

Warren County ESC

WARREN COUNTY LEARNING CENTER

Parent / Guardian & Student Handbook

2024-2025



Laura Farrell Campus • 513 Park Avenue • Franklin, OH 45005

St. Mary Campus • 24 W. 1st Street • Franklin, OH 45005

Western Row Campus • 755 Western Row Road • Mason, Ohio 45040

Phone (937) 746-1969 • Fax (937) 746-1976

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- Jason Boone, Assistant Supervisor • Julie Hunter, Assistant Supervisor •
- Casie Poore, Lead Mental Health Therapist • Sally Baker, Administrative Assistant •

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WELCOME

Welcome, new and returning students of the Warren County Learning Center; the administrative team at the Warren County Learning Center is excited to welcome you to our program. As students, you are part of the ever-evolving environment that is our school community. Here you will have opportunities to meet new people, experience new and exciting things, learn, and grow. Our staff is dedicated to providing you with a safe, inclusive, and equitable learning atmosphere.

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 the home school districts of our students are unique and diverse, programs and services are designed to enhance the sharing of resources and working 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 ESC Vision Statement

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

Warren County ESC 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

Warren County Learning Center Mission

To create a therapeutic environment of learning and leadership by empowering the students to actively engage in mindfulness by self-regulating emotions, problem-solving, developing respectful communication, and connecting to others in healthy ways in order to be happy, productive, contributing members of society.

<i>We Believe Our Students Need</i>	
To feel safe at school	To learn
Consistency	To be successful
Honesty & Respect	To have diverse and unique life experiences
Structure & Support	To have the skills to self-regulate emotions
Tools to demonstrate Emotional Regulation	To have the skills to problem-solve
Fun and engaging academics	To understand and feel complex emotions
To be physically & mentally healthy	To be held to high expectations
Accountability & discipline	To be heard and understood
Encouragement	To be known and celebrated
Explicit & repeated instruction to learn	To be Mindful
Ability to self-reflect on experiences	To be leaders
Guided real-life experiences	
Positive role models	
Wrap-around services	
Home-to-school collaborations	
Healthy relationships	

We Believe Our Students Want

To contribute to society

WCESC Leadership

WCESC GOVERNING BOARD	WCESC LEADERSHIP	WARREN COUNTY LEARNING CENTER LEADERSHIP
<p>Fred Anness, President Jiles Farley, Vice President Chad Bridgman, Board Member Nona Cress, Board Member Sally Williams, Board Member</p>	<p>Tom Isaacs, Superintendent Pat Pare, Assist. Superintendent Christina Even, Assist. Superintendent Cari Furniss, Treasurer Scott Wilson, Assistant Treasurer Katie Brown, Assistant Treasurer Mike Bidwell, Exec. Director of SEL Programs Kara Dirksing, Exec. Director of Special Education Programs Dr. Kathie MacNeil, Exec. Director of Cognitive & Behavioral Programs</p>	<p>Mike Bidwell, Director Wiley Collett, Supervisor Jason Boone, Asst. Supervisor Julie Hunter, Asst. Supervisor Casie Poore, Lead Mental Health Therapist Sally Baker, Administrative Assistant</p> <p>To reach a Warren County Learning Center staff member, please call, (937) 746-1969, or email firstname.lastname@warrencountyesc.com</p>

In addition, our building staff is comprised of dozens of highly trained and caring individuals that provide a well-rounded educational experience for our students on a daily basis. These include general and special education teachers, behavior interventionists, paraprofessionals, related services staff, mental health therapists, school nurses, administrative assistant, and building maintenance/custodian. Each member of our staff strives to build positive relationships with our students, hold students to high expectations, and model what it means to be a Phoenix.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this educational agency to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

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

(Name)	<u>Christina A. Even</u>
(School District Title)	<u>Assistant Superintendent</u>
(Telephone Number)	<u>513-695-2900 ext. 2917</u>
(Fax Number if confidential)	<u>513-695-2961</u>
(Office Address)	<u>1879 Deerfield Rd.</u>
<u>Lebanon, Ohio 45036</u>	
(E-Mail Address)	christina.even@warrencluntyesc.com

(Name)	<u>Pat Pare</u>
(School District Title)	<u>Assistant Superintendent</u>
(Telephone Number)	<u>513-695-2900 ext. 2314</u>
(Fax Number if confidential)	<u>513-695-2961</u>
(Office Address)	<u>1879 Deerfield Rd.</u>
<u>Lebanon, Ohio 45036</u>	
(E-Mail Address)	pat.pare@warrencountyesc.com

Complaints will be investigated in accordance with the procedures described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer(s) can provide additional information concerning equal access to educational opportunity.

Attendance

Arrival Time

Ohio state law requires daily attendance of all students. Regular attendance is essential for success in school. School hours will be from 8:00 AM to 2:30 PM; students arriving after 8:15 AM will be reported tardy. The administrative assistant will track tardies and report to the administration. Tardies related to

transportation issues will be excused.

Absence Reporting

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

- Families should contact the school within one hour from the start of school on the day of the absence.
- **There are 2 ways to let us know your child is absent:**
 - Call (937) 746-1969
 - Email sally.baker@warrencountyesc.com
- It is **encouraged** that you turn in a medical excuse whenever possible.
- For upcoming out-of-town vacations or trips, the parent/guardian should provide written documentation to the administrative assistant in advance
- The parent/guardian maintains responsibility to make certain the doctor's note and or vacation note was submitted to the administrative assistant, Sally Baker
- If the parent/guardian fails to contact the school and school personnel have to initiate contact with the parent/guardian via phone call and they DO NOT make direct contact with a parent/guardian, the absence will be considered unexcused until a parent/guardian makes direct contact with the attendance office to verify the student's absence.

Excused Absences

- Personal illness or injury.
- Medical excuses are acceptable documentation of an absence or to 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 may result in the school contacting the physician's office for additional medical documentation.
- Medical or dental appointments (partial days, in most cases).
- Illness or death in the family.
- Military Excused: Students may receive up to five (5) additional excused absences per school year for the purpose of attending the deployment or return of a military parent/sibling.
- Funeral of an immediate family member or relative.
- Religious holiday (not counted against the nine (9) day rule).
- Appointments for court.
- Pre-approved absences are approved in advance by the principal.
- Emergencies and other reasons deemed good and sufficient by the principal.

The school administration will make the final decision on whether an absence or missed instructional time is excused or unexcused.

Board Policy

The Board of Education approved the regulations & attendance policy of the Warren County Learning 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 of truancy-related offenses or are 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.

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

We are required by law to track student 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 is missing instructional time and is now considered absent for the number of minutes/hours in a given school day.

Students meeting truancy thresholds will be referred to a Warren County ESC attendance office. Once the referral is made to the county attendance officer, an Absence Intervention Team Meeting is scheduled to develop an attendance plan. The attendance officer covering the Warren County Learning Center program is Mary Beth Garner. She can be reached at (513)695-2900 or mary.garner@warrencountyesc.com

School Closing/Delay Announcement

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

- 1) Sign-up form is enclosed in the parent packet.
- 2) Go to <http://teclogin.com/tec/cpcl/wcesc> and subscribe to receive a direct text message or email alert.

The Warren County Learning Center is listed under the Warren County Educational Service Center (ESC).

Warren County Educational Service Center
Contact List Additional Number Submissions

Please provide the telephone numbers and email addresses on which you would like to be reached.

One-time Texting Opt-In (give permission):
To receive text messages your mobile phone must be opted in by texting: 695-2900

Fields: Phone Number, Email Address, First Name, Last Name, Email Address (optional)

Categories

- Warren County ESC Staff
- Warren County ESC Supervisors
- Social Communication Programs @ Kings Mill Elementary; District Contacts
- Social Communication Programs @ Kings Mill Elementary; Families
- Social Communication Programs @ Kings Mill Elementary; Staff
- Social Communication Programs @ Lebanon Jr. High; District Contacts
- Social Communication Programs @ Lebanon Jr. High; Families
- Social Communication Programs @ Lebanon Jr. High; Staff
- Social Communication Programs @ Dennis Elementary; District Contacts
- Social Communication Programs @ Dennis Elementary; Families
- Social Communication Programs @ Dennis Elementary; Staff
- Social Communication Programs @ Springboro High School; District Contacts
- Social Communication Programs @ Springboro High School; Families
- Social Communication Programs @ Springboro High School; Staff
- WCESC Western Row Location; District Contacts
- WCESC Western Row Location; Families
- WCESC Western Row Location; Staff
- Warren County Learning Center Laura Farrell Staff
- Warren County Learning Center Laura Farrell District Contacts
- Warren County Learning Center St Marys Campus
- Warren County Learning Center St Marys Campus Staff
- Help Me Grow Staff

The Warren County Learning Center, Franklin Campuses (Laura Farrell and St. Mary) will follow Franklin City Schools for closings and/or delays. The Warren County Learning Center, Mason Campuses (Western Row) will follow Mason City Schools for closings and/or delays.

