



**Warren County  
Educational Service Center**

# **Wellness Center**

**at Deerfield Campus**

## **Parent-Student Handbook 2023-2024**

**WELLNESS CENTER- DEERFIELD CAMPUS**

*4936 Old Irwin Simpson Rd.*

*Mason, OH 45040*

*513-695-2726*

*M, T, Th, Fri- 8:30am-2:30pm; W-8:30am-1:30pm*

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## WCESC Senior/Executive Leadership Organizational Chart



Tom Isaacs – Superintendent



Cary Furniss - Treasurer



Pat Pare - Asst Superintendent



Christina Even – Asst Superintendent



Scott Wilson - Asst Treasurer



Katie Brown - Asst Treasurer



Mike Bidwell  
Sr. Exec. Director of  
Soc-Emotional Programming



Kara Dirksing  
Sr. Exec. Director of  
Special Ed. Programming



Kathie MacNeil  
Sr. Exec. Director of  
Cognitive & Behavioral Health Programs

## Welcome Information

### About the Warren County ESC

The Warren County Educational Service Center believes that education is a cooperative process that involves administrators, teachers, students, parents, and the community in promoting excellent educational programs through a constant cycle of analysis of need, implementation, and evaluation.

Recognizing that each district is unique and diverse, programs and services are designed to enhance the sharing of resources and working together cooperatively. Our ultimate goal is for all students to have positive learning opportunities, which we strive to achieve through teamwork, effective leadership, and mutual support.

### Warren County Educational Service Center Vision Statement

We are innovative leaders committed to providing customized solutions and high-quality services with collaborative partnerships.

### Warren County Educational Service Center Mission Statement

At the Warren County Educational Service Center, we believe in being a resource to our community partnerships through a holistic life span approach by:

- Collaborating with school districts and communities to develop customized programming for at risk individuals and families
- Delivering high-quality services in a cost-effective manner
- Establishing a supportive environment that promotes growth opportunities, encourages leadership, and embraces diversity and inclusion
- Providing safe learning environments for the community we serve
- Enhancing the quality of life for a diverse population of learners with opportunities for growth and transformation

### Wellness Center Overview

The WCESC Wellness Center is a school-based day treatment program that will provide the most intensive non-residential program that can be provided over a limited period (1yr). Students will engage in mental health services that are provided in conjunction with and are integrated with the student's social emotional and educational programming. The Wellness Center will bring together at one location, and in a coordinated manner, a broad range of services designed to strengthen student functioning and prevent students from requiring more restrictive services such as home instruction or residential placement.

### Wellness Center Mission

It is the mission of the WCESC Wellness Center to provide high quality mental health and social emotional learning services to empower students with the skills and supports to overcome current circumstances, build hope, and a

vision for a brighter future. Through collaboration and provision of services with the support of a highly skilled interdisciplinary team of professionals, each providing a unique lens of support, students will move forward as happier and healthier individuals working toward their own unique life goals.

### **Wellness Center Vision**

Our vision is to bring healing and hope to every student who walks through our doors

### **Program Highlights**

- Highly favorable student to staff ratios (e.g., 1 staff member for every 3 students)
- Small Class sizes with a maximum of 9 students per class
- High rates of positive reinforcement in response to pro-social behaviors
- A consistent, predictable, and highly structured environment rooted in the use of intensive positive behavioral supports
- A comprehensive and flexible approach to behavior management
- Considerable emphasis on social skills and emotional intelligence instruction, and positive student/staff relationships
- Individual and group counseling and therapy
- Speech and Language Therapy
- Occupational Therapy
- Nursing Services
- Safety Care Intervention Team
- Direct instruction on emotional regulation training and sensory processing instruction
- Individualized academic instruction (90 minutes a day)
- Resource Coordinator for community wrap around services
- Trauma Informed Environment and Practitioners

### **Student Population**

Wellness Center participants are school-aged children and adolescents in grades K-12<sup>th</sup>, whose serious mental health, behavioral and emotional difficulties have resulted in significant functional impairments in major life activities. These students' ability to handle a school environment without intensive interventions has been seriously compromised, they have difficulty with interpersonal relationships and require recurrent intensive interventions.

### **WCESC GOVERNING BOARD**

Fred Anness, President

Jiles Farley, Vice President

Chad Bridgman, Board Member

Nona Cress, Board Member

Sally Williams, Board Member

### **WCESC LEADERSHIP**

Superintendent – Tom Isaacs

Treasurer – Cary Furniss

Assistant Superintendent – Pat Pare

Assistant Superintendent – Christina Even

Assistant Treasurer – Scott Wilson

Executive Director of Social Emotional Learning Programs – Mike Bidwell

Executive Director of Special Education Programs – Kara Dirksing

Executive Director of Cognitive & Behavioral Programs – Dr. Kathie MacNeil

### **WELLNESS CENTER LEADERSHIP**

Director- Jared Kaiser

Program Specialist- Angie Snow

### **WELLNESS CENTER SUPPORT STAFF**

Administrative Assistant- Camryn Smith

K-8 Teacher- Beth Kennedy

Intervention Specialists- Caroline Nance, Tamara Jordan, Melissa Dick

School Nurse- Amy Hidy

Mental Health Therapists- Erica Stump, Kailee Dule-Rhyne, Kimber Geissinger and Brittany Hollingsworth

Speech and Language Pathologist- Caroline Altekruise

Occupational Therapist- Beth Mixer

# WCESC WELLNESS CENTER

# 2023-2024

School Hours: 8:30am – 2:30pm (Wed 1:30pm)  
 Total School Days: 175 Days

First Quarter: Aug 21<sup>st</sup> – Oct. 19<sup>th</sup> (43 Days)  
 Second Quarter: Oct 23<sup>rd</sup> – Dec. 20<sup>th</sup> (37 Days)  
 Third Quarter: Jan. 3<sup>rd</sup> - Mar. 14<sup>th</sup> (48 Days)  
 Fourth Quarter: March 18<sup>th</sup> - May 30<sup>th</sup> (47 Days)

**EARLY RELEASE EVERY Wednesday at 1:30pm**

August 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	Th	F	S
	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## FIRST SEMESTER KEY DATES

**August 21** First Day of School for Students  
**September 4** Labor Day- No School  
**Sept 11-15** K-4 MAP Testing  
**September 22** Waiver Day/Prof Dev.- No School  
**October 19** End of First Quarter  
**October 20** Professional Work Day- No School  
**October 23** Waiver Day/Prof Dev. – No School  
**October 26** Parent teacher conference/Family Engagement Nigh 4:00-7:30pm  
**Oct. 30- Nov 3rd** 3<sup>rd</sup> Grade ELA Testing  
**November 20-24** Thanksgiving Break-No School  
**Nov 27-Dec 15** HS End Of Course Exams  
**December 14** Family Engagement Night 4-7:30  
**December 20** End of Second Quarter  
**Dec 21- Jan 2** Winter Break

## SECOND SEMESTER KEY DATES

**January 3** Professional Work Day- No School  
**January 15** Martin Luther King Jr. Day- No School  
**January 22-26** K-4 MAP Testing  
**February 16** Waiver Day/Prof. Dev.- No School  
**February 19** Presidents Day-No School  
**March 14** End of Third Quarter / Parent Teacher Conf/Family Engagement Night 4-7:30pm  
**March 15** Conference Exchange Day  
**Mar 27- Mar 31** Spring Break  
**April 1** No School  
**April 10-24** ELA EOC 9-12<sup>th</sup> and OST 3-8th  
**April 24-May12** (M, Sci, SS) EOC's 9-12 & (M, Sci) OST 3-8th  
**May 6-10** K-4 MAP Testing  
**May 21** End of Year Picnic 4- 7:30pm  
**May 30** Last Day of School for Students  
**May 31** Professional Work Day- No School

