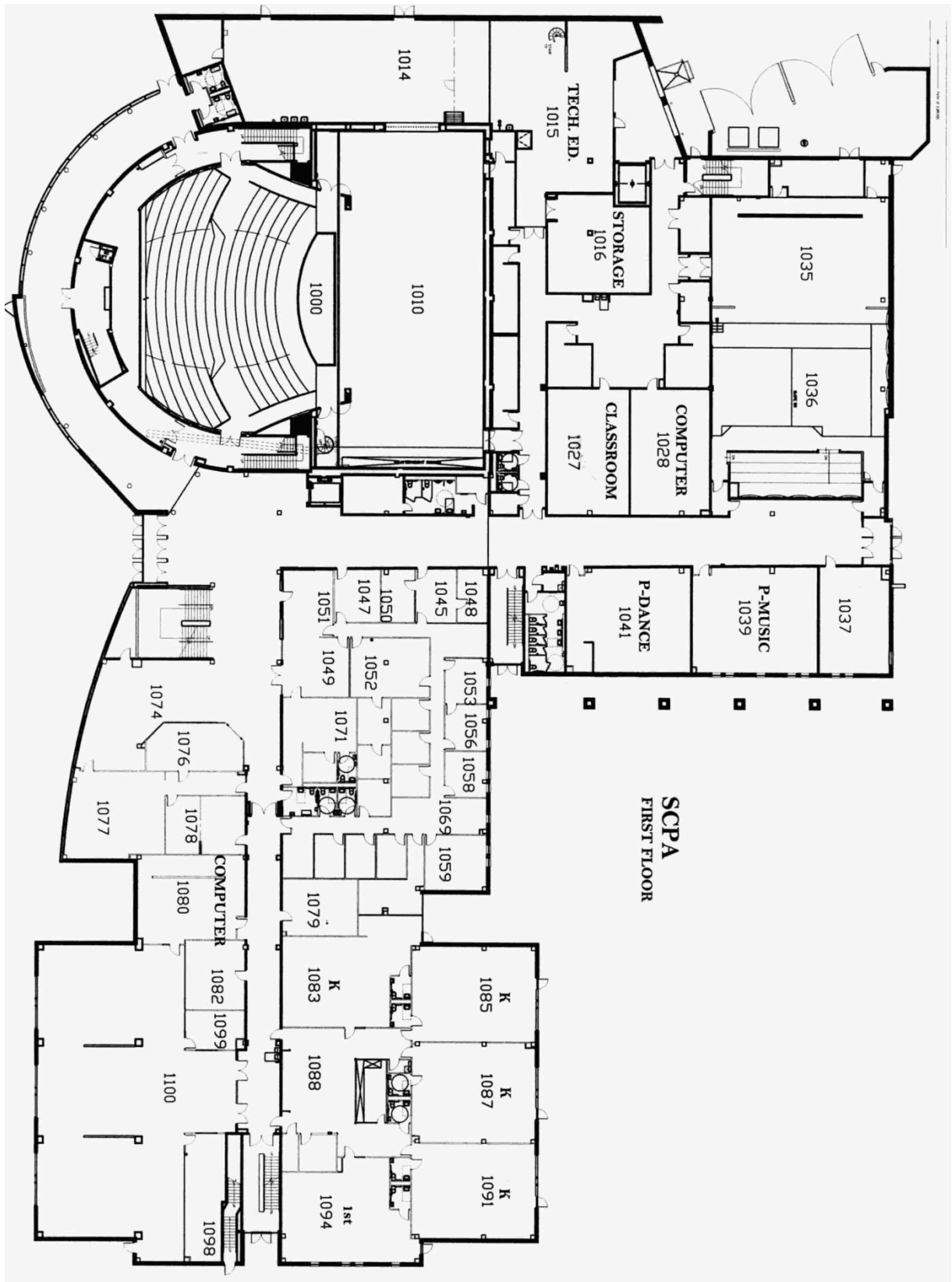
_____	_____	_____
Please Print Name	Signature of Acknowledgement	Grade