If a student's home school district 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 (absences will be excused but students will be responsible for work that is missed if transportation is provided).

Required School Forms

The following forms are **required** to be on file for each student attending the Warren County Learning 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
- Free & Reduced Lunch Forms

Arrival Procedures

As students arrive, they will be dismissed from their transportation vehicle by a Learning Center staff member. As students enter the building, they are required to turn over their cell phones and personal belongings to be safely locked up during the school day. All personal items will be searched by a Learning Center staff member. Students will be asked to remove their jackets, hats, belts, shoes, and layered clothing, weather permitting. All students will go through a metal detector one at a time. If the metal detector beeps, the student will be wanded by a staff member and will be subject to search.

Information

Injuries

Medical

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, school staff will follow the school's emergency procedures and attempt to contact the student's parents. Injuries will be reported to parents/guardians via an 'Incident/Injury Report'. In the event of an incident that requires emergency medical services, the school staff will call the emergency number (911) and 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 from 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
- 7th – 11th-grade students also need: 1 Tdap and 1 MCV4 (Meningitis)
- 12th-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 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 conscience or religious conviction. If a vaccine is medically contraindicated, a physician must provide an explanation with a physician's 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 the school. A current form must be on file with the school 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, and 11 and vision screenings for grades PS, K, 1, 3, 5, 7, 9, and 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 (ORC 3313.713 C 2). It is the parent/guardian's responsibility to provide the school with the completed school medication administration authorization (the order form) filled out and signed by the prescriber. 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. The medication will be administered exactly as written by the licensed prescriber's instructions on the form. No medication will be administered unless the completed form is on file. A parent may come to school to administer the medication to their child until they are able to provide the completed authorization form authorizing school staff to administer the new or revised medication or procedure.

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 as needed. Physician authorization or signature is not required in such cases. Please deliver over-the-counter medication to school in its original, unopened packaging/container with administration instructions intact. 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. All over-the-counter medications will be administered according to the manufacturer's 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, or if it is given as a scheduled dose, the parent must submit a School Medication Administration Authorization Form signed by a licensed physician.

Medication: must be delivered to school by a parent/guardian (or by another adult designated by the

parent/guardian). All medication must be in its original packaging or container with the original label as dispensed by the pharmacy* (ORC 3313.713 C 5). 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.

It is the responsibility of the parent/guardian to ensure a continuous supply of medication for the student as needed, as well as to be aware of the quantity of medication supplied to the clinic and when additional medication is needed. Staff may additionally send a notice home to assist with notifying the parent/guardian that the quantity at school is low, but this is ultimately the responsibility of the parent/guardian.

The school will not keep “stock” containers of over-the-counter medications for general use.

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, rescue inhaler, or diabetes supplies) 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 inhalers that are indicated for treating or preventing a potentially 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 School Medication Administration Authorization Form must indicate that the licensed prescriber approves that the student may self-carry/self-administer 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. Any misuse of a self-carried medication may result in the revocation of the right to self-carry.
- Additional backup doses of an epinephrine autoinjector self-carried by a student must be provided by the parent to be kept locked in the clinic.

End of School Year and Discontinued Doses:

Medications not picked up by the end of the school year will be discarded. It is the parent/guardian’s responsibility to make arrangements with the school prior to the end of the school year to pick up their child’s medication. Medications cannot be sent to or from school via the student (backpack or carried) for the safety of your child and of others. Because the school cannot safely store medications between school years, all medication left at school will be discarded.

Guidelines for Keeping Students Home from School

Chicken Pox

A skin rash consisting of small blisters which leave 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 the 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 is 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 that 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. The 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 a 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 is 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 11/20)

Academic Curriculum and Supplemental Resources

Laura Farrell K-7 th	St. Mary 8 th - 9 th grade	Western Row 10 th -12 th
English Language Arts- <ul style="list-style-type: none"> • American Reading Company 	English Language Arts- <ul style="list-style-type: none"> • American Reading Company 	All core content area classes, high school electives, and credit recovery courses will be offered through a virtual learning format through Jefferson County ESC. Students are assigned courses based on their most current and up-to-date high school transcript. Students will have the support of a general education teacher, intervention specialist, and paraprofessional to aid in mastering course content. Students will have accommodations provided to them as indicated on their IEP. Students at the Western Row Campus will also engage with AIM, a social & emotional learning curriculum, and a workforce development curriculum, as well as participate in a learning lab offered by Sinclair Community College Course View Campus.
Math- <ul style="list-style-type: none"> • Eureka Math 	Math- <ul style="list-style-type: none"> • Eureka Math 	
Science- <ul style="list-style-type: none"> • Science Fusion 	Science- <ul style="list-style-type: none"> • Science Fusion • Inspire Science 	
Social Studies- <ul style="list-style-type: none"> • History Alive 	Social Studies- <ul style="list-style-type: none"> • Ohio Academic Content Standards 	
Social & Emotional Learning- <ul style="list-style-type: none"> • AIM • Character Strengths • Circle Forward • Program-created PBIS lessons 	Social & Emotional Learning <ul style="list-style-type: none"> • AIM • 7 Habits of Highly Effective Teens • Peers • Program-created PBIS lessons 	

Grading Procedures

Grading Policy and Lesson Planning

At the Warren County ESC Learning Center, students participate in academic instruction for 60% of their school day and social emotional learning and positive behavior instruction for 40% of their school day. A student’s individual schedule may include courses in the following content areas: Mathematics, English Language Arts, Social Studies, Science, Social Skills / SEL Curriculum, Physical Education, elective courses, and Workforce Development.

Each quarter, students will receive a letter grade for their core classes. Teachers of those core classes are to take grades regularly, capturing at minimum two grades per week for each student. The more opportunities a teacher gives students to show what they know, the more a student's grade can be considered fair, objective and representative of academic progress. Grades taken weekly may include any of the following: graded classwork, formative assessments, completed projects, and summative assessments. A minimum of 4 summative assessments shall be given each quarter to check for mastery of key skills and concepts. A student's grade should be representative of both mastery of specific skills for the given course as well as effort put forth by the student. Approximately 80% of the student's quarter grade should reflect mastery of skills and concepts being taught in the class, while 20% of the student's quarter grade should represent work completion, engagement, and participation. For courses that are considered nonacademic,

students will receive a pass/fail designation for each quarter. The pass/fail designation will be based on student engagement, participation, and adequate progress in the course.

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

Progress reports and grade cards will be sent one week following the end of the quarter, except for 2nd Quarter which will be mailed upon return to school in January:

End of Quarter Dates

- Q1 – October 17th
- Q2 – December 19th
- Q3 – March 19th
- Q4 – May 29th

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 (the 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 to the life of another person, or to his own life.
 - b) In cases of child abuse or neglect.
 - c) Case records are being subpoenaed by the courts.
 - d) During an emergency 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 the requested student records to the Building Administration. You will be given an appointment with the appropriate person to answer any questions and 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.
3. 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 to be 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 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.
4. 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.
5. 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.
6. [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.]
7. 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:
 8. Family Policy Compliance Office
 9. U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
 10. 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.
 11. See the list below of the disclosures that elementary and secondary schools may make without consent.
 12. 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 the prior written consent of the parents or the eligible student –
 13. 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))
 14. 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))
 15. To authorized 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, enforcement, or compliance activity on their behalf if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

16. 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))
 17. 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))
 18. 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))
 19. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
 20. To parents of an eligible student if the student is dependent for IRS tax purposes. (§ 99.31(a)(8))
 21. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
 22. 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))

PROTECTION AND PRIVACY OF STUDENT RECORDS

Warren County Educational Service Center maintains many student records including both directory information and confidential information.

Only directory information regarding a student shall be released to any person or party other than the student or his/her parent without the written consent of the parent or, if the student is an eligible student, without the written consent of the student, except to those persons or parties stipulated by the Board's policy and administrative guidelines and/or those specified in the law.

DIRECTORY INFORMATION

Each year, the Superintendent shall provide public notice to students and their parents of the Center's

intent to make available, upon request, certain information known as directory information. The Board designates as student directory information: a student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities; dates of attendance; date of graduation; and/or awards received.

The Board designates school-assigned e-mail accounts as directory information for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the Center's Education Technology.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such directory information upon written notification to the Board within five (5) days after receipt of the Superintendent's annual public notice.