WELLNESS CENTER 23-24 PROGRAM DAILY SCHEDULE									
<b>MONDAY</b>									
TIME	MICHELLE/DAVE 4-7 BH RM	MORGAN 8-11 BH RM	BRITTANY 9-12 MH RM	ANNA/JORDAN K-4 BH RM	JENALEE/DEEDEE K-4 BH RM	JAMES 5-8 BH RM	LYNELL BH 9-12 RM	KIMBER 5-8 MH RM	
08:15-08:45	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	SEL	SEL	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	
08:50-09:20	SEL	VLA/INTERVENTION	BETH (VLA SUPPORT)	SENSORY-OT	SEL	SOCIAL INTELLIGENCE -SLP	VLA/INTERVENTION	VLA/INTERVENTION	
09:25-9:55	RECESS	SEL	THERAPY	BETH (READING INTERVENTION)	SENSORY-OT	VLA/INTERVENTION	SEL	THERAPY	
10:00-10:30	SEL	SOCIAL INTELLIGENCE -SLP	RECESS	RECESS	BETH (READING INTERVENTION)	SEL	SENSORY-OT	THERAPY	
10:35-11:05	BETH (READING/MATH)	SEL	SOCIAL INTELLIGENCE -SLP	SEL	RECESS	VLA/INTERVENTION	SEL	RECESS	
11:10-11:40	LUNCH	SEL	THERAPY	LUNCH	LUNCH	SENSORY-OT	SEL	LUNCH	
11:45-12:15	STUDY HALL/INTERVENTION	LUNCH	LUNCH	RECESS	SEL	LUNCH	LUNCH	BETH (VLA SUPPORT)	
12:20-12:50	SENSORY-OT	VLA/INTERVENTION	VLA/INTERVENTION	SEL	BETH (MATH)	SEL	VLA/INTERVENTION	SOCIAL INTELLIGENCE -SLP	
12:55-1:25	SOCIAL INTELLIGENCE -SLP	VLA/INTERVENTION	THERAPY	BETH (MATH)	RECESS-OUTSIDE/ IN CLASS	RECESS-IN GYM	VLA/INTERVENTION	THERAPY	
1:30-2:15	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	
<b>TUESDAY</b>									
TIME	MICHELLE/DAVE 4-7 BH RM	MORGAN 8-11 BH RM	BRITTANY 9-12 MH RM	ANNA/JORDAN K-4 BH RM	JENALEE/DEEDEE K-4 BH RM	JAMES 5-8 BH RM	LYNELL BH 9-12 RM	KIMBER 5-8 MH RM	
08:15-08:45	MINDFULNESS/CHECK-IN	CHECK-IN/VLA STUDY HALL	MINDFULNESS/CHECK-IN	SEL	SEL	MINDFULNESS/CHECK-IN	CHECK-IN/VLA STUDY HALL	MINDFULNESS/CHECK-IN	
08:50-09:20	BETH (READING/MATH)	VLA/INTERVENTION	VLA/INTERVENTION	SEL	SOCIAL INTELLIGENCE -SLP	SEL	VLA/INTERVENTION	SENSORY-OT	
09:25-9:55	SEL	SEL	THERAPY	BETH (READING)	SENSORY-OT	SOCIAL INTELLIGENCE -SLP	SEL	VLA/INTERVENTION	
10:00-10:30	SEL	SENSORY-OT	THERAPY	RECESS	BETH (READING)	SEL	SEL	SOCIAL INTELLIGENCE -SLP	
10:35-11:05	SOCIAL INTELLIGENCE -SLP	SEL	SENSORY-OT	SEL	RECESS	BETH (VLA SUPPORT)	SEL	THERAPY	
11:10-11:40	LUNCH	SEL	BETH (VLA SUPPORT)	LUNCH	LUNCH	RECESS	SENSORY-OT	LUNCH	
11:45-12:15	STUDY HALL/INTERVENTION	LUNCH	LUNCH	RECESS	SEL	LUNCH	LUNCH	THERAPY	
12:20-12:50	RECESS	VLA/INTERVENTION	THERAPY	SOCIAL INTELLIGENCE -SLP	BETH (INTERVENTION MATH)	VLA	VLA/INTERVENTION	VLA/INTERVENTION	
12:55-1:25	SEL	VLA/INTERVENTION	RECESS	BETH (INTERVENTION MATH)	RECESS	SEL	VLA/INTERVENTION	RECESS	
1:30-2:15	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	
<b>WEDNESDAY</b>									
TIME	MICHELLE/DAVE 4-7 BH RM	MORGAN 8-11 BH RM	BRITTANY 9-12 MH RM	ANNA/JORDAN K-4 BH RM	JENALEE/DEEDEE K-4 BH RM	JAMES 5-8 BH RM	LYNELL BH 9-12 RM	KIMBER 5-8 MH RM	
08:15-08:45	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	SEL	SEL	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	
08:50-09:20	SEL	SEL	SENSORY-OT	SOCIAL INTELLIGENCE -SLP	RECESS	BETH (VLA SUPPORT)	VLA	VLA/INTERVENTION	
09:25-9:55	SENSORY-OT	SOCIAL INTELLIGENCE -SLP	THERAPY	BETH (READING INTERVENTION)	SEL	SEL	SEL	THERAPY	
10:00-10:30	SEL	SEL	VLA	RECESS	BETH (INTERVENTION READING)	VLA/INTERVENTION	SEL	SENSORY-OT	
10:35-11:05	STUDY HALL/INTERVENTION	SEL	THERAPY	SEL	RECESS	SEL	SOCIAL INTELLIGENCE -SLP	THERAPY	
11:10-11:40	LUNCH	VLA	BETH (VLA SUPPORT)	LUNCH	LUNCH	SENSORY-OT	SEL	LUNCH	
11:45-12:15	SEL	LUNCH	LUNCH	BETH (MATH)	SOCIAL INTELLIGENCE -SLP	LUNCH	LUNCH	THERAPY	
12:20-12:50	RECESS	VLA	THERAPY	SEL	BETH (MATH)	SEL	VLA	VLA/INTERVENTION	
12:55-1:30	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	
<b>THURSDAY</b>									
TIME	MICHELLE/DAVE 4-7 BH RM	MORGAN 8-11 BH RM	BRITTANY 9-12 MH RM	ANNA/JORDAN K-4 BH RM	JENALEE/DEEDEE K-4 BH RM	JAMES 5-8 BH RM	LYNELL BH 9-12 RM	KIMBER 5-8 MH RM	
08:15-08:45	MINDFULNESS/CHECK-IN	CHECK-IN/VLA STUDY HALL	CHECK-IN/VLA STUDY HALL	SEL	SEL	MINDFULNESS/CHECK-IN	CHECK-IN/VLA STUDY HALL	CHECK-IN/VLA STUDY HALL	
08:50-09:20	BETH (READING/MATH)	VLA/INTERVENTION	VLA/INTERVENTION	SOCIAL INTELLIGENCE -SLP	SEL	SEL	VLA/INTERVENTION	VLA/INTERVENTION	
09:25-9:55	SEL	SEL	RECESS	BETH (READING)	SOCIAL INTELLIGENCE -SLP	SENSORY-OT	SEL	THERAPY	
10:00-10:30	SENSORY-OT	SOCIAL INTELLIGENCE -SLP	THERAPY	RECESS	BETH (READING)	SEL	SEL	RECESS	
10:35-11:05	SEL	SEL	SOCIAL INTELLIGENCE -SLP	SEL	SEL	BETH (VLA SUPPORT)	SEL	SENSORY-OT	
11:10-11:40	LUNCH	SENSORY-OT	VLA	LUNCH	LUNCH	RECESS	SOCIAL INTELLIGENCE -SLP	LUNCH	
11:45-12:15	STUDY HALL/INTERVENTION	LUNCH	LUNCH	SEL/RECESS	SEL	LUNCH	LUNCH	BETH (VLA SUPPORT)	
12:20-12:50	SEL	VLA/INTERVENTION	THERAPY	SENSORY-OT	BETH (INTERVENTION MATH)	VLA	VLA/INTERVENTION	THERAPY	
12:55-1:25	RECESS- IN CLASSROOM	VLA/INTERVENTION	VLA/INTERVENTION	BETH (INTERVENTION MATH)	RECESS	SEL	VLA/INTERVENTION	THERAPY	
1:30-2:15	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	
<b>FRIDAY</b>									
TIME	MICHELLE/DAVE 4-7 BH RM	MORGAN 8-11 BH RM	BRITTANY 9-12 MH RM	ANNA/JORDAN K-4 BH RM	JENALEE/DEEDEE K-4 BH RM	JAMES 5-8 BH RM	LYNELL BH 9-12 RM	KIMBER 5-8 MH RM	
08:15-08:45	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	SEL	SEL	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	MINDFULNESS/CHECK-IN	
08:50-09:20	SEL	VLA/INTERVENTION	VLA/INTERVENTION	SENSORY-OT	RECESS	SOCIAL INTELLIGENCE -SLP	SEL	VLA/INTERVENTION	
09:25-9:55	RECESS	SEL	SENSORY-OT	BETH (INTERVENTION READING)	SEL	VLA/INTERVENTION	SEL	SOCIAL INTELLIGENCE -SLP	
10:00-10:30	SEL	SENSORY-OT	SOCIAL INTELLIGENCE -SLP	RECESS	BETH (INTERVENTION READING)	SEL	VLA/INTERVENTION	RECESS	
10:35-11:05	BETH (READING/MATH)	SEL	THERAPY	SEL	RECESS	VLA/INTERVENTION	SOCIAL INTELLIGENCE -SLP	THERAPY	
11:10-11:40	LUNCH	SEL	RECESS	LUNCH	LUNCH	SEL	SENSORY-OT	LUNCH	
11:45-12:15	STUDY HALL/INTERVENTION	LUNCH	LUNCH	RECESS	SEL	LUNCH	LUNCH	BETH (VLA SUPPORT)	
12:20-12:50	SEL	VLA/INTERVENTION	VLA/INTERVENTION	SEL	BETH (MATH)	VLA	VLA/INTERVENTION	THERAPY	
12:55-1:25	SOCIAL INTELLIGENCE -SLP	VLA/INTERVENTION	THERAPY	BETH (MATH)	SENSORY-OT	RECESS	VLA/INTERVENTION	THERAPY	
1:30-2:15	SEL & Check Out	SEL & Check Out	THERAPY & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	SEL & Check Out	
<b>KEY</b>									
SEL	Social Emotional Learning-block lead by Classroom BI								
BETH (READING/MATH)	Gen Ed Academic block lead by Ms. Beth Kennedy								
STUDY HALL/INTERVENTION	Students in 4th-7th independently working on academics with para support or with the Intervention Specialist-Ms. Melissa								
VLA/INTERVENTION	Students in 5th-12th independently working on academics through Virtual Learning Academy with para support or with the Intervention Specialist-Ms. Nance								
SOCIAL INTELLIGENCE -SLP	Speech block lead by Speech Language Pathologist-Ms. Caro								
SENSORY-OT	Sensory/Interoception/Zones block lead by Occupational Therapist-Ms. Beth Mixer								
THERAPY	Social Emotional Therapy-block led by Classroom Mental Health Therapist								
RECESS	Recess in gym or outside								
MINDFULNESS/CHECK-IN	Morning arrival routine and check in lead by Classroom BI or MHT								
SEL & Check Out	Social Emotional Learning and check out lead by Classroom BI or MHT								

**Emergency or Snow Days / Ohio Alerts Notification System**

The Warren County Wellness Center utilizes Tech 911 for direct notification of school closings and delays. Parents/guardians may subscribe two separate ways to receive direct text message or email alerts for WCLC school closings and delays:

- 1) Sign-up form enclosed in the parent packet.
- 2) Go to <http://teclogin.com/tec/cpl/wcesc> and subscribe to receive a direct text message or email alert. The Wellness Center is listed under the Warren County Educational Service Center (ESC).

