



# SOCIAL COMMUNICATION CLASSROOMS

## Student Handbook



2024 – 2025 School Year

Western Row Campus 755 Western Row Road Mason, OH 45040 (513) 695-2736  
School Hours: Monday -Friday 8:00 am – 2:30 pm

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## **WELCOME & ORIENTATION**

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

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

### Warren County Educational Service Center Vision Statement

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

### Warren County Educational Service Center Mission Statement

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

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

### Social Communication Classrooms Program Mission Statement

“Educating students with Autism Spectrum Disorder and other low incidence disorders to promote independence, community involvement, and improve quality of life across their lifespan.”

- Educate the whole student to improve academic skill sets, social skills, leisure skills, and functional skills.
- Implement established evidence-based practices across the curriculum.
- Fully involve and engage families in the education of their child through effective communication, family education, and shared goals and visions.

- Provide meaningful and functional activities that create skill sets that will generalize to environments outside of the school walls.
- Treat every student, family member, school personnel, and community representative with respect and dignity.

Warren County Educational Service Center’s Social Communication Program:

The Social Communication Program provides educational programming for students in grades K-transition identified with Autism Spectrum Disorder and other low incidence disabilities. The program provides a low student to teacher ratio in order to implement intensive instructional programming which emphasizes the development of: communication/language; social communication skills, academics, emotional regulation, adaptive skills, sensory regulation, vocational skills, and positive behavior. Classroom environments are structured with defined areas that provide clear visual boundaries for specific activities, predictable schedules, visual supports, consistent expectations, and positive behavior supports. Speech and language therapy services, occupational therapy services, and physical therapy services are provided at an intensive level.

WCESC Governing Board

- Fred Anness, President
- Jiles Farley, Vice President
- Chad Bridgman, Board Member
- Nona Cress, Board Member
- Sally Williams, Board Member

WCESC Senior Leadership

- Superintendent – Tom Isaacs
- Treasurer – Cary Furniss
- Assistant Superintendent – Pat Pare
- Assistant Superintendent – Christina Even
- Assistant Treasurer – Scott Wilson
- Assistant Treasurer – Katie Brown
- Executive Director of Social Emotional Learning Programs – Mike Bidwell
- Executive Director of Special Education Programs– Kara Dirksing
- Executive Director of Cognitive & Behavioral Programs – Dr. Kathie MacNeil

### Social Communication Program Leadership

Supervisor- Molly Leicht (grades 9-transition)

Assistant Supervisor- Rachelle Yakumithis (grades 6-8)

Assistant Supervisor- Kelly Buelte (grades K-5)

Program Specialist- Katie Strubbe, BCBA

### Social Communication Program Support Staff

Administrative Assistant- Jennifer Melzer

Western Row School Nurse- Kristina Swisher, Belinda Carson

BCBA- TBD

BCBA-Dr. Kim Gregory

Mental Health Therapist- Holly Stepp, BSW, LSW

Behavior Interventionist (Mental Health)- Lindsey Johnson

Behavior Interventionist (Mental Health)- TBD

Program Behavior Interventionists- Stacey Lipps, Natalie Elam, Alissa Joseph

Speech and Language Pathologist- Kate Osborne, Anna Koscielicki, Hannah Portmann, TBD

Occupational Therapist- Alex Combs, Ellie Winterod, TBD

Physical Therapist- TBD

Workforce Development Coordinator- Shuronda Smith

Resource Coordinator- Kim Bolin

Building Aide (Lunchroom)- April Dye

Building Aide (Front office and Lunchroom)- Tiera Smart

Maintenance Custodian- Tyler Blevins

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

(Name) Pat Pare  
(School District Title) Assistant Superintendent  
(Telephone Number) 513-695-2900 ext. 2314  
(Fax Number if confidential) 513-695-2961  
(Office Address) 1879 Deerfield Rd.  
Lebanon, Ohio 45036  
(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.

Academic Calendar

**WCESC**  
**Social Communication Program 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						
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					

October 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		

November 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

December 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				

January 2025						
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	

February 2025						
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	

March 2025						
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					

April 2025						
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			

May 2025						
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

First Semester Dates of Importance

- August 19<sup>th</sup>-First Day of School
- September-2<sup>nd</sup>, 3<sup>rd</sup>, 23<sup>rd</sup>-NO SCHOOL
- October 17<sup>th</sup>-End of First Quarter (41 days)
- October 18<sup>th</sup> & 21<sup>st</sup>-NO SCHOOL
- October 24<sup>th</sup> and 30<sup>th</sup>-EVENING CONFERENCES
- November 1<sup>st</sup> and 4<sup>th</sup>-NO SCHOOL
- November 25<sup>th</sup>-29<sup>th</sup>-NO SCHOOL
- December 19<sup>th</sup>-End of Second Quarter (38 days)
- December 20<sup>th</sup> through January 3<sup>rd</sup>-NO SCHOOL