In accordance with Federal and State law, the Board shall release the names, addresses, Center-assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, Center-assigned e-mail address (if available), and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of directory information, either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose directory information of former students, without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

For further information about the items included within the category of directory information and instructions on how to prohibit its release, you may consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found at the WCESC Board Office located at 1879 Deerfield Rd Lebanon, Ohio 45036.

3rd New Section

This new section will be under your BEHAVIOR section of your student/parent handbook. You have a section under behavior already that is entitled: HARASSMENT and/or BULLY. This information below should be copied and pasted under this section.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

Definitions of Terms:

"Harassment, Intimidation, or Bullying" means any intentional written, verbal, graphic, electronic, or physical act that a student or group of students exhibited toward another student more than once and the behavior both:

- A. causes mental or physical harm to the other student; and
- B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

"Harassment, Intimidating, or Bullying" also means cyberbullying through electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA), or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

- A. causes mental or physical harm to the other student/school personnel; and
- B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

"Harassment, Intimidating, or Bullying" also includes violence within a dating relationship.

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

A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Governing Board.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Types of Conduct

Harassment, intimidation, or bullying can include many different behaviors including overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute prohibited behaviors include:

- A. physical violence and/or attacks;
- B. threats, taunts, and intimidation through words and/or gestures;

- C. extortion, damage, or stealing of money and/or possessions;
- D. exclusion from the peer group or spreading rumors;
- E. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web- based/on-line sites (also known as "cyber-bullying"), such as the following:
 - 1. posting slurs on web sites where students congregate or on web logs (personal on-line journals or diaries);
 - 2. sending abusive or threatening instant messages;
 - 3. using camera phones to take embarrassing photographs of students and posting them on-line/or otherwise distributing them;
 - 4. using web sites to circulate gossip and rumors to other students; and,
 - 5. excluding others from an on-line group by falsely reporting them for inappropriate language to Internet Service Providers.
- F. violence within a dating relationship.

The following procedures shall be used for reporting, investigating, and resolving complaints of aggressive behavior and/or bullying.

Complaint Procedures

Building principals, assistant principals, and the Superintendent have the responsibility for conducting investigations concerning claims of aggressive behavior and/or bullying. The investigator(s) shall be a neutral party having not been involved in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of Policy 5517.01 or feels s/he has been a victim of aggressive behavior and/or bullying in violation of Policy 5517.01 shall immediately report his/her concerns.

Teachers and other school staff, who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, s/he shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of

socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

All complaints will be promptly investigated in accordance with the following procedures:

Step I

Any complaints, allegations, or rumors of aggressive behavior and/or bullying shall be presented to the building principal or assistant principal or the Superintendent. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Governing Board official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g., the person(s) involved, number of times and places of the alleged conduct, the target of the suspected aggressive behavior and/or bullying, and the names of any potential witnesses). If the person filing the formal complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II

The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

Step III

If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Publication of the Prohibition Against Harassment, Intimidation, and Bullying

At least once each year, a written statement describing the policy and the consequences for violations of the policy shall be sent to each student's custodial parent/guardian. The prohibition against harassment, intimidation, or bullying shall be publicized in student handbooks and in Educational Service Center

publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student in the Warren County ESC is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying", in accordance with R.C. 3313.666 means any intentional written, verbal, graphic or physical act including electronically transmitted acts i.e., Internet, cell phone, or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

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

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of aggressive behavior and/or bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated and may result in disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to provide that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the

professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the Board's prohibition against "harassment, intimidation, or bullying."

Non-Disciplinary Intervention

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

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

Disciplinary Interventions

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

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

Expulsion may be imposed in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Reporting Obligations

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

If after investigation, acts of bullying against a specific student are verified, the Principal shall notify in writing the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, or bullying.

Semiannually, the Superintendent shall provide the Board President a written summary of all reported incidents of harassment, intimidation, or bullying and post the summary on the Center website.

Intervention Strategies

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when such prohibited acts are verified, other Center actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time-to-time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents, or school personnel.
- B. Planned professional development programs addressing targeted individuals' problem, including what is safe and acceptable Internet use.
- C. Data collection to document victim problems to determine the nature and scope of the problem.
- D. Use of peers to help ameliorate the plight of victims and include them in group activities.
- E. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough).
- F. Awareness and involvement on the part of all school personnel and parents with regard to victim problems.
- G. An attitude that promotes communication, friendship, assertiveness skills and character education.
- H. Modeling by school personnel of positive, respectful, and supportive behavior toward students.
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines).
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- K. Form harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

Intervention Strategies for Protecting Victims

- A. Supervise and discipline offending students fairly and consistently.
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition.
- C. Maintain contact with parents and guardians of all involved parties.
- D. Assist the victims to obtain counseling if assessment indicates that it is needed.
- E. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed.
- F. Check with the victim daily to verify that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age- appropriate information on the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 7-12, written or verbal discussion of the consequences for violations of Policy 5517.01, and their rights and responsibilities under this and other Center policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other Center and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and parent handbooks.

Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees and volunteers with direct contact with students. The in-service education provided to middle and high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or Center-mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment, intimidation, and bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

Police and Child Protective Services

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services (CPS), according to the prescribed timelines. The School Center shall also investigate for the purpose of determining whether there has been a violation of Center Policy, even if law enforcement or CPS officials are also investigating. All School Center personnel shall cooperate with investigations by outside agencies.

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

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 organizations' 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**
 - Parent Teacher Conferences will be held from 4-7 pm on
 - October 24th & 30th
 - February 5th & 13th

- A TEC 911 will be sent with a Signup Genius link to schedule your time for parent-teacher conferences.

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- **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 well-being (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.

- The program expectations for Warren County Learning Center, across school environments are: Respectful, Responsible, Safe, Ready-to-Learn, and mindful. Campus-specific behavioral matrix can be found in the Appendix of this document.

- PBIS

Acknowledgement

System Laura

Farrell Campus

- Students will receive a hard copy of Phoenix Tickets provided by staff based on meeting PBIS expectations and when they are displaying any of the 5 PBIS expectations during their school day. The Phoenix Tickets translate to PBIS points that will be used in the PBIS store. Students can earn bonus tickets for going above and beyond the schoolwide expectations throughout their school day. Students can spend their points at the PBIS Store to purchase fidgets, food, drinks, and many other items. Students can also use their points to participate in events, raffles, and larger drawings that are held throughout the school year.

- St. Mary Campus

- At the end of each school day, students will receive points via the PBIS Rewards System. The points entered are points the students earned as reflected on their daily point sheet.

Students can earn 100 points a day for being Respectful, Responsible, Safe, Ready to Learn, and Mindful. Students are also eligible for bonus points for demonstrating appropriate school behaviors beyond PBIS Expectations. Students accumulate points over days, weeks, and months. Students can use their points to purchase snacks, drinks, meals from fast food restaurants, drinks from Starbucks, slushies from Speedway, fidgets, and other items. 100 Phoenix points equals \$1.00. Students can use their points to purchase items on Amazon with equivalent values (i.e., 5000 points can be exchanged for a \$50 item). Students can also use Phoenix points to participate in events, raffles, and larger drawings that are held throughout the school year.

- **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 instruction is provided by an Intervention Specialist with consistent routines through structured lesson plans for each subject. Daily behavior lessons are taught to students to improve their coping strategy by Behavior Interventionists. Each student receives mental health therapy for at least 45 minutes per week from a licensed mental health therapist. Each student is provided an opportunity daily to receive rewards through a schoolwide acknowledgment 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 and group therapy are important parts of our programs and will be regularly scheduled for your child's benefit. Individual and group therapy are important and required of each student in our program.
- 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.
- Group Therapy is utilized to help facilitate growth in the following areas: social skills training, independent living skills, community skills, problem-solving skills, communication skills, effective education, and improving self-concept.
- Family Therapy is utilized to impact the student's home situation, which may be a contributing factor to the student's behavior in school. Family therapy allows families to gain insights, skills, and support which impacts students' behavioral development.
- **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 the 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*

Student 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 the 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.

Use of drugs and/or alcohol

- Students are prohibited from possessing, using, transmitting, concealing, or being under the influence of any alcoholic beverage, or 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. The 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.

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-cigarette, vaporizer, vape pen, or vaping that contains cartridges filled with tobacco or any other substance is banned from school property.

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 firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device (as defined in the Federal Gun-Free Schools Act of 1994). Firearms include any unlicensed firearm and any firearm which is inoperable, but which can be readily operated.
 - 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 that 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 that 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 the 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 effectively teaching 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.