**\*\*\*We will follow Mason City Schools', Ohio for closings and/or delays as broadcasted.** If a student's home school is closed, we will leave school attendance up to the parent and/or legal guardian. Students will not be held accountable to the attendance policy for days that their home school is not in session.

## **Student Admission/ Enrollment/Required School Forms**

### **Admission**

Admission to the Wellness Center begins with an initial referral from the student's home school district. The school district will complete the WCESC planning form and will send accompanying records. The Wellness Center team will review all the paperwork in conjunction with the school district and work with the school team in determining appropriate placement in the Wellness Center Program. Parents/Guardians are vital members of the school-based team.

On or prior to student first day of attendance Initial Parent Packet School Forms are to be completed and turned into the Wellness Center Administrative Assistant. (See List Below)

The following forms are to be on file for each student attending the Warren County Wellness Center:

- Emergency Medical Authorization Form
- Non-Prescription Medical Authorization Form
- Immunization Notice & Immunization Exemption
- Student Health History
- School Medication Administration/Procedure Authorization
- Computer Network and Internet Acceptable Use Policy and Agreement
- Authorization for Release of Photos
- TEC 911 Registration
- WCESC Directives and Appropriate Use of Seclusion & Physical Restraint in Educational Programs
- Behavior Management Strategies
- Transportation Outing Permission

## **ATTENDANCE**

### **Daily Arrival (8:15am to 8:30am)**

Ohio state law requires daily attendance of all students. Regular attendance is essential for success in school. Students arriving after 8:45am will be reported as tardy. Any student arriving at school after 8:45am must be signed in by an adult. The administrative assistant will track tardies and report to the administration. Tardies related to transportation issues will be excused.

### **Arrival Procedures**

Upon a student's arrival at school, he or she must turn in their cellular phone, mp3 player, iPod, video game devices, etc. to the appropriate staff member. The student will be given his or her property at the end of the school day. If a student refuses to hand over these items to staff upon entering the building, the administration will make the request, and parent(s) will be required to personally pick up the item(s) from the school office. These items will be locked up during the school day. Students will be asked to remove their jackets and hats to be searched weather permitting. All students go through a metal detector one at a time. If the metal detector beeps, the student will be additionally screened with a metal detector wand by a staff member. The student will be subject to a non-invasive pat down search.

### **Students Entering & Exiting School Building**

Once students have entered their assigned school building, they shall not exit the school building prior to the conclusion of the school day without a legitimate reason (such as an emergency) or the prior permission of a staff member. Any student who exits the building without the prior permission of a staff member or for a legitimate reason may be escorted by staff back into the building and/or local law enforcement called in order to maintain student safety. Additional disciplinary action may also be imposed under the Student Code of Conduct.



### **Attendance Policy**

The Board of Education approved regulations & attendance policy of the Warren County Wellness Center is as follows:

**Legal Requirement: *Ohio Revised Code, Section 3321.01: All children between ages six (6) and eighteen (18) are of compulsory school age and must attend school. Ohio Revised Code, Section 3321.03: It is the parent's responsibility to cause the child to attend school.***

Twelve (12) occurrences of absences from school, which include full days, partial days, tardies and early dismissals may be documented by a parent/guardian phone call.

\*Medical notes shall not count against the 12 occurrences that a parent may excuse.

Absences (full and partial days), tardies and early dismissals in excess 12 occurrences may not be excused by a parent and shall require documentation by the child's treating physician, nurse practitioner, or physician's assistant- unless an occurrence is otherwise excused by the principal due to unusual circumstances.

The foregoing general rule is for the convenience of school officials in the administration of this attendance regulation. This rule does not create an entitlement for a student to be absent from school 12 times. Application of this general regulation may be waived by school officials where circumstances indicate that its application does not serve the student's best interest. Those circumstances include but are not limited to the student's attendance in the current or prior school years; instances where students/parents have been adjudicated guilty for truancy related offenses or currently under active supervision or probation. Excused occurrences from school shall be granted only on the condition of a note from a physician, nurse practitioner, physician's assistant, or excused by the school Principal.

Nothing contained in this attendance regulation is intended nor should be construed as restricting the discretion of school officials to make such inquiries and request such verification/documentation as is reasonably necessary to determine if an occurrence (full day absence, partial day absence, tardy or early dismissal) is excused.

### **Absence Reporting**

It is the obligation of the parent/guardian to report their child's absence or late arrival each day.

- Families should contact the school within 1 hour of the start of the school day on the day of the absence
- Absences should be reported by phone by calling (513) 695-2726
- It is encouraged that a medical excuse is submitted whenever possible
- The parent/guardian should provide written documentation to the main office (notifying the child's teacher does not excuse the absence) in advance regarding any absences due to upcoming out of town or vacation trips
- The parents (and not the school) maintain responsibility to make certain the doctor's note and/or vacation note is submitted to the main office in a timely manner
- If the parent/guardian fails to contact the school and school personnel have to initiate contact with the parent/guardian via phone and school personnel DO NOT contact a parent/guardian, the absence is considered unexcused until a parent/guardian makes direct contact with the main office to verify the student's attendance.

### **Excused/Unexcused Absences**

#### **Excused Absences**

- Personal illness or injury
- Medical excuses are acceptable documentation of an absence from school following a personal, in-office or hospital examination by a physician, nurse practitioner or physician assistant
- Physicians may only excuse absences from school for the specific date(s) the student was under his/her direct medical care- during which the student was medically unable to attend school. Excessive medical excuses might result in the school contacting the physician's office for additional medical documentation
- Medical or Dental appointments
- Illness or death in the family

- Military Excused: Students may receive additional excused absences per school year for the purpose of attending the deployment or return of a military parent/sibling
- Funeral of immediate family member or relative
- Religious holiday
- Appointments for court
- Pre-approved absences by Program Supervisor and/or Director
- Emergencies and other reasons deemed appropriate by the Program Supervisor and/or Director

#### **Unexcused Absence**

- School administration will make the final decision whether an absence or missed instructional time is excused or unexcused

#### **Minutes/Hours of School Day Missed (Excused and Unexcused)**

Schools are required by law to track absences in minutes/hours throughout the school year. All missed instructional time is included in absence totals. A student who is late to school or leaves early (formerly termed tardy or early dismissal) is determined as having missed instructional time and is now considered absent for the number of minutes/hours in each school day.

The state legislature set the following thresholds and associated requirements for attendance referrals and parent notification of attendance watch:

- 38 or more hours of excused and/or unexcused time out of school in one more month or
- 65 hours of excused and/or unexcused time out of school in one school year

The school makes a referral to the county attendance officers for the purpose of intervention for students who accumulate the following amount of missed instructional time:

- 30 or more consecutive hours of UNEXCUSED absences (time out of school, full or partial days)
- 42 or more hours of UNEXCUSED absences (time out of school, full or partial days) in one month
- 72 or more hours of UNEXCUSED absences (time out of school, full or partial days) in one school year

Once the referral is made to the county attendance officer, an Absence Intervention Team Meeting is scheduled to develop an attendance plan.

#### **Injuries**








All injuries will be reported to a teacher. The teacher will notify the program supervisor and the on-site clinic nurse, if applicable, or the nursing supervisor. If the injuries are minor, the student will be treated and may return to class. If medical attention is required, the teacher will follow the school's emergency procedures and attempt to make contact with the student's parents. Injuries will be reported to parent/guardians via an 'Incident/Injury Report'. In the event of an incident that requires emergency medical services, the classroom staff will call the emergency number (911) then call the parents/guardians listed on the Emergency Medical Authorization form. If the parent cannot be reached, the staff will call the emergency contacts listed on the Emergency Medical Authorization form. The program director will also be notified. A staff member might travel with the student to the hospital and stay with the student if a parent/guardian or emergency contact cannot be reached.

#### **Illness**

If a student becomes ill or appears to have a communicable disease, school staff will contact the parent or person listed on the Emergency Medical Authorization form by telephone to pick up the student from school. If the student appears to have a communicable disease, the parent or guardian should take him/her to be evaluated by a physician and inform the classroom staff of any diagnosis.