BUILDING MAPS

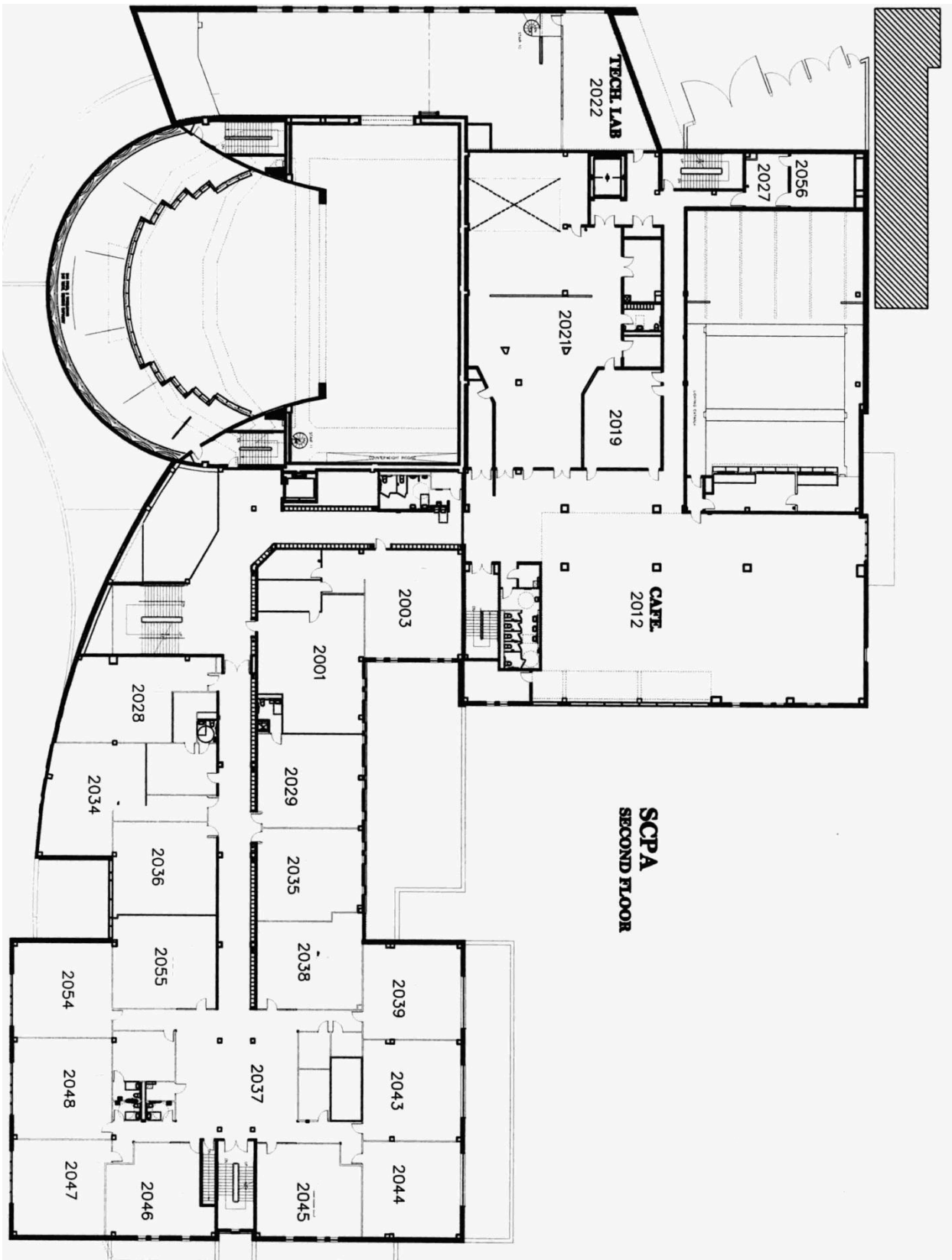
LOWER LEVEL MAP



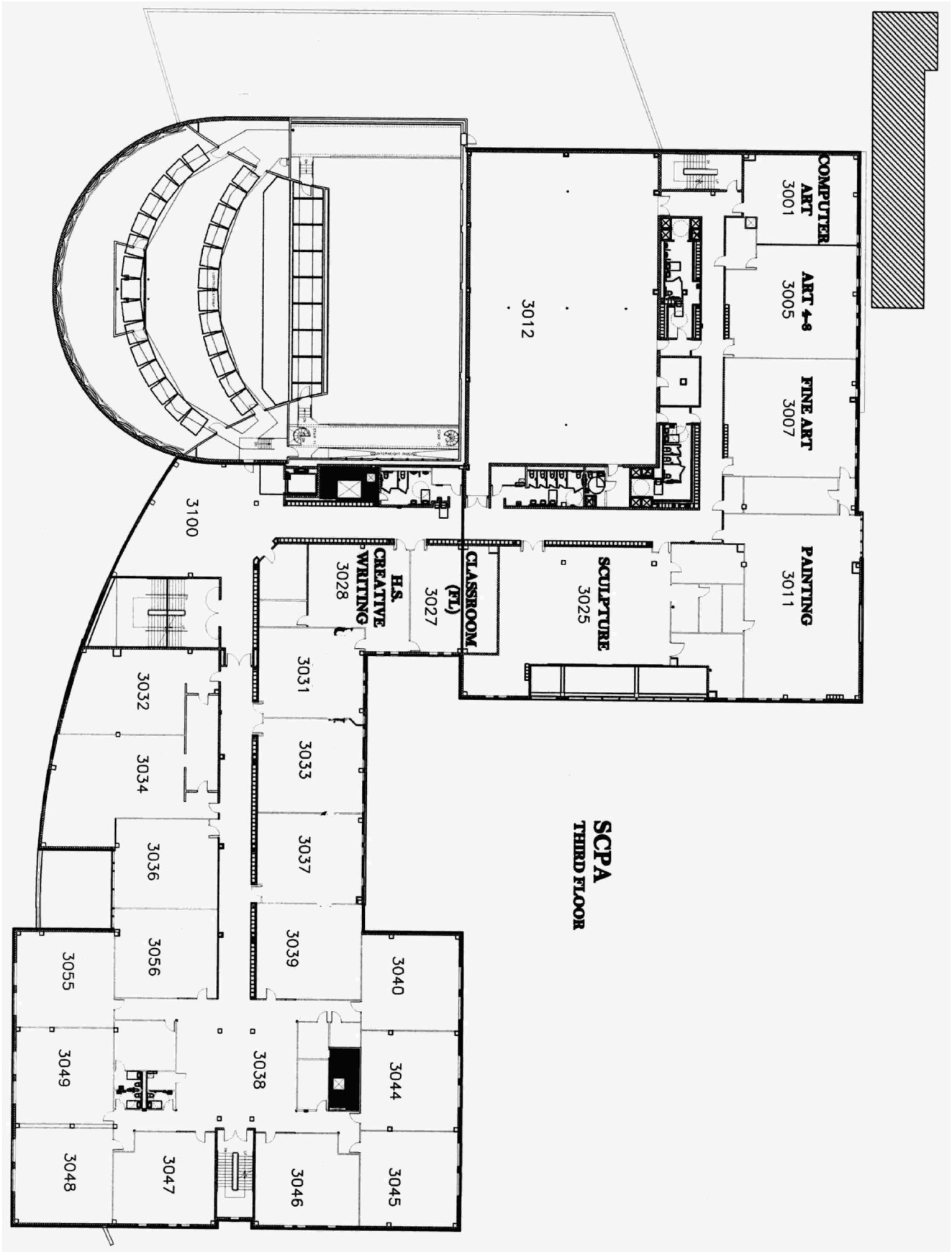
FIRST FLOOR MAP



SECOND FLOOR MAP



THIRD FLOOR MAP



FOURTH FLOOR MAP