Threats

- 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:
 - What is a threat?
 - Potential consequences of making a threat
 - See something/Say something
 - Encourage a supportive peer environment by showing kindness

The 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 IDs 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, committing literary theft, or presenting 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.
- 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, committing literary theft, or presenting an idea or product taken from an existing source as new and original.

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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 the School Administration. Examples of prohibited devices include but are not limited to radios, "boom-boxes," CD players, personal tablets, portable TVs, 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 disrupts or interferes with school activities or

the educational process or which threatens to do so are unacceptable (refer to dress code on pages 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 are 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.

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.

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.

Discipline

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

The school is committed to providing prompt, reasonable discipline consistent with the severity of the incident. For the 23.24SY, the Warren County Learning Center is implementing a progressive discipline plan that can be found in detail in the Appendix. The progressive discipline plan serves as a guiding document that creates a cohesive and supportive response to student 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.

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 a 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 by the school administrator.

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 persons have a reasonable expectation of privacy (e.g., restrooms, locker rooms, changing areas, private offices (unless there is the 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 proceedings, or criminal proceedings, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or a 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 personally 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 a 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.

FERPA 20 U.S.C.

1232g 34 C.F.R. 99.1-

99.67

Title I of the Electronic Communication Privacy Act of 1986

Student Dress Code

Warren County Learning Center expects that all students will dress in a way that is appropriate for the school day or any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their family. The school district is responsible for ensuring that student attire does not interfere with health and safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

- 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 are not limited to, guns, swords, blood, gore, etc.
- No clothing depicting drug, alcohol, or tobacco slogans or advertisements.
- No coats, jackets, hats, or 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 the discretion of building administration.
- No blankets.

TRANSPORTATION

Explanation of Transportation

Your school district (home school) 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 3:15 pm 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 Franklin 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's behavior occurs on transportation, the home school district is responsible for the investigation of the incident. The Warren County Learning Center will collaborate with the home school district as needed to ensure the safety of all students at 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

Breakfast and Lunch

The food service provider for WCLC Laura Farrell and St. Mary is Franklin City Schools; the food service provider for Western Row is Mason City Schools.

Lunches are distributed to all enrolled students. A monthly lunch menu is available. Students may also bring their own lunch to school to be eaten in the cafeteria. Students are not permitted to leave the school premises during the lunch period.

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 the 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

The WCLC 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.

Learning Center School Calendars
Laura Farrell

WCESC
Learning Center Laura Farrell Campus
513 Park Ave.
Franklin, Ohio 45005

2024 to 2025

Hours: 8:00 am - 2:30 pm

Total Days: 169

August 2024						
S	M	T	W	T	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 2024						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
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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 2024						
S	M	T	W	T	F	S
						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 2024						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January 2025						
S	M	T	W	T	F	S
						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 2025						
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16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
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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 2025						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

First Semester Dates of Importance

- August 19th-First Day of School
- September-2nd, 3rd, 23rd-NO SCHOOL
- October 17th-End of First Quarter (41 days)
- October 18th & 21st-NO SCHOOL
- October 24th and 30th-EVENING CONFERENCES
- November 1st and 4th-NO SCHOOL
- November 25th, 26th, 27th, 28th, 29th-NO SCHOOL
- December 19th-End of Second Quarter (36 days)
- December 20th through January 3rd-NO SCHOOL

Second Semester Dates of Importance

- January 6th-NO SCHOOL
- January 7th-First Day Back from Winter Break
- January 16th, 17th, 20th-NO SCHOOL
- February 5th and 13th-EVENING CONFERENCES
- February 14th, 17th, 18th-NO SCHOOL
- March 13th-End of Third Quarter (42 days)
- March 14th & 17th - NO SCHOOL
- March 31st through April 4th - NO SCHOOL
- April 18th & 21st - NO SCHOOL
- May 26th-NO SCHOOL
- May 29th last day of school/End of Fourth Quarter

Family Engagement Nights: 10/3/24;
 12/5/24; 3/6/25; 5/8/25

- Green – NO SCHOOL
- Yellow - First Day of School/First Day Back from Winter Break
- Red – End of Quarters

WCESC
Learning Center St. Mary Campus
24 W. 1st St.
Franklin, Ohio 45005

2024 to 2025

Hours: 8:00 am - 2:30 pm

Total Days: 169

August 2024						
S	M	T	W	T	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
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September 2024						
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October 2024						
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November 2024						
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17	18	19	20	21	22	23
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December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January 2025						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
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23	24	25	26	27	28	

March 2025						
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23	24	25	26	27	28	29
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April 2025						
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23	24	25	26	27	28	29
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May 2025						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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Family Engagement Nights: 10/3/24; 12/5/24; 3/6/25; 5/8/25

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- January 6th-NO SCHOOL
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- March 14th & 17th - NO SCHOOL
- March 31st through April 4th - NO SCHOOL
- April 18th & 21st - NO SCHOOL
- May 26th-NO SCHOOL
- May 29th last day of school/End of Fourth Quarter

Green – NO SCHOOL
 Yellow - First Day of School/First Day Back from Winter Break

WCEC
Learning Center Western Row Campus
755 Western Row Rd.
Mason, Ohio 45040

2024 to 2025
 Hours: 8:00 am - 2:30 pm
 Total Days: 169

August 2024						
S	M	T	W	T	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 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
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20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
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December 2024						
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29	30					

January 2025						
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16	17	18	19	20	21	22
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30	31					

February 2025						
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March 2025						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2025						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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- May 26th -NO SCHOOL
- May 29th last day of school/End of Fourth Quarter

Family Engagement Nights: 10/3/24;
 12/5/24; 3/6/25; 5/8/25
 *Events happen at the Learning Center
 Laura Farrell Campus (513 Park Ave.
 Franklin, Ohio 45005

Green – NO SCHOOL
 Yellow - First Day of School/First Day Back from Winter Break
 Red – End of Quarters
 Purple – Evening Conferences

K-2 SELF CONTAINED	
7:45-8:00	ARRIVAL
8:00-9:00	MATH/SCIENCE - MATH PRIORITY - SCIENCE SECONDARY
9:00-9:30	SEL MON + WED CIRCLE GROUP TUES + THURS CAREER EXPLORATIONS FRIDAY
9:35-9:55	CHOICE TIME DEPENDENT ON LEVEL SYSTEM - ANY OUTDOOR RECESS HAPPENS DURING THIS TIME
10:00-11:00	ELA/SS - ELA PRIORITY - SOCIAL STUDIES SECONDARY
11:00-11:20	Lunch
11:25-12:10	ACADEMIC INTERVENTION - PULLOUT BY IS FOR SDI - PULLOUT FOR INDIVIDUAL MH/PT/OT/SLP
12:10 - 12:25	MANDATORY DAILY READ ALOUD
12:30-1:00	PE MON+WED+FRI MOTOR LAB- TUES OT/SLP-THURS
1:00-1:30	WRITING WORKSHOP
1:30-2:00	DLO/CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	TEAM MEETINGS/PLANNING TIME

2ND SELF-CONTAINED	
7:45-8:00	ARRIVAL
8:00-8:30	SEL MON + WED CIRCLE GROUP TUES + THURS CAREER EXPLORATIONS FRIDAY
9:00-9:30	MATH/SCIENCE - MATH PRIORITY - SCIENCE SECONDARY
9:30-10:30	ELA/SS - ELA PRIORITY - SOCIAL STUDIES SECONDARY
10:35-10:55	CHOICE TIME DEPENDENT ON LEVEL SYSTEM - ANY OUTDOOR RECESS HAPPENS DURING THIS TIME
11:00-11:20	LUNCH
11:25-11:55	WRITING WORKSHOP
12:00-12:15	MANDATORY DAILY READ ALOUD
12:15-1:00	ACADEMIC INTERVENTION - PULLOUT BY IS FOR SDI - PULLOUT FOR INDIVIDUAL MH/PT/OT/SLP
1:00-1:30	PE MON+WED+FRI MOTOR LAB- TUES OT/SLP-THURS
1:30-2:00	DLO/CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	TEAM MEETINGS/PLANNING TIME

3RD/4TH - ELA/SS	
7:45-8:00	ARRIVAL
8:00-9:10	ELA/SS 3rd
9:15-10:25	ELA/SS 3rd
10:30-11:00	PE/ML/OT-SLP
11:00-11:20	CHOICE TIME
11:20-11:40	LUNCH
11:45-12:55	ELS/SS 4th
1:00-1:30	SEL CG-AIM WW
1:30-2:00	DLO/ CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:15-3:15	STAFF MEETING/ PLAN TIME