Re-admittance to school depends on the specific illness. Procedures for re-admission to school following a communicable illness will follow the Ohio Department of Health Communicable Disease Chart guidelines. See the attached "Guidelines for Keeping Students Home from School" and consult the nurse for your child's program.

If a student is sent home because of fever, vomiting, diarrhea, or because of an infection requiring antibiotics such as pink eye or impetigo, they may NOT return to school the next day.

I NEED TO STAY HOME IF...						
I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE AN EYE INFECTION	I HAVE HEAD LICE	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100.0 degrees or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Redness, itching, and/or crusty drainage from eyes	Itchy head, active head lice	Hospital stay or emergency room visit
I AM READY TO GO BACK TO SCHOOL WHEN I AM...						
Fever free for 24 hours without the use of fever reducing medication such as Tylenol or Motrin	Free from vomiting for 24 hours or at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash, itching, or fever and I have been evaluated by my doctor	Evaluated by my doctor and have a note to return to school or it has been 24 hours since I started taking antibiotics	Treated with appropriate lice treatment at home. [Someone at home will help me remove nits before they hatch next week.]	Released by my medical provider to return to school – provide a note to school from the provider

**Immunizations**

Students must show proof of having all immunizations required by the Ohio Department of Health no later than 14 days of the first day of school or when enrolling if the student is new to the district or program. For the safety of all students and staff, the school principal may be required to remove a student from school if the student does not have the required immunizations or authorized exemption waiver on file at school.

**Immunization Requirements for School Attendance:**

All students need: 5 DTaP, 4 Polio, 3 Hepatitis B, 2 Varicella, 2 MMR  
 7<sup>th</sup> – 11<sup>th</sup> grade students also need: 1 Tdap and 1 MCV4 (Meningitis)  
 12<sup>th</sup> grade students and older also need: 1 Tdap and 2 MCV4 (Meningitis)

**Immunization Exemption:**

An Immunization Exemption Form is available on the Warren County Educational Service Center website at [www.warrencountyesc.com](http://www.warrencountyesc.com) found by clicking on the SERVICES then NURSING tabs on the upper right of the home page. A parent or guardian may choose to decline any immunization due to reasons of conscience, religious convictions, or if the specific immunization is medically contraindicated. The form or note is signed by the parent if declined for reason of conscious or religious conviction. If a vaccine is medically contraindicated, a physician must provide an explanation with physician signature. A statement of exemption must be dated and presented at the beginning of each new school year either by filling out the Immunization Exemption Form or by written note.

### **Emergency Medical Authorization**

Please submit a completed Emergency Medical Authorization Form to school. A current form must be on file with the school in order for a student to participate in any activity off school grounds, including field trips, spectator trips, athletic and other extracurricular activities and co-curricular activities. The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each school year.

### **Health Screenings**

The Ohio Department of Health requires hearing screenings for grades PS, K, 1, 3, 5, 9, 11 and vision screenings for grades PS, K, 1, 3, 5, 7, 9, 11. Referrals will be mailed or sent home if the student does not pass one or more of the required screenings.

### **Medications**

The administration of medication at school is discouraged unless it is medically necessary or is required for educational performance. Every effort should be made to arrange dose times around school hours if possible. When medication administration is necessary during school hours, the following rules and procedures apply:

**Authorization Form:** A School Medication Administration Authorization Form must be filled out and signed by the licensed prescriber and signed by the parent/guardian before staff can administer prescription medications. A separate form is required for each medication. New forms must be submitted each school year and for each change in medication, administration time and/or dosage. No medication will be administered unless the completed form is on file.

**A Non-Prescription Medication** form can be filled out by parents who may authorize the administration of a non-prescribed, over-the-counter medication such as acetaminophen, ibuprofen, antibiotic ointment to a skin abrasion, cough drops, etc. to their student. Physician authorization or signature is not required in such cases.

**Administration:** The medication will be administered exactly as written by the licensed prescriber's instructions on the form if it is a prescription. All over-the-counter medications will be administered according to the manufacturer directions on its packaging according to age and weight. If a different dosage or interval between doses is desired for an over-the-counter medication, the parent must submit a Medication Administration Authorization Form signed by a licensed physician.

**Medication:** must be delivered to school by a parent/guardian (or an adult designated by the parent/guardian as a representative). All medication must be delivered in its original packaging or container with the original label as dispensed by the pharmacy. Staff will count or measure the amount of medication delivered with the person dropping it off and document the information. Using a recycled container is unacceptable even if the instructions are the same. Parents are advised to request a second empty bottle with an identical label from their pharmacy when filling prescriptions or at pickup if dividing the doses between home and school is necessary.

The school will not keep "stock" containers of over-the-counter medications for general use. If over-the-counter medications are requested as needed for your child, please deliver the medication to school. The bottle/package will be labeled with the student's name (such as with a permanent marker). If a student requests the use of a non-prescription medication at school, the parent will be notified of the time the medication was administered.

**STUDENTS MAY NOT CARRY OR ADMINISTER THEIR OWN MEDICATION:** Any student who is found in possession of any medication other than that authorized as a self-carry rescue medication (epinephrine auto injector or inhaler) or who distributes medication of any kind is in violation of the school's Student Code of Conduct and will be disciplined in accordance with the drug-use provision of the code. Students are not permitted to be in possession of any medication, including cough drops or any other over-the-counter medication.

**Self-Carry Exceptions:** As allowed by State and Federal law, a physician may order that a student may carry self-administered medications of epinephrine and/or rescue inhaler that are indicated for treating or preventing a potential life threatening or debilitating health condition. Students may also carry diabetic supplies according to their diabetic care plan submitted by their health care provider.

- The required Medication Administration Authorization Form must indicate that the licensed prescriber approves that the student may self-carry the prescribed rescue medication (inhaler or epinephrine)

- autoinjector).
- The school program and its employees assume no responsibility regarding any abuse or misuse of such medication carried by a student.
- Additional back-up doses of an epinephrine autoinjector self-carried by a student must be provided by the parent to be kept locked in the clinic.

**Discontinued Doses:** Medication must be picked up by a parent/guardian at the end of the school year or when the medication is discontinued. Medications cannot be sent home or to school with students.

### **Guidelines for Keeping Students Home from School**

#### **Chicken Pox**

A skin rash consisting of small blisters which leaves scabs. A slight fever may or may not be present. There may be blisters and scabs present at the same time. Your child should remain home until the 6th day after the appearance of blisters and all lesions are dry. Please notify the building nurse if your child is diagnosed with chicken pox.

#### **Common Cold**

Irritated, sore throat, watery eyes, runny or stuffy nose, sneezing, fever, chills, cough, and general body discomfort. Your child should remain home if symptoms are serious enough to interfere with your child's ability to learn.

#### **COVID-19**

Keep your child home and notify the building nurse as soon as possible if child tested positive or has symptoms including one of these symptoms: cough, shortness of breath, difficulty breathing, or loss of taste or smell, or if they have two of these symptoms: Fever, stuffy or runny nose, sore throat, headache, muscle aches, fatigue, weakness, nausea, vomiting, or diarrhea.

#### **Fever**

If your child's temperature is 100° or greater, they should remain home until they have been without fever for a full 24 hours without the aid of fever reducing medication (such as acetaminophen or ibuprofen).

#### **Flu**

Abrupt onset of fever, chills, headache, and sore muscles. Runny nose, sore throat, and cough are common. Your child should remain home from school until the symptoms are gone and the child is without fever for 24 hours without the aid of fever reducing medication (such as acetaminophen or ibuprofen).

#### **Head Lice**

Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits are firmly attached to the hair shafts, close to the scalp. Nits are much easier to see and detect than lice. They are small white specks which are usually found at the nape of the neck and behind the ears. Following lice infestations, your child may return to school after receiving treatment with a lice-killing shampoo, nit removal attempted, and the building nurse has been contacted. Instructions on how to properly treat head lice are available from the shampoo product and should be followed carefully to eliminate possible re-infestation and to minimize your child's absence from school. Nits need to be removed from the hair shaft and might require multiple sittings on multiple days to complete if there are many. If nits are allowed to remain, lice may hatch from them in 1-10 days as the nits can protect the unhatched lice from the shampoo treatment. Students found with live lice will be sent home and must be treated before returning to school. If your child has been treated for head lice, they must be checked by the nurse or other school personnel before returning to class.

#### **Impetigo**

Blister-like lesions which later develop into crusted sores with irregular outlines. If first noticed at school, your child will be sent home at the end of the day if it can be covered by a bandage or clothing, and they are able to comply with not touching the area. Your child will be required to stay home until evaluated by a physician, until 24 hours after beginning antibiotic treatment, and all lesions (sores) are dry, or can be completely covered by a bandage at all times.

#### **Pain**

If your child complains, or behavior indicates, that they are experiencing persistent pain, they should be evaluated by

a physician before your child is sent to school.

### **Pinkeye/Conjunctivitis**

Redness and swelling of the whites of the eye or inside the eyelid, burning or itching eyes, discharge coming from one or both eyes, or crusts on the eyelids or lashes. Your child should remain home from school until receiving 24 hours of antibiotic therapy and discharge from the eyes has stopped. Spread of infection can be minimized by keeping the hands away from the face, using good hand washing practices, and using individual washcloths and towels.