Family Engagement Nights: 10/16/2024;  
 12/4/24; 2/12/25; 4/16/25

Second Semester Dates of Importance

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

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

Master Building Schedule

	2024	2025	SCC	Master	Schedule	updated 5/16/2024
	Monday	Tuesday	Wednesday	Thursday	Friday	Class Key:
8:00 - 8:30	204	204	204	204	204	Motor Lab Art
8:30 - 9:00	323	322	323	322	322, 323	Physical Education Library
	208	323	322	323		HS Science / Social Studies
	322					HS Math
9:00 - 9:30	127	126	127	126	204, 205, 208	HS Reading Jr High Science / Social Studies
	204	134	324	127		Jr High Math
	126					Jr High Reading
9:30 - 10:00	204	204	204	204	204	Staff Hours: 7:15 am - 3:15 pm
	Jr High Math	Jr High Math	Jr High Math	Jr High Math	Jr High Math	
	216	127	126		203, 215, 216	Student Hours: 8:00 am - 2:30 pm
10:00 - 10:30	129	135	129	135		Lunch: 11:00 - 11:30 125, 126, 127, 128, 129, 135 11:30 - 12:00 134, 305, 321, 322, 323, 324 12:00 - 12:30 203, 204, 205, 208, 215, 216, 408, 409
	Jr High Reading	Jr High Reading	Jr High Reading	Jr High Reading	Jr High Reading	Recess: 10:30 - 11:00 125, 126, 127 11:00 - 11:30 134, 322, 323 11:30 - 12:00 128, 129, 135, 203, 215, 216 12:00 - 12:30 305, 321, 324 12:30 - 1:00 204, 205, 208
	HS Reading	HS Reading	HS Reading	HS Reading	HS Reading	
	135	129	135	129	129, 135	
10:30 - 11:00	305	321	305	321		
	HS Math	HS Math	HS Math	HS Math	HS Math	
	321	305	321	305	305, 321	
11:00 - 11:30	203					
11:30 - 12:00	205					
12:30 - 1:00	125	128	125	128	125, 128	Classroom Key: 125 Tanna 208 Donna 126 Sara 215 Sue 127 Lizzie 216 Debbie 128 Shelby 305 Kirsten 129 Erika 321 Stephanie 134 TBD 322 Maggie 135 Rachel 323 Becca 203 Scott 324 Hannah 204 Malinda 408 Stevie 205 Kelsey 409 Ashley
	215	125	128	125		
	128					
1:00 - 1:30	204	204	204	204	204	
	Jr High Sci/Soc Stud	Jr High Sci/Soc Stud	Jr High Sci/Soc Stud	Jr High Sci/Soc Stud	Jr High Sci/Soc Stud	
	1:15 HS Sci/Soc Stud	1:15 HS Sci/Soc Stud	1:15 HS Sci/Soc Stud	1:15 HS Sci/Soc Stud	1:15 HS Sci/Soc Stud	
1:30 - 2:00	134	324	134	324	134, 324	
	324			134		

Sample Daily Classroom Schedule

SCC Classroom Schedule Example

Time	M, T, TH, F
8:00 – 8:30	Arrival, Breakfast, Hygiene
8:30 – 9:10	Science / Social Studies Rotations*
9:10 – 9:30	Motor Lab, Rotations*
9:30 – 11:00	ELA Rotations*
11:00 - 11:30	Lunch
11:30 – 12:00	Recess
12:00 – 12:30	Special Area Classes
12:30 – 1:50	Math Rotations*
1:50 – 2:25	Calming Routines, End of Day Jobs, Dismissal

\*Rotations could include teacher time, content groups, independent work, sensory time, choice time.



## School Closing/Delay Announcements

The WCESC Social Communication Programs utilize TEC911 Alerts for direct notification of school closings and delays. Parents/guardians may subscribe to receive direct text message alerts for WCESC SCC school closings and delays by completing the registration form included in the summer packet or signing up through the link <http://teclogin.com/tec/cpcl/wcesc>

WCESC is not included on media broadcasted school lists for closings and delays (i.e. TV, web, radio, etc.), however, each WCESC Social Communication Classroom follows the school closing schedule where the classroom is located. The Western Row Campus follows Mason City School closing for the majority of the time.

## Required School Forms

At the beginning of each school year, all students are required to have the following school forms on file. Yearly school forms are distributed to families via mail over the summer and can also be obtained through the school office. School forms are due by *Friday, September 30<sup>th</sup>, 2024*.

- Emergency Medical Authorization Form
- Non-Prescription Medication Authorization
- Immunization Notice & Immunization Exemption
- Student Health History
- School Medication/Procedure Authorization (only if student receives medication/medical procedures at school)
- Computer Network and Internet Acceptable Use Policy and Agreement
- Authorization for Release of Photos
- TEC911 Registration
- WCESC Directives for Appropriate Use of Seclusion & Physical Restraint in Educational Programs
- Behavior Management Strategies
- Christi Carnahan Consent Form
- Student Handbook Receipt Form

## ATTENDANCE

### Arrival and Dismissal Times

Western Row Campus- Monday- Friday 8:00am – 2:30pm

### Arrival Procedures

As SCC students arrive at school, they will be greeted at their school transportation vehicle by an SCC staff member at the building's arrival time. Students should remain in the vehicle until greeted by staff. Students are escorted into the building and/or closely supervised by a staff member dependent on their level of independence and safe behavior. Once students enter the classroom setting, they will engage in morning arrival routines. Students arriving after the building arrival time need to be signed in at the front office.

### Attendance & Tardiness

Ohio state law requires daily attendance of all students. Regular attendance is essential for success in school. Students are expected to attend school every day; attendance is reported to the home school districts. The Board of Education