	3RD/4TH - MATH/SCI
7:45-8:00	ARRIVAL
8:00-9:10	MATH/SCI 3RD GRADE
9:15-10:25	ELA/SS 3rd
10:30-11:00	PE M/W/F ML T OT-SLP TH
11:00-11:20	LUNCH
11:20-11:40	CHOICE TIME
11:45-12:55	MATH/SCI 3RD GRADE
1:00-1:30	SEL T/W MH T/TH WW FRIDAY
1:30-2:00	DLO/ CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	STAFF MEETING/ PLAN TIME

	4TH GRADE
7:45-8:00	ARRIVAL
8:00-9:10	ELA/SS 4TH GRADE
9:15-9:45	PE M/W/F ML T OT-SLP TH
9:45-10:55	ELA 3RD GRADE
11:00-11:20	LUNCH
11:20-12:55	ELA 3RD GRADE
1:00-1:30	SEL M/W MH T/TH WW FRIDAY
1:30-2:00	DLO/ CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	STAFF MEETINGS/ PLAN TIME

	5TH/6TH/7TH SCIENCE/SS
7:45-8:00	ARRIVAL
8:00-8:35	SEL M/W - AIM T/F, WRITING WORKSHOP THURSDAY
8:40-9:10	OT-SLP M; PE T/TH; CE W; VW FRIDAY
9:15-10:25	SCIENCE/SS 7TH GRADE
10:30-11:40	SCIENCE/SS 5TH GRADE
11:40-12:00	LUNCH
12:00-12:15	CHOICE TIME
12:20-1:30	SCIENCE/SS 6TH GRADE
1:35-2:00	DLO/CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	STAFF MEETINGS/PLAN TIME

	5TH/6TH/7TH - ELA
7:45-8:00	ARRIVAL
8:00-9:10	ELA 6TH GRADE
9:15-9:50	SEL M/W; AIM T/F; WRITING WORKSHOP THURSDAY
9:55-10:25	OT-SLP M; PE T/TH; CE W; VOCAB WORKSHOP FRIDAY
10:30-11:40	ELA 7TH GRADE
11:40-12:00	LUNCH
12:00-12:15	CHOICE TIME
12:20-1:30	ELA 5TH GRADE
1:35-2:00	DLO/ CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	STAFF MEETINGS/ PLAN TIME

	5TH/6TH/7TH - MATH
7:45-8:00	ARRIVAL
8:00-9:10	MATH 7TH GRADE
9:15-10:25	MATH 5TH GRADE
10:30-11:40	MATH 6TH GRADE
11:40-12:00	LUNCH
12:00-12:15	CHOICE TIME
12:20-12:55	SEL M/W; AIM TH/F; WW THURSDAY
1:00-1:30	OT-SLP M; PE T/TH; CE W; VW FRIDAY
1:35-2:00	DLO/CHOICE TIME
2:00-2:15	DISMISSAL
2:15-2:30	TEAM DEBRIEF
2:30-3:15	STAFF MEETINGS/ PLAN TIME

St. Mary

TIMES	8th Grade Homeroom	9th Grade Homeroom 1	9th Grade Homeroom 2
7:45 - 8:00	Arrival/Bellringer	Arrival/Bellringer	Arrival/Bellringer
8:00 - 9:20	8th Grade ELA / SS	9th Grade ALGEBRA	9th Grade SCIENCE
9:25 - 10:45	9th Grade ELA / SS	8th Grade MATH	9th Grade SCIENCE
10:50 - 11:20	Intervention	Intervention	Lunch/Choice Time
11:20 - 11:50	Lunch/Choice Time	Lunch/Choice Time	Intervention
11:55 - 1:45	SEL + 9th Grade ELA / SS	9th Grade ALGEBRA + SEL	8th Grade SCIENCE + SEL
1:50 - 2:15	SSR / Choice Time	SSR / Choice Time	SSR / Choice Time
2:00 - 2:15	Dismissal	Dismissal	Dismissal

Workforce Development

MONDAY											
BI	IS	7:55 - 8:15	8:20 - 8:50	8:55 - 9:25	9:30 - 10:20	10:25 - 11:15	11:15 - 11:45	11:50 - 12:40	12:45 - 1:35	1:40 - 2:00	2:00 - 3:15
GABRIEL	SELLERS	Homeroom - 10th Grade	CG/SEL/AIM	STEEL DRUM	MATH 10	MATH 11	LUNCH	WFD 10 SUPP	MATH 12	CR/SDI	PLAN
STARKS	BOONE	Homeroom - 12th Grade	CG/SEL/AIM	STEEL DRUM	ELA 12	WFD 12 SUPP	LUNCH	ELA 11	ELA 10	CR/SDI	PLAN
GARNER	TBD IS	Homeroom - 11th Grade	CG/SEL/AIM	STEEL DRUM	SS/SCI 11	SS/SCI 10	LUNCH	SS/SCI 12	WFD 11 SUPP	CR/SDI	PLAN
	FLOYD	NO HOMEROOM	NO CLASS	NO CLASS	NO CLASS	WFD 12	LUNCH	WFD 10	WFD 11	CR/SDI	PLAN

TUESDAY											
BI	IS	7:55 - 8:15	8:20 - 8:50	8:55 - 9:55	10:00 - 11:00	11:00 - 11:30	11:35 - 12:35	12:40 - 1:40	1:45 - 2:00	2:00 - 3:15	
GABRIEL	SELLERS	Homeroom - 10th Grade	CG/SEL/AIM	SOPH GROUP 1 FINE ARTS	SOPH GROUP 2 FINE ARTS	LUNCH	CRED REC 10	CRED REC 10	CR/SDI	PLAN	
STARKS	BOONE	Homeroom - 12th Grade	CG/SEL/AIM	SENIORS - Credit Recovery/SDI		LUNCH	CRED REC 10 SOPH SUPPORT		CR/SDI	PLAN	
GARNER	TBD IS	Homeroom - 11th Grade	CG/SEL/AIM	WF CURRICULUM SUPPORT		LUNCH	JUNIORS - Credit Recovery/ SDI		CR/SDI	PLAN	
	FLOYD	NO HOMEROOM	NO CLASS	WF GROUP 1 CURRICULUM	WF CURRICULUM	LUNCH	ENT/BUSINESS	ENT/BUSINESS	CR/SDI	PLAN	

WEDNESDAY											
BI	IS	7:55 - 8:15	8:20 - 8:50	8:55 - 9:55	10:00 - 11:00	11:00 - 11:30	11:35 - 12:35	12:40 - 1:40	1:45 - 2:00	2:00 - 3:15	
GABRIEL	SELLERS	Homeroom - 10th Grade	CG/SEL/AIM	MATH 10	MATH 11	LUNCH	WFD 10 SUPP	MATH 12	CR/SDI	PLAN	
STARKS	BOONE	Homeroom - 12th Grade	CG/SEL/AIM	ELA 12	WFD 12 SUPP	LUNCH	ELA 11	ELA 10	CR/SDI	PLAN	
GARNER	TBD IS	Homeroom - 11th Grade	CG/SEL/AIM	SS/SCI 11	SS/SCI 10	LUNCH	SS/SCI 12	WFD 11 SUPP	CR/SDI	PLAN	
	FLOYD	NO HOMEROOM	NO CLASS	NO CLASS	WFD 12	LUNCH	WFD 10	WFD 11	CR/SDI	PLAN	

THURSDAY											
BI	IS	7:55 - 8:15	8:20 - 8:50	8:55 - 9:55	10:00 - 11:00	11:00 - 11:30	11:35 - 12:35	12:40 - 1:40	1:45 - 2:00	2:00 - 3:15	
GABRIEL	SELLERS	Homeroom - 10th Grade	CG/SEL/AIM	MATH 10	SS/SCI 10 SUPP	LUNCH	CRED REC 10	ELA 10 SUPP	CR/SDI	PLAN	
STARKS	BOONE	Homeroom - 12th Grade	CG/SEL/AIM	SENIORS - ENT/ BUSINESS		LUNCH	SOPH CR SUPPORT	ELA 10	CR/SDI	PLAN	
GARNER	TBD IS	Homeroom - 11th Grade	CG/SEL/AIM	MATH 10 SUPP	SS/SCI 10	LUNCH	JUNIORS - ENT/BUSINESS		CR/SDI	PLAN	
	FLOYD	NO HOMEROOM	NO CLASS	SENIORS - ENT/ BUSINESS		LUNCH	JUNIORS - ENT/BUSINESS		CR/SDI	PLAN	