### **Ringworm**

A fungal infection that causes flat, red, ring-shaped rash, which may itch or burn. Your child is required to remain home from school until they have received 24 hours of anti-fungal treatment.

### **Skin Rashes**

Skin rashes of unknown origin are to be evaluated by a physician before your child is sent to school. Please send the physician's note with your child to the school clinic after being evaluated.

### **Strep Throat/Scarlet Fever**

Strep throat usually begins with fever, sore and red throat, pus spots on the back of the throat, and tender swollen glands of the neck. A red skin rash and/or strawberry appearance of the tongue (scarlet fever), high fever, nausea and vomiting may also occur. Your child should remain home from school until receiving a full 24 hours of antibiotic therapy and until fever free and without vomiting for 24 hours. Most physicians will advise resting at home 1-2 days after a strep infection, and it is important to finish all prescribed antibiotics to be sure the infection is eliminated even if the child feels better after a few days. Early diagnosis and treatment are critical in preventing serious complications such as rheumatic fever, kidney disease, and wound infection.

### **Vomiting and Diarrhea (Intestinal Viral Infections)**

Stomachache, cramping, nausea, vomiting and/or diarrhea, possible fever, headache, and body aches may indicate a contagious intestinal viral infection. Your child should remain at home until there is no vomiting, diarrhea, or fever for a full 24 hours. If your child has had any of these symptoms during the night, he/she should not be sent to school the following day. If your child is sent home from school for symptoms of diarrhea or vomiting, they must NOT return to school the next day in addition to being symptom free for a full 24 hours.

### **Whooping Cough**

Begins with upper respiratory symptoms and progresses to abnormally severe coughing sometimes followed by vomiting; fever usually absent. Return to school 5 days after starting effective antibiotic treatment. If not treated with antibiotics, may return to school 3 weeks after severe coughing began.

### **CONSULT YOUR PHYSICIAN FOR DIAGNOSIS AND TREATMENT**

*Ohio Department of Health Communicable Disease Chart (updated 11/2021).*

### **COVID-19 Information**

The health and safety of our students, our staff and your family is of the utmost importance to us. WCESC will continue to follow the COVID19 guidelines for operation set forth by the Ohio Department of Education, the CDC and state and local health departments.

Overall, the best way to ensure our students have limited exposure to germs is by keeping students at home when they are ill and/or contagious. We ask that you please observe your child each morning for any signs of illness listed below and keep them home if they are ill or they show symptoms of illness or COVID19.

Please remember your child must be kept home if they display any signs of illness until they are free of symptoms for 24 hours and meet the criteria for return for the condition diagnosed by a health care provider.

We are asking for your assistance in helping keep our community safe:

- Assess your child's temperature every morning before school. Keep your child home if they have a temperature of 100 F or higher. The duration of home stay for a child sent home with a fever is fever free (without medication) for 24 hours and improvement of symptoms.

- Assess your child for illness that could be contagious and keep them home from school if they have experienced any of these in the past 24 hours: fever, cough, difficulty breathing, sore throat, body aches or chills, vomiting, diarrhea, rash, eye infection, head lice, or open wound that cannot be covered by a bandage.
- Call your child's school to notify the office if your child will stay home or experiences any symptoms of illness.
- **If a student is sent home because of fever, vomiting, diarrhea, or because of an infection requiring antibiotics such as pink eye or impetigo, they may NOT return to school the next day, because they must be symptom free for at least 24 hours or receive 24 hours of antibiotic treatment for bacterial infections diagnosed by a practitioner before returning to school.** We will follow the guidelines set by the Ohio Department of Health for school attendance.

### **Our Health and Safety Practices**

We are closely following guidance from the CDC, as well as state and local officials and health authorities, as we take extreme care to maintain our safe, healthy school environment for our students and staff.

## **ACADEMIC / SOCIAL EMOTIONAL LEARNING**

### **Curriculum and Supplemental Resources**

Social Emotional Learning Curriculums:

- 9-12th grade
  - Dialectical Behavioral Therapy (DBT)
  - PEERS – Skills Based Training
  - Self-Empowerment and Resiliency
  - AIM (Accept, Identify, Move)
  - Drug and Alcohol Prevention

Optional Curriculums:

  - SAFE LIFE
  - Skills Streaming
- 4-9th grade
  - Dialectical Behavioral Therapy (DBT) -Adolescent Version
  - PEERS – Skills Based Training
  - Self-Empowerment and Resiliency
  - AIM (Accept, Identify, Move)

Optional Curriculums:

  - Conflict Resolution Curriculum for OEA-Middle School
  - Coping Cat- Anxiety workbook for students.
- K-3rd
  - AIM (Accept, Identify, Move)
  - Trauma curriculum-Bounce Back
  - Coping Cat
  - Zones of Regulation
  - Little Spot of Feelings

Academic Curriculums:

- K-6<sup>th</sup> Grade: Math: Great Minds/Eureka Math and English: IRLA and Wit and Wisdom
- 6<sup>th</sup>- 12<sup>th</sup> Grade: Math and English/Language Arts: VLA (Virtual Learning Academy)

### **Grading Procedures**

At the Warren County ESC Wellness Center, students participate in academic instruction for 80% of their school day and social emotional learning and positive behavior instruction for 20% of their school day. A student's individual



schedule can include courses in the following content areas:

- Math
- English Language Arts

Every quarter, a student will receive a grade for each core content area based on 9 learning-based assessments. The average of these 9 learning-based assessments will count for 80% of the student's grade and the other 20% of the grade will be based on engagement, participation, and classroom behavior.

Every quarter, a student will receive a pass/fail grade for every nonacademic course they are enrolled in. The pass/fail designation will be based on engagement, participation, and classroom behavior.

### **Grading Scale**

90-100 – A (4.0 Points)

80-89 – B (3.0 Points)

70-79 – C (2.0 Points)

60-69 – D (1.0 Points)

0-59 – F (0.0 Points)

### **Progress Reports and Grade Cards**

<b><u>End Of</u></b>	<b><u>Date</u></b>	<b><u>Date Report to Be Sent</u></b>
Quarter 1	10/19	10/20
Quarter 2	12/20	1/3
Semester 1	12/20	1/3
Quarter 3	3/14	3/15
Quarter 4	5/30	5/31
Semester 2	5/30	5/31

### **Student Records/Confidentiality (FERPA)**

One area of concern to students and staff alike is the question of confidentiality. If our school and therapy programs are to be successful, then we must protect the integrity and rights of the students being served. In order to accomplish this objective, the following statements should help clarify what information is kept in confidence and what information is released.

- All school records on a student will be subject to review by the home school and Warren County Learning Center personnel, including IEPs.
- Any clinical information concerning a student (content of therapy sessions) will not be released without a signed, written release of information by the student and legal guardian.
- All personal information about a student will be held in strict confidence, except in the following situations:
  - a) If a student makes a direct threat on the life of another person, or on his own life.
  - b) In cases of child abuse or neglect.
  - c) Case records being subpoenaed by the courts.
  - d) During an emergency situation where the life of a student is in danger.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. To review student records please provide a written notice identifying requested student records to the Building Administration. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of his/her right to a hearing on the matter.

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



1. The right to inspect and review the student's education records within 45 days after the day the Warren County Educational Service Center receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

### **Network Privacy and Acceptable Usage**

- 1) **Acceptable Use** – The purpose of the backbone network making up the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Warren County Learning Center. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- 2) **Privileges** – The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of WCLC may request that the system administrator deny, revoke, or suspend specific user accounts.
- 3) **Network Etiquette** – You are expected to abide by the generally accepted rules of network etiquette.

### **The following are not permitted:**

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others

- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Transmit materials, information or software in violation of any local, state or federal law
- Using others' passwords
- Going into others' folders, work or files
- Employing the network for commercial purposes
- Internet searching and/or access for any inappropriate topics (guns, explicit material, etc.)

**Remember the following:**

- Be polite. Students are responsible for good behavior on school computer networks just as they are in a classroom or hallway.
- Use appropriate language. Do not swear; use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal personal addresses or phone numbers of students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users. Network storage areas may be treated like school lockers. Users should not expect that files stored on school servers would always be private.
- All communications and information accessible via the network should be assumed to be private property but open to administrative scrutiny.

**Technology Use**

Before any student can use the school's computer network and the Internet, an agreement must be signed by the parent & student that defines the conditions under which the student may use such equipment and services. Failure to abide by all the terms of the agreement may lead to termination of the student's computer account and/or possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities.

**Parent/Teacher Conferences**

- Fall Conference Date- October 26, 2023
- Spring Conference Date- March 14, 2024
- A TEC 911 will be sent with a Sign up Genius link to schedule your time for parent teacher conferences.

**BEHAVIOR/DISCIPLINE**

**PBIS Overview**

Ohio Department of Education recently adopted a strategic plan entitled *Each Child, Our Future*. Within that strategic plan, it explicitly recognizes the need for a positive climate in every school to support student well-being, academic achievement, and future success. House Bill 318 passed in August 2018, outlined the requirement for schools to implement Positive Behavioral Interventions and Supports (PBIS) as the framework to guide districts and schools in developing practices that proactively define, teach, and support appropriate behavior.

PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing (Center on PBIS, 2022).

The essential components of PBIS include setting clear expectations for behavior, providing comprehensive instruction of those behavior expectations, acknowledging expected behavior, and correcting challenging behaviors, looking at data and making decisions on developing stronger school structures, and engaging with family and community partners.



**Warren County Wellness Center  
Deerfield Campus  
PBIS Behavior Matrix**

	RESPONSIBLE	SAFE	MINDFUL
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EVERYWHERE	<ul style="list-style-type: none"> <li>- Follow Directions</li> <li>-Keep Area Neat</li> <li>-Ignore Student Misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in Area</li> <li>-Hands and Feet to Self</li> <li>-Objects Used Safely</li> <li>-Feed on the Ground</li> </ul>	<ul style="list-style-type: none"> <li>-Be Calm</li> <li>-Be Aware</li> <li>-Focus on Breathing</li> <li>-Use my Strategies to Stay in Green</li> <li>- Respect Personal Space</li> </ul>
CLASSROOM	<ul style="list-style-type: none"> <li>-Complete and turn in assignments</li> <li>-Actively Participate in Class</li> <li>-Whole Body Listening</li> <li>-Focus on Who Has the Plan</li> <li>-Stay On Topic</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in Area</li> <li>-Be Safe</li> <li>-Stay in Green to Stay in The Room</li> <li>-Hands and Feet to Self</li> <li>-Feet on the Ground</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on the Moment</li> <li>-React in Kindness</li> <li>-Be Mindful</li> <li>-Use a Quiet Voice</li> <li>-Be Present</li> </ul>
HALLWAY	<ul style="list-style-type: none"> <li>-Follow Directions</li> <li>-Ignore unexpected behaviors</li> <li>-Stay with your group</li> <li>-Stay on the Right Side</li> </ul>	<ul style="list-style-type: none"> <li>-Be Safe</li> <li>-Keep my eyes forward to see what is in front of me</li> </ul>	<ul style="list-style-type: none"> <li>-Be Mindful</li> <li>-Use a Quiet Voice</li> <li>-Walk-Body in Green</li> </ul>
ARRIVAL/ DISMISSAL	<ul style="list-style-type: none"> <li>-Turn In and Collect Personal Belongings</li> </ul>	<ul style="list-style-type: none"> <li>-Be Safe</li> <li>-Hands and Feet to Self</li> </ul>	<ul style="list-style-type: none"> <li>-Be Mindful</li> <li>-Use a Quiet Voice</li> <li>-Walk-Body in Green</li> </ul>
BATHROOM	<ul style="list-style-type: none"> <li>-Flush toilet</li> <li>-Wash hands</li> <li>-Throw away trash</li> </ul>	<ul style="list-style-type: none"> <li>-Use only the toilet or urinal for bathroom purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Be Mindful</li> </ul>

### **Acknowledgement System**

#### **School Wide PBIS**

WCESC is committed to the use of Positive Behavior Intervention and Supports (PBIS) with students and the establishment of a school environment focused on the care, safety, and welfare of all students and staff members. All students participate in PBIS prevention and intervention strategies. Strategies support creating a positive, safe, therapeutic environment for all students and staff. They focus on providing praise and affirmation for pro-social behaviors and building relationships with students. There is room in the day for joy, play and laughter. In addition, strategies support staff and students in emotional regulation including identification of feelings and coping strategies. Strategies are based on Trauma Informed Schools and ABA-positive behavior supports.

Strategies include:

- Daily instruction around expected school behaviors
- High rates of praise and affirmation, staff provide at least 5 praise statements for every re-direction
- Unconditional positive regard for students
- Empower students-validate feelings and concerns using Reflect, Honor and Connect
- Decreasing trigger words by using yes/when instead of no
- Connecting expectations to the why and how the expectation keeps students safe
- Safety plan that details the coping strategies that the student/staff can use at any time
- Create calming corner or spot in the classroom that can be included on the safety plan
- Community Meeting-a routine way to check-in with students and staff each day
- Cope Ahead-a way to cope before a difficult activity or transition
- Check-In Check-out (CICO), a daily point sheet (see description below)
- Predictable routines-visual/written schedules posted, agenda for bell communicated to students
- Classroom organization that includes visuals, organized spaces, posted rules and routines, posted Zones of Regulation

- Timers or other means to prepare students for transitions
- Sensory/movement breaks and brain breaks
- Prompt, provide help or wait utilized for non-threatening behaviors, intervening early when a student becomes anxious

CICO:

All students at the Wellness Center participate in the intervention called Check In and Check Out (CICO). Staff complete a daily credit sheet for each student in the classroom and show the credit sheet to the student as the day progresses. At check in, staff greet the student happily, remind the student of the behaviors expected, role-play if needed, give opportunities to practice if needed. Students are rated on their performance demonstrating the three school wide expectations during each period of the day. There are 10 periods of the day. Students earn a rating of 2, 1 or 0. 2=behavior was appropriate, student managed own behavior, 1=behavior was somewhat appropriate, student needed 2 reminders or demonstrated the skill for 20 of the 30 minutes, 0=behavior was inappropriate, student continued problem behavior after prompts or a more serious incident occurred. Staff give feedback on the student's performance, the feedback is positive and specific to the stated goals. In addition, the praise statement tie to the three school wide expectations of safe, mindful and responsible. At check-out, staff review the positives of the day, total the score and indicate if the student met their goal. All students have a goal of earning 80% of their points. If the student meets the goal, they receive a reward coupon to be spent at the school reward store.

Therapeutic Environment and Prevention Strategies (every classroom gets “ ”)

Tier 1 supports- (1 paragraph length- parent friendly language)

Therapeutic Environment and Prevention Strategies

- Small group instruction is provided for all students in a classroom with a low student to teacher ratio to give the students more targeted instruction. The classroom social-emotional curriculum.
- a Mental Health Therapist or Behavior Interventionist with consistent routines through structured lesson plans for each subject. Academic instruction is provided for k-6th grade students by a general education teacher. 7th-12th grade academic curriculum is provided through VLA and students are supported by Intervention Specialists and classroom staff as needed. Each student receives mental health therapy for at least 60 minutes per week from a licensed mental health therapist. Each student is provided an opportunity daily to receive rewards through a schoolwide acknowledgement system that can be used to purchase rewards later.
- If a behavior or academic concern were to arise for a student, an educational team including the parent/guardian will convene to discuss the concern and develop a plan to address the needs identified.
- Individual therapy and Social Emotional Learning Group are important parts of our programs and will be regularly scheduled for your child's benefit.
- Individual Therapy is utilized to establish a one-to-one therapeutic relationship with a student to provide an opportunity where issues can be identified and addressed; to resolve sensitive or personal problems outside of a group setting; to establish a trusting relationship with an appropriate adult figure; to allow support and confrontation without the student being exposed to peer influence; confidentiality can be assured.
- Social Emotional Learning group is utilized to help facilitate growth in the following areas: social skills training, coping skills acquisition, independent living skills, community skills, problem solving skills, communication skills, effective education engagement and improving self-esteem.

### **Restraint and Seclusion Policy**

Warren County ESC implements Ohio rule 2201-35-15, standards for the implementation of Positive Behavior Intervention Supports (PBIS) and the use of restraint and seclusion which was revised and re-approved on June 24, 2021. WCESC uses PBIS to create a school environment that is focused on the care, safety, and welfare of all students. In response to behavioral escalation, WCESC is trained in QBS. Safety Care Crisis Prevention. As a part of this law, WCESC is committed to the use of preventive evidence-based strategies to decrease escalation. As the last possible resort, when there is an immediate risk of harm to the students and/or others, and no other safe alternatives are available, staff may use approved restraint or seclusion to maintain a safe environment. See attached Appendix: *Restraint and Seclusion Policy Manual 5000 Students for more information.*

As a part of Ohio Laws and Administrative Rules 3301-35-15 Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion; the WCESC Program will hold a meeting with parent(s)/guardian(s), home school district representative and all IEP team after three instances of Restraint and/or Seclusion. For most students attending WCESC PROGRAMS as they already have an IEP; the meeting participants will consist of the IEP team including the parents, home district representative, intervention specialist, and related

services professionals. This team will discuss and determine the need for a Functional Behavior Assessment and more intensive support based on the data. If the student currently has an FBA on file, the team will meet to discuss revisions to the FBA and the potential need for a Behavioral Intervention Plan or revisions to existing procedures on these documents.

As a part of Ohio Laws and Administrative Rules 3301-35-15 Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion; the Warren County Educational Service Center Superintendent and leadership team will review a formal complaint to investigate potential violations of the requirements of this rule. In following the Ohio Department of Education guidance and rules, parents can file a complaint regarding incidents of restraint and seclusion that occurred after the effective date of June 24, 2021. Alleged violations must be within one year of the date the complaint is filed.

**\*WCESC's Appropriate use of Restraint and Seclusion can be found at the end of the Student Handbook in the Appendix\***

### **Code of Conduct**

The Student Code of Conduct addresses the types of misconduct that will subject a student to disciplinary action. Each of the behaviors described below may subject the student to disciplinary action including, but not limited to, loss of classroom privileges, additional academic assignment to improve student learning, individual behavior intervention, additional addiction focused therapy and/or recommendation of removal from program. Furthermore, any criminal acts committed at or related to the school may result in school discipline and may be reported to law enforcement officials.