Friday											
BI	IS	7:55 - 8:15	8:20 - 8:50	8:55 - 10:10	10:15 - 11:30	11:30 - 12:00	12:05 - 1:20	1:30 - 2:00	2:00 - 3:15	2:00 - 3:15	
GABRIEL	SELLERS	Homeroom - 10th Grade	SEL	SOPHOMORES	SOHOMORES	LUNCH	SOPHOMORES	CR/SDI	PLAN	PLAN	
GARNER	TBD IS	Homeroom - 11th Grade	SINCLAIR PREP	SOPHOMORES	SOHOMORES	LUNCH	SOPHOMORES	CR/SDI	PLAN	PLAN	
	FLOYD	NO HOMEROOM	SINCLAIR PREP	SOPHOMORES	SOHOMORES	LUNCH	SOPHOMORES	CR/SDI	PLAN	PLAN	
STARKS	BOONE	Homeroom - 12th Grade	SINCLAIR PREP	AT SINCLAIR WITH JUNIORS AND SENIORS			CR/SDI	PLAN	PLAN	PLAN	

PBIS Behavior Matrix
Laura Farrell

BEHAVIOR MATRIX: LAURA FARRELL CAMPUS

	RESPECTFUL	RESPONSIBLE	SAFE	MINDFUL	READY TO LEARN
ARRIVAL/ DISMISSAL	<ul style="list-style-type: none"> Be Kind Follow Directions 	<ul style="list-style-type: none"> Walk safely Turn In/Collect personal belongings 	<ul style="list-style-type: none"> Keep hands and feet to self Listen to who has the plan Stay in my seat 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Stay in area until I am called Body Check to see if I am in Green if not use a coping skill
CLASSROOM	<ul style="list-style-type: none"> Use items as intended Whole body listening Focus on who has the plan 	<ul style="list-style-type: none"> Complete and turn in my assignments Participate in class by answering questions and making on topic comments 	<ul style="list-style-type: none"> Keep hands and feet to self Stay in my area Listen to who has the plan 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Body Check to see if I am in Green if not use a coping skill Have a quiet voice
MOTOR ROOM & GYM	<ul style="list-style-type: none"> Wait my turn Use items as intended Focus on who has the plan 	<ul style="list-style-type: none"> Complete the activity asked Show good sportsmanship 	<ul style="list-style-type: none"> Keep hands and feet to self Stay in my area Keep my chair flat on the floor 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Body Check to see if I am in Green if not use a coping skill Stop moving when asked Wait for instructions from adult
CAFETERIA	<ul style="list-style-type: none"> Clean up my area when I am done eating Use kind words 	<ul style="list-style-type: none"> Be prepared Stay in area 	<ul style="list-style-type: none"> Keep my area clean Keep hands and feet to self Use peaceful solutions to solve problems 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Ask for help when I need it Have a calm voice
PLAYGROUND or PARK	<ul style="list-style-type: none"> Keep hands and feet to self Take turns 	<ul style="list-style-type: none"> Take care of the playground equipment Follow playground rules 	<ul style="list-style-type: none"> Use the equipment as intended Listen to who has the plan 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Line up when the signal is given Enter and exit the building quietly Body Check to see if I am safe if not use a coping skill
HALLWAY	<ul style="list-style-type: none"> Keep my hands and feet to myself Respect other's personal space 	<ul style="list-style-type: none"> Body with the group Use kind words Ignore unexpected behaviors 	<ul style="list-style-type: none"> Keep my eyes forward to see what is in front of me Stay in area Listen to who has the plan 	<ul style="list-style-type: none"> Focus on the moment Be aware of situation & feelings React in kindness 	<ul style="list-style-type: none"> Use a quiet voice Body Check to see if I am in Green if not use a coping skill
BATHROOM	<ul style="list-style-type: none"> Follow Directions Use Items as Intended Wait your turn 	<ul style="list-style-type: none"> Flush Toilet Wash Hands Throw Away Trash 	<ul style="list-style-type: none"> Keep feet on Floor Use only the toilet or urinal for bathroom purposes 	<ul style="list-style-type: none"> Be aware of situation & feelings React in kindness Turn water off and use paper towels to clean up messes 	<ul style="list-style-type: none"> Stay in your area until it's your turn No Talking Ask for Help

Saint Mary Campus PBIS Rubric

	RESPECTFUL	READY TO LEARN	RESPONSIBLE	SAFE	MINDFUL
CAMPUS WIDE	Use items as intended Whole body listening Focus on who has the plan School appropriate language and conversations Social awareness (i.e. know your audience and respond accordingly)	Body check to see if ready to learn, if not use a coping skill Quiet voice, quiet hands, and quiet feet Have materials ready Participate in class activities	Complete and turn in assignments Participate in class On topic comments Clean up after self	Hands and feet to self Stay in area Listen to who has the plan Appropriate use of property School appropriate language and conversations	Focus on the moment Be aware of situation and feelings Utilize coping skills React in kindness Social Awareness (i.e. know your audience and respond accordingly)
ARRIVAL/ DEPARTURE	Be Kind Follow Directions	Stay in until I am called Body Check to see if I am in Green if not use a coping skill	Walk safely Turn In/Collect personal belongings	Keep hands and feet to self Listen to who has the plan	Focus on the moment Be aware of situation & feelings React in kindness
CLASSROOM	Use items as intended Whole body listening Focus on who has the schedule	Body Check to see if I am in Green if not use a coping skill Have a quiet voice	Complete and turn in my assignments Participate in class by answering questions and making on topic comments	Keep hands and feet to self Stay in my area Listen to who has the plan	Focus on the moment Be aware of situation & feelings React in kindness
GYM	Wait my turn Use items as intended Focus on who has the plan	Stop moving when asked Wait for instructions from adult	Complete the activity asked Show good sportsmanship	Keep hands and feet to self Stay in my area	Focus on the moment Be aware of situation & feelings React in kindness
LUNCH	Clean up my area when I am done eating Use kind words	Ask for help when I need it Have a calm voice	Be prepared Stay in area	Keep my area clean Keep hands and feet to self Use peaceful solutions to solve problems	Focus on the moment Be aware of situation & feelings React in kindness
OUTSIDE	Keep hands and feet to self Take turns	Line up when the signal is given Enter and exit the building quietly	Take care of the recreation equipment Follow outside area rules	Use equipment as intended Listen to who has the plan	Focus on the moment Be aware of situation & feelings React in kindness
HALLWAY	Keep my hands and feet to myself Respect other's personal space	Use a quiet voice Body Check to see if I am in Green if not use a coping skill	Body with the group Use kind words Ignore unexpected behaviors	Keep my eyes forward to see what is in front of me Stay in area Listen to who has the plan	Focus on the moment Be aware of situation & feelings React in kindness
BATHROOM	Follow Directions Use Items as Intended Wait your turn	Stay in your area until it's your turn	Flush Toilet Wash Hands Throw Away Trash	Use only the toilet or urinal for bathroom purposes	Be aware of situation & feelings React in kindness Turn water off and use paper towels to clean up messes

Warren County Learning Center Western Row PBIS Rubric

	Respectful	Ready-To-Learn	Responsible	Safe	Mindful
CAMPUS WIDE	Use items as intended Whole body listening Focus on who has the plan Code switch language to the setting you are in Know your audience and respond accordingly	Quiet voice, quiet hands, and quiet feet Have materials ready Participate in class activities	Demonstrate expected behaviors and program expectations	Hands and feet to self Stay in area Listen to who has the plan Appropriate use of property Code switch language to the setting you are in	Focus on the moment Be aware of situation and feelings Utilize coping skills React in kindness Know your audience and respond accordingly
ARRIVAL	Be Kind Use appropriate language Follow bus drivers' and staff's directions	Stay in assigned area until called Follow arrival procedures Be ready to turn in materials and go through metal detector	Walk safely Turn-in personal belongings	Keep hands and feet to self Listen to who has the plan Walk to and from the transportation	Focus on the moment Be aware of situations and feelings React in kindness
DEPARTURE	Be Kind Use appropriate language Follow bus drivers' and staff's directions	Stay in assigned area until called Follow dismissal procedures Be ready to collect materials and walk to transportation	Collect personal items Take only the items that belong to you	Stay on sidewalk while walking to transportation Say excuse and step to the side while other's pass Find an alternative route if needed	Be aware of other students boarding transportation Say Hello and Goodbye or make a neutral comment
CLASSROOM	Use items as intended Whole body listening Focus on who has the schedule	Have a quiet voice	Complete and turn in my assigned area Participate in class by answering questions and making on topic comments	Keep hands and feet to self Stay in my area Listen to who has the plan	Focus on the moment Be aware of situation & feelings React in kindness
GYM	Use items as intended Focus on who has the plan	Stop moving when asked Wait for instructions from adult	Complete the activity asked Show good sportsmanship	Keep hands and feet to self Stay in my area	Focus on the moment Be aware of situation & feelings
LUNCH	Clean up my area when I am done eating Use kind words	Ask for help when I need it Have a calm voice	Be prepared Stay in area	Keep my area clean Keep hands and feet to self Use peaceful solutions to solve problems	Focus on the moment Be aware of situation & feelings
OUTSIDE	Keep hands and feet to self Take turns	Line up when the signal is given Enter and exit the building quietly	Take care of the recreation equipment Follow outside area rules	Use equipment as intended Listen to who has the plan	Focus on the moment Be aware of situation & feelings

Progressive Discipline

Intensity Level: Disruptive

Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. Disruptive behavior is one that occurs in the classroom and disrupts the learning of other students. Teaching students to refrain from engaging in disruptive behaviors is a goal of all WCLC staff and are taught through universal lessons on WCLC overarching expectations. Demonstrating appropriate behaviors is key to student's success across the learning environment, in the community, and in the workplace. Disruptive behaviors require immediate attention of the teacher and immediate correction.

Managed By: Classroom Teacher and/or WCLC Staff Member*

Behavior	Definition	Examples: lists are not all encompassing
Defiance	Student engages in brief or low-intensity failure to follow directions.	telling a teacher, no, doing the opposite behavior, refusal
Disrespect	Student displays socially rude or dismissive messages to peers and adults	calling other names (comments regarding race, gender, religion, sexual orientation, ethnicity, socio-economic status), talking when others are talking, inappropriate body language (e.g., flipping someone off, posturing, displaying gang signs), invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Disruption	Students engage in behavior causing an interruption that disrupts or interferes with the educational process of others.	blurting out; sustained loud talking, yelling, or screaming, rapping / singing; making noise with materials; sustained out of seat behavior; horseplay; playing music from computers without headphones, vocalizations that exceed the volume of the classroom, misuse / unsafe use of items for other than the intended purpose; invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Horseplay	Student engages in noisy, energetic, and rowdy play with a person or in an environment that causes a disruption with playful intention	play fighting, teasing, chest bumping, arm wrestling, chasing one another, acrobatics
Inappropriate use of School Owned Technology	Student engages in inappropriate and/or unauthorized use of technology	using without permission; inappropriate use of equipment; accessing videos and songs with inappropriate language, viewing inappropriate pictures, unauthorized websites, and for use of plagiarism watching videos or playing games instead of doing classwork, mishandling equipment, using other student's assigned technology, logging into / accessing student's personal accounts, accessing teacher accounts to assign points for PBIS
Littering	Student engages in leaving or placing items in the incorrect location	throwing milk cartons, snack wrappers, food items on the floor of the classroom or on the school grounds instead of in a trash receptacle
Phone Usage	Student engages in cellphone usage during a non-approved time or in a non-approved way according to the phone contract	refusing to turn in phone upon arrival or other designated times, calling parents to come pick them up, texting / sexting / inappropriate conversations or usage (looking at or sharing pornography, highly sexualized images, or accessing music / videos with high level of explicit language), taking pictures, videotaping, or voice recording of staff and students, utilizing phone without a phone contract, breaking expectations set forth in phone contract
Property Defacement	Student engages in defacement of property in and around the school building	writing, drawing, painting, carving into items, walls, furniture, doors

Public Display of Affection	Students engaging in acts of mutual intimacy	holding hands, kissing, hugging
Sleeping	Student engages in behavior of sleeping during instructional period	sleeping could occur in the classroom, at a desk, on the floor of the classroom, or leaving the classroom to sleep in an unauthorized area of the school (i.e., Zen Den, safe room, empty classroom, mental health house)
Academic Dishonesty,	cheating, plagiarism, falsification of schoolwork, identification, or forgery	Student copies another student's work, plagiarizes, hiding answers on phones, calculators, asking for copies of student work to copy or turn in, hides notes or answers on body or possessions, etc.
Teasing	Student engages in a low frequency of occurrence of written or spoken negative comment about another's physical appearance, behavior, and/or mannerisms which causes another person to feel uncomfortable	Insults, unkind comments, or nicknames; name-calling, unsolicited touching / poking
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 the School Administration.	Examples of prohibited devices include but are not limited ,to radios, iPads / Fire Tablets / Kindle / e-readers personal tablets, portable TV's, electronic games, toys, phones, 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.
Consequences		
Engagement in disruptive behaviors in the classroom setting may result in the following consequences		<ul style="list-style-type: none"> • Immediate redirection of inappropriate behavior • Prompting of desired behavior using behavior specific language • labeling the behavior • modeling of appropriate behavior • loss of points or certain privileges • Level Drop • reinforcement of appropriate behaviors shown by other students • eye contact with the student accompanied with nonverbal reminders. • Proximity control - the teacher can move into the general space by the student. • Informal conference: Before or after class, in the hallways, before or after school • Individual check-in process to ensure safety.
Interventions		
Repeated engagement of disruptive behaviors may be supported with the following interventions:		<ul style="list-style-type: none"> • Schedule Change • Short-term, teacher facilitated isolation or removal from the learning environment. • Phone call home • Conference with Teacher • Adoption of a Behavioral Contract, Individual Student

	Contract, or MTSS Tiered Support Plan <ul style="list-style-type: none"> • Community Service Work • Individual Reinforcement System • Reduced or Modified School Day • Increased Mental Health Services
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* high frequency and intensity of disruptive behaviors may result in disciplinary action at the discretion of the building administrators - this could include In School Suspension or Out of School Suspension

Intensity Level: Dangerous

Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. A dangerous behavior is one that occurs in either the classroom across the school environment and is impactful to the order and focus of the school environment. It is not usually intended to hurt or harm others, but can, and is not illegal. The prevention and intervention of dangerous behaviors is a whole-staff responsibility. Teaching students to refrain from engaging in dangerous behaviors is a goal of all WCLC staff. Demonstrating appropriate behaviors is key to student's success across the learning environment, in the community, and in the workplace. Dangerous behaviors are serious and require the immediate and consistent intervention of all professional staff members who become aware of the activity / behavior. Engagement in dangerous behaviors will be addressed with consequences and interventions listed above as well as the progressive disciplinary actions.

Managed By: Program Administrator			Disciplinary Action				
Behavior	Definition	Examples: List is not all encompassing	1 ST	2 ND	3 RD	4 TH	5 TH
Inappropriate Touch	Intentionally touching someone in a consistent or repeated manner that is bothersome to the peer or adult	Poking, flicking, grabbing, slapping, tapping, nudging with foot,	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Verbal or Written Threats	Written, spoken or gestured threat to harm self or another	Using threatening words like shoot, kill, gun, nonspecific warnings toward a student or adult	Formal Student Conference with SRO	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Out of Area (within building)	Any occurrence being outside the designated area without permission	Being in the wrong classroom, bathroom, or hallway without permission or accessing other areas of campus without permission for any amount of time	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Displays of affection/sexual activities	Sexual contact with self or others 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.	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Dress Code Violations	Any actions or manner of dress that disrupts or interferes with school activities or the educational process or which threatens to do so	Clothing that depicts drugs and/or alcohol slogans, obscene or profane pictures, words, or images; clothing that exposes mid-drift	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Violation of Bus/Van Rules	Any conduct that is inappropriate and/or	Standing or moving around while bus/van	Discipline plan developed based on administrative review of the situation in				

	jeopardizes the safety of the riders or any action that violates bus/van rules	is in motion, throwing items out of the bus/van windows,	consultation with district of residence.
Managed By: Program Director with Oversight by Executive Director			

Intensity Level: Very Dangerous

Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. A very dangerous behavior is one that occurs across the school environment or off school property and is impactful to the order and focus of the school environment. Students intend to hurt or cause harm to others and may be illegal. The prevention and intervention of very dangerous behaviors is a whole-staff responsibility. Teaching students to refrain from engaging in very dangerous behaviors is a goal of all WCLC staff. Demonstrating appropriate behaviors is key to student's success across the learning environment, in the community, and in the workplace. Very dangerous behaviors are serious and require the immediate and consistent intervention of all professional staff members who become aware of the activity / behavior. Students engaging in very dangerous behaviors divert available resources and staff that increases the vulnerability of other staff and students in the program. Engagement in very dangerous behaviors will be addressed with consequences and interventions listed above as well as the progressive disciplinary actions.

Managed By: Program Administrator			Disciplinary Action				
Behavior	Definition	Examples: List is not all encompassing	1 ST	2 ND	3 RD	4 TH	5 TH
Elopement Off Campus	Student is not in an area assigned to them by either their daily schedule or direction of a staff member	Student is off campus property - walking on sidewalks, through yards, in the street, may enter businesses in the area (trespassing)	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Fighting	Student engages in aggressively putting their hands on each other with the intent to do harm	Hitting, punching, kicking, yelling, screaming, scratching, slapping, pulling hair	Formal Student Conference	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Use of drugs and/or alcohol	A student is suspected of consuming, being under the influence of or concealing an alcoholic beverage, controlled substance	Substances include but are 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.	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Use of tobacco and/or e-cigarette	A student is in possession of, consumes, purchases, or attempts to purchase, or use tobacco products in school, on school grounds, on school buses, or at another school-sponsored	Tobacco products include, but are not limited to cigarettes, cigars, pipes, tobacco, chewing tobacco, snuff, vapes	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting

	event. 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.						
Use and/or possession of firearms	<p>A student knowingly has on their person (in hand, clothing or bag) a 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).</p> <p>Firearms include any unleaded firearm and any firearm which is inoperable, but which can be readily operated.</p> <p>Additionally, this includes objects that are 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.</p> <p>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)</p>		Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				
Use and/or possession of a weapon	A student has on their person (could be in hand, in clothing/bag, etc.) a device which may be used for offensive or defensive purposes	Weapons include but are 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. The implementation of such device to cause physical harm to another individual (student or staff).	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				
Use of an object as a weapon	Any object that is used to threaten, harm, or harass another.	Sharpened pencils, pens, nails, pieces of wood/metal, rocks, computer chargers	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				
Knowledge of dangerous weapons and/or threats of violence	A student receives verbal, written and/or electronic information regarding another student's possession of weapons or threats of violence made against school staff and/or	Student A is viewing student B's social media and there is a threatening statement towards school or another student; student A tells student B that they have a knife in	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				

	property. It is expected that students would report this information to appropriate school staff.	their bag					
Physically assaulting a staff member, peer, another adult person	A student uses <u>unprovoked</u> physical violence and causes injury to another person's body	Hitting, punching, biting, kicking, etc.	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				
The victim of the offense is a school teacher or administrator or a school bus operator, and the offense occurs in a school, on school premises, in a school building, on a school bus, or while the victim is outside of school premises or a school bus and is engaged in duties or official responsibilities associated with the victim's employment or position as a school teacher or administrator or a school bus operator, including, but not limited to, driving, accompanying, or chaperoning students at or on class or field trips, athletic events, or other school extracurricular activities or functions outside of school premises.							
Verbally threatening a staff member, peer, another adult person	Any statement or noncontact action made, regarding the intent to harm, directed toward a staff member, student, or other person associated with the district. This may include profanity directed toward a staff member depending on tone and content.	Stating "I'm going to kill you"; "I'm going to come to your house and shoot you.", etc., while on school property	Formal Student Conference (SRO may be present) Written Apology	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Misconduct against a school official or employee, or the property of such a person, regardless of where it occurs	Directing the following types of behavior towards school staff and/or their property: harassment (of any type), vandalism, assault (verbal and/or physical), and destruction of property and is unprovoked	Kicking, punching, biting, etc. a staff person; throwing a staff member's phone with intent to break or destruction of personal items,	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				
Extortion	The use of threat, intimidation, force, or deception to take or receive something from someone else.	Threats, blackmail, ransomware, intimidation tactics	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
Gambling	Placing a monetary wager regarding a specific activity, such as a particular sports team to win a specific game, with another person. This involves the exchange of money between two parties.	Casual betting, betting pools, organized-sports betting, and any other form of wagering	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting
False alarms and false reports	Activating an emergency alarm, such as the fire alarm at any time, in any school setting when there is not sufficient reason.	Pulling fire alarm in school hallway, student reporting that they have a gun or that another student has a gun with them	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				

	Telling a staff member or student that there is an emergency of some type on school property which results in or could potentially result in an emergency response (i.e., 911 call) when there is not.							
<p>Inciting panic is against the law: Section 2917.31 Inducing panic.</p> <p>(A) No person shall cause the evacuation of any public place, or otherwise cause serious public inconvenience or alarm, by doing any of the following:</p> <p>(1) Initiating or circulating a report or warning of an alleged or impending fire, explosion, crime, or other catastrophe, knowing that such report or warning is false;</p> <p>(2) Threatening to commit any offense of violence;</p> <p>(3) Committing any offense, with reckless disregard of the likelihood that its commission will cause serious public inconvenience or alarm.</p> <p>(B) Division (A)(1) of this section does not apply to any person conducting an authorized fire or emergency drill.</p> <p>C(1) Whoever violates this section is guilty of inducing panic</p>								
Possession of Explosives	Having on one's person (holding, in clothing, bag, etc.) any item that could be used to start a fire/create a fire hazard.	Fireworks, lighters, matches, fire starters and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline					
Use of Explosives and Arson	The act of starting or attempting to start a fire with said items.	Fireworks, lighters, matches, fire starters and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline					
Trespassing	Presence of a student on school property without authorization from school administration. This could include when they have been suspended.	Presence of a student on school property without authorization from school administration. This could include when they have been suspended.	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting	
Theft	Taking others or school property without permission or intent to return.	Taking items off the PBIS cart and consuming them without using points, taking a staff's walkie or phone, and placing it in pocket/bag and leaving with it Potential law enforcement involvement depends on the type/amount of theft.	Formal Student Conference (SRO may be present) Written Apology	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting	
Damaging property	Breaking or making personal or school property unable to be used as intended or in need of repair to resume use.	Breaking an object into pieces, ripping apart a wall or furniture, slamming or banging computer, throwing	Formal Student Conference (SRO may be present)	2 Hour ISD	2 Hour ISD	4 Hour ISD	Formal Team Meeting	

		pencils in ceiling or stabbing wall)	Written Apology				
Persistent absence and/or tardiness	A pattern of a student not attending school for the required time frame daily and/or not attending at all. The student also does not have a valid, school approved reason for their absence or late arrival/early departure. Attendance laws require students to be in school all day or to have a legitimate excuse for their absence.	Student misses 5 consecutive days of school with no phone call, student leaves early every day	Penalties for unexcused absences can range from detention to a referral to a truancy officer.				
Harassment and/or Bullying	Bullying is any intentional, unwanted written, verbal, electronic or physical act that a student has exhibited toward another student more than once and the behavior both: causes mental/physical harm to student, is sufficiently severe, persistent, or pervasive that it creates an intimidating/threatening or abusive educational environment for the other student. It is important that the student reports and/or is supported to report the bullying incident to school staff.	<p>There are three types of bullying:</p> <p>Verbal bullying is saying or writing mean things. Verbal bullying includes teasing, Name-calling, Inappropriate sexual comments, Taunting, threatening to cause harm.</p> <p>Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, Embarrassing someone in public</p> <p>Physical bullying involves hurting a person's body or possessions. Physical bullying includes hitting / kicking / pinching, Spitting, Tripping/pushing, taking, or breaking someone's things, Making mean or rude hand gestures.</p>	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	Students who engage in hazing may also be liable for civil and criminal	Activity for group membership that includes any form of initiation that	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline.				

	penalties	causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be. These 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.	Students who engage in hazing may also be liable for civil and criminal penalties
Bomb Threats	Any verbal, written or electronic statement regarding the possible use and/or presence of explosive devices in or around a school building or any premises at which a school activity is being held at the time the threat is made.	direct statement made by student such as "I'm going to blow up this school.", "there's a bomb in the bathroom", social media posting with a threat statement or photo with explosive material	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline
Gangs	An organized group which often requires of its participants activities around initiation, hazing, intimidation, etc. that are likely to cause harm or personal degradation. This type of group affiliation may also advocate for very dangerous behavior such as weapons or substance possession/use	<p>Depending on the community, gang identifiers among young people can shift over time, in the same manner that fads and trends change among mainstream youth. However, common gang identifiers can include, but are not limited to, the following:</p> <p>Cliques of students wearing the same colors in clothes, bandanas, specific types of belts/buckles, jewelry, charms, or team sports clothing.</p> <p>Tattoos, graffiti, and drawings/sketches on folders, notebooks, or school assignments, including area codes and geographical locations represented numerically.</p> <p>Hand signs, handshakes, and other expressions of gang association or affiliation.</p>	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline

Exposing Genitalia in School	Exposure of any body part in a swimsuit area causing a disruption or self-gratification	Urinating in the classroom Flashing swimsuit area	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline
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Subject to change per campus

Level System Overview