#### **1. Use of drugs and/or alcohol**

Students are prohibited from possessing, using, transmitting, or concealing, or being under the influence of any alcoholic beverage, controlled substance including but not limited to alcohol, narcotics, mood altering drugs, counterfeit controlled substances, look-alikes, over the counter stimulants or depressants, anabolic steroids, or drug-related paraphernalia. If the director has a reasonable suspicion of drug or alcohol use, local law enforcement or probation officer may be contacted. Parent and/or legal guardian may be contacted to remove the student from school property. Medical attention may be solicited for the safety of the student.

#### **2. Use of tobacco and/or e-cigarette**

The school prohibits the possession, consumption, purchase or attempt to purchase, and/or use of tobacco products in school, on school grounds, on school buses, or at another school-sponsored event. Tobacco products include, but are not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, and snuff. **Any type of e-cigarettes, vaporizers, vape pens, or vaping that contain cartridges filled with tobacco or any other substance is banned from school property.**

#### **3. Use and/or possession of firearms**

Bringing a firearm (as defined in the Federal Gun-Free Schools Act of 1994) onto school property or to any school sponsored activity, competition, program, or event, regardless of where it occurs, will result in a change of placement allowable under IDEA (Individuals with Disabilities Education Act).

- a) A firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be concerted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon: any firearm muffler or firearm silencer; or any destructive device (as defined in the Federal Gun-Free Schools Act of 1994). Firearms include any unleaded firearm and any firearm which is inoperable, but which can be readily operated.
- b) Students are prohibited from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus that is indistinguishable from a firearm, whether the object is capable of being fired, and indicating they are in possession of such an object and that it is a firearm or knowingly displaying or brandishing the object and indicating it is a firearm.

### **Use and/or possession of a weapon**

A weapon is any device which may be used for offensive or defensive purposes, including but not limited to conventional objects such as guns, pellet guns, knives, or club type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Possession and/or use of a weapon may subject a student to expulsion and possible permanent exclusion. A knife is defined as any cutting instrument consisting of a sharp



blade fastened to a handle, a razor blade or any similar device that is used for or is readily capable of causing death or serious bodily injury.

#### **Use of an object as a weapon**

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers and jewelry.

#### **Knowledge of dangerous weapons and/or threats of violence**

The Board believes that students, staff members and visitors are entitled to function in a safe school environment. Students are required to report knowledge of dangerous weapons or threats of violence to the program director. Failure to report such knowledge may subject the student to discipline.

#### **Physically assaulting a staff member/student/person**

Physical assault of a staff member, student or other person associated with the district regardless of whether it causes injury, will not be tolerated. At times, our students become a threat to their own safety or the safety of others. The staff will make every attempt to de-escalate the behavior. Altering the environment in ways which are non-threatening to the student and least disruptive to the routine of other individuals is preferable when possible. A crisis exists when there is one or more of the following:

- Danger to others: when there is physically aggressive contact toward others sufficient to cause bodily harm.
- Danger to self: when there is enough acting out, leaving school premises without permission, or self-abuse to cause bodily harm.
- Destruction of property: when misuse of property leads to or could leave bodily harm.

In the event of a crisis there may be the need for the implementation of physical restraint or seclusion. The Wellness Center staff are trained and certified in Safety Care-Behavioral Safety Training Program. These techniques provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. This Safety-Care program will provide staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teach replacement behaviors. Every effort will be made to keep your student safe including contacting law enforcement.

#### **Verbally threatening a staff member/student/person**

Any statement or noncontact action that a staff member, student or other person associated with the district feels to be a threat will be considered a verbal assault and is prohibited. Profanity directed toward a staff member in a threatening tone may also be considered a verbal assault that may subject a student to discipline.

When a threat is made, it is our responsibility to differentiate between discipline violations vs. an imminent threat to school safety. An imminent threat may be defined as an indicated desire to harm individuals, which would cause supervisors to investigate the context and the meaning of the threat. Potential consequences for threats may include a Mental Health Assessment, involvement of law enforcement (with possible legal consequences), and school disciplinary action.

Mental Health, Law Enforcement, and School Administration will be addressing each classroom to discuss and inform on the topic of threats specifically focusing on:

- 1) What is a threat?
- 2) Potential consequences of making a threat
- 3) See something/Say something
- 4) Support will also be provided for any anxiety
- 5) Encourage a supportive peer environment by showing kindness

#### **Misconduct against a school official or employee, or the property of such a person, regardless of where it occurs**

The Board prohibits misconduct committed by a student against a school official or employee, including, but not limited to, harassment (of any type), vandalism, assault (verbal and/or physical), and destruction of property.

#### **Extortion**

Extortion is the use of threat, intimidation, force, or deception to take or receive something from someone else.

Extortion is against the law and is prohibited by the Student Code of Conduct.

### **Gambling**

Gambling includes casual betting, betting pools, organized-sports betting and any other form of wagering and is prohibited by the Student Code of Conduct.

### **Falsification of schoolwork, identification, forgery**

Forgery of hall/bus passes and excuses, as well as use of false ID's are forms of lying and are not acceptable. Students found engaging in such practices will be subject to discipline in accordance with the Student Code of Conduct.

### **Academic Dishonesty, cheating, plagiarism**

Academic dishonesty or cheating is defined as the act of obtaining or attempting to obtain credit for work by dishonest, deceptive, fraudulent, or unauthorized means. Assisting others in doing so is also academic dishonesty. Collaborative work is not academic dishonesty when specifically permitted or required by a teacher. Plagiarism is defined as presenting or stealing someone else's work as your own, to commit literary theft, or to present an idea or product taken from an existing source as new and original.

### **False alarms and false reports**

Inciting panic is against the law. Students found engaging in such practices will be subject to discipline in accordance with the Student Code of Conduct.

### **Explosives and Arson**

Explosives, fireworks, lighters, matches, fire starters and chemical-reaction objects such as smoke bombs, small firecrackers and poppers are illegal. Use or possession of explosives or fire-starting devices (i.e.. Matches, lighters) will be subject to discipline in accordance with the Student Code of Conduct.

### **Trespassing**

Although schools are public facilities, the law allows the Board to restrict access to school property. When a student has been removed or suspended, the student is prohibited from being present on school property without authorization.

### **Theft**

Students caught stealing will be disciplined and may be reported to law enforcement officials. Students should not bring anything of value to school without prior authorization from the director. The school is not responsible for personal property.

### **Insubordination**

Students are expected to comply with the reasonable directions of the staff. Failure to comply with directions or acting in defiance of staff members will result in disciplinary action.

### **Damaging property**

Vandalism and disregard for school property will not be tolerated. Students engaged in such activity will be subject to disciplinary action.

### **Persistent absence and/or tardiness**

Attendance laws require students to be in school all day or to have a legitimate excuse for their absence. Penalties for unexcused absences can range from detention to a referral to a truancy officer.

### **Unauthorized use of school or private property**

Students must obtain permission to use any school property, or any private property located on school premises. Any unauthorized use of school property, or private property located on school premises, shall be subject to disciplinary action.

### **Displays of affection/sexual activities**

Sexual contact in any form is prohibited. This includes personal self-stimulation as well as sexual contact with others during any school activities or traveling to/from school. Engaging in any sexual activity will result in disciplinary action.



### **Possession of electronic equipment**

The school will supply any electronic equipment or devices necessary for participation in the educational program. Students shall not use or possess any electronic equipment on school property without the permission of School Administration. Examples of prohibited devices include but are not limited to radios, "boom-boxes," CD players, personal tablets, portable TV's, electronic games, toys, pagers, cellular phones, beepers, other paging devices and the like. The use of personal headphones is at the discretion of the Building Administrator, but we are not liable for any lost or stolen property. At the beginning of each day, electronics will be collected and stored in a safe place. Failure to comply with electronic policy may result in confiscation and loss of electronic privileges.

### **Violation of individual school/classroom rules**

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules within each learning environment, all of which will be consistent with the policy of the school.

### **Violation of bus/van rules**

Please refer to page 15.

### **Dress code Violations**

Any actions or manner of dress that materially and disrupts or interferes with school activities or the educational process or which threatens to do so are unacceptable (refer to dress code on page 14-15).

### **Harassment and/or bullying**

The Warren County Wellness Center believes that bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and those who bully others may have serious, lasting problems. Many times, students may perceive that staff members are aware that the bullying has occurred, but it is important that the student reports the bullying incident to school staff. Once this initial report has been made by the student or legal guardian, a school administrator will determine if the incident meets the definition of bullying and then follow the bullying policy accordingly.

### **Hazing**

Hazing by any individual, school group, club or team is not permitted. This includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be. Hazing activities are prohibited at any time in school facilities, on school property and/or off school property but connected to activities or incidents that have occurred on school property. \*All incidents of hazing must be reported immediately to the Building Administration. Students who engage in hazing may also be liable for civil and criminal penalties.

#### **4. Bomb Threats**

Making a bomb threat against a school building or any premises at which a school activity is being held at the time the threat is made may result in a change in placement allowable by IDEA regulations.

#### **5. Gangs**

Gangs, which initiate, advocate, or promote activities that threaten the safety or well-being of persons, or which are disruptive to the school environment, are not tolerated. Incidents involving initiations, hazing, intimidations, or related activities that are likely to cause harm or personal degradation are prohibited. Students wearing, carrying, or displaying gang paraphernalia or exhibiting behaviors or gestures that symbolize gang membership or causing and/or participating in activities that are designed to intimidate another student will be disciplined.

### **Due Process Rights**

If the in-school discipline is served entirely in the school setting, it will not require any notice or meeting, or be subject to appeal.

### **Bullying and Hazing Policy**

Once a report of bullying is made by student, parent, and/or staff, the program administrator will initiate the investigation and take statements from the potential victim, involved students, and any other necessary involved persons related to the investigation (i.e., parents' staff, support staff). The school administrator will document all statements utilizing the Student School Incident Report. Once the investigation is complete, the school administrator will complete the WCESC Bullying Determination Form. WCESC Bullying Determination Form will document if there is any determination of consequences that need to be taken if the bullying accusation is found. All parents of students involved in the investigation will be notified of the outcome of the investigation from the school administrator.

### **Discipline**

The WCESC Programs respond to student behaviors in a systematic way that is individualized for each student. From our perspective there is no "one size fits all" approach to behavior. Combined with Social Emotional Learning curriculums the WCESC uses the principles of Safety Care De-escalation Training with "Help, Prompt and Wait" strategies to respond to and redirect behaviors. They also use differential reinforcement to reduce challenging behavior by teaching and reinforcing other, more desirable behaviors. WCESC staff will respond to student behaviors in alignment with educational plans and the educational team will determine consequences for behaviors to improve student outcomes.

#### **-Disruptive Behaviors interfere with learning and functioning.**

##### **Examples Include:**

Yelling out during instruction	Inappropriate Language	Refusal to Follow Direction
Leaving the area	Inappropriate Comments to peer/staff	Disrobing

##### **Staff Response Options include but are not limited to-**

- Help/ Wait/ Prompt Strategies
- Incident report sent home to parents
- Loss of credit points
- Apology
- Restorative time increments to rebuild peer/staff relationships
- Loss of Reward Time/Activity
- Restorative school time in 1:1 setting to focus on missed academic assignments & rebuilding communication.

**-Dangerous behaviors that are potentially harmful.**

**Examples Include:**

Property Destruction (without potential to cause harm)	Vaping	Scratching, Slapping in isolation
Eloping from class	Throwing Objects	Hitting in isolation

**Staff Response Options include but are not limited to-**

- Help / Wait / Prompt Strategies (When safe to do so)
- Incident report sent home to parents,
- Restorative Practices
- Apology
- Research Paper/Presentation (to better understand the dangers of behavior).

**-Very Dangerous (Potentially Lethal) Behaviors have significant potential to cause serious harm.**

**Examples Include:**

Hitting/Kicking	Using Weapons or objects	Property Destruction (with potential for bodily harm)
Head Banging	Elopement	Fighting

**Staff Response Options include but are not limited to-**

- Help / Wait / Prompt Strategies (when safe to do so)
- Student Debriefing Process if Restraint/ Seclusion Occurred
- Apology to peer/staff if injury occurred
- Restorative time during school day in 1:1 setting to focus on missed academic assignments & rebuilding communication.

**Search and Seizure**

Students and their property are subject to search at any time - even daily - when it is believed to be necessary for the maintenance of the educational process; to protect the health, safety, or welfare of other students; or, whenever there are reasonable grounds for suspecting that such a search will turn up evidence that the student has violated or is violating the law, or the rules and regulations of the school.

School authorities may search the person or property, including vehicles, without the student’s consent.

For safety purposes, students entering the building can be randomly searched by:

- Turning pockets inside out
- Emptying pockets
- Checking coat/jacket pockets
- Removing shoes
- Looking in book bags, backpacks, etc.
- Looking in/at anything a student brings into the building

Students who hide - either in a location or on their person - the property of another student to keep the property from being discovered are considered aiding and abetting and/or complicit. They may be subject to the same consequences.

**Video Surveillance**

Per Board policy adopted July 28, 2009:

**7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

In order to promote student and staff safety, and deter unauthorized access and destructive acts (e.g., theft and vandalism). In order to protect Board property, promote security and protect the health, welfare and safety of students, staff and visitors, the Governing Board authorizes the use of video surveillance and electronic monitoring equipment on school property, and in school buildings. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Video surveillance/electronic monitoring systems serve to complement other means being employed in the Center to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes

that the use of a video surveillance/electronic monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the video surveillance/electronic monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus security.

The Superintendent is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the Center. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g., school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the Superintendent, video surveillance/electronic monitoring equipment shall not be used in areas where person have a reasonable expectation of privacy (e.g., restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Security staff and administrators are authorized to carry and use portable video cameras.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are being monitored/recorded. Additionally, the Superintendent is directed to annually notify parents and students via school newsletters and the Student Handbook, and staff via the Staff Handbook, of the use of video surveillance/electronic monitoring systems in their schools.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School Center's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

The Board will not use video surveillance/electronic monitoring equipment to obtain information for the purpose of routine staff appraisal/evaluation or monitoring.

Recordings of students will be treated as confidential. Consequently, because the Board is bound by Ohio's Student Records Statute and the Family Educational Rights and Privacy Act (FERPA), copies of video recordings containing personal identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released through subpoena or court order.

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) days of the event/incident. Unless a formal complaint is being investigated, recordings shall be destroyed after ten (10) days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes if deemed necessary by the Superintendent.

This policy does not address or cover instances where school officials record a specific event (e.g., a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

The Superintendent is directed to develop administrative guidelines to address the use of video surveillance/electronic monitoring equipment in school buildings, school buses and on property owned and/or operated by the Board.

Video surveillance is to be implemented in accordance with this policy and the related guidelines. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

### **Student Dress Code**

- No clothing or accessories that detract from or interfere with any phase of the educational program, environment, general morale, or general image of the school as determined at the discretion of the administration.
- No dresses, skirts, or shorts above the top of the knees.
- No midriff or stomach area revealing clothing.
- No sagging of pants. All pants must be pulled up to the student's waist. If belts are worn, they must be buckled.
- No spaghetti-strap tops, tank tops or basketball jerseys without a t-shirt worn underneath.
- No hats, scarves, bandannas, or other headgear will be worn in school.
- No bandanas worn on any parts of the body, i.e., tied around legs arms etc.
- No clothing depicting obscene or profane pictures, words, images, or song lyrics. Examples would be, but not limited to, guns, swords, blood, gore etc.
- No clothing depicting drug, alcohol or tobacco slogans or advertisements.
- No coats, jackets, hats, and other outdoor wear may be worn in class or the cafeteria.
- No sweatshirts with hoods or pockets may be worn in the school building at any time.
- No gauge jewelry for ears or other body piercings and/or modifications that disrupt the learning process, per discretion of building administration.

### **TRANSPORTATION**

#### **Explanation of Transportation**

Your school district (homeschool) is responsible for providing district transportation for your child to and from school. The district determines pick-up/drop-off times & routes and is responsible for notifying you of the approximate time your son/daughter will be picked up in the morning. Since the bus is sometimes late, it is best to have him/her wait inside the front door until the bus arrives. If he/she is not going to ride the bus, please wave the bus driver on. If for any reason you do not want him/her to ride the bus home on certain days, we must have that information in writing to the school office. If you have any concerns with your child's transportation, contact your child's home school and speak with the transportation department.

If at dismissal or pick up it is determined that the student cannot be safely put on school transportation the school will make attempts to contact the legal guardian as soon as possible to arrange other transportation. The school day ends at 2:15 pm (M, T, Th, & F) 1:15pm (W) and the school administration will make every effort to arrange transportation. If no transportation arrangements can be made the school will have to make, contact with Deerfield Township police and /or Children's services. The school cannot continue to hold students after working school business hours. While the school makes every effort to keep students in school it is important to have a working contact number in case emergencies arise.

#### **Behavior Expectations**

If a student behavior occurs on transportation, the home school district is responsible for the investigation of the incident. The Wellness Center will collaborate with the home school district as needed to ensure the safety of all students to school and home daily.

#### **Limitations to Transportation**

Students will not be transported during school hours by ESC employees in any vehicle to take a student to their home or any other requested location for the safety of all staff and students.

### **MISCELLANEOUS**

#### **Lunch**

The food service provider for The Wellness Center is Mason City Schools; You will be provided a copy of the Lunch Calendar each month student attends the Wellness Center. Students are permitted to pack their lunch as well.

All meals will meet the National School Breakfast and/or Lunch meal pattern requirements. Menu planning will also strive to meet the latest nutrition recommendations in the *U.S. Dietary Guidelines for Americans*. Snacks served during the school day will be based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

#### **Family Engagement Events**

Family Engagement Events occur at least 4 times per school year (once per quarter). Invitations for the events are sent home with students, mailed home, and reminders will be sent home via Tec 911 to remind all families of upcoming events.

#### **Visitors to Program**

Due to COVID-19 and until further notice, The Wellness Center will have limited opportunities for parents to visit and/or observe. Please see COVID section of the handbook for policies and procedures. The Wellness Center is committed to providing a safe school environment. For the safety of students & staff and to minimize disruptions in the classroom, we ask that all visitors, including parents, obtain prior approval before visiting during the school day. If you would like to observe in a classroom, please plan at least 7 days in advance by contacting the school administrator(s). All visitors entering the building must enter through the front lobby and sign in at the front desk with the receptionist.

## **APPENDIX**

### **Restraint and Seclusion Directives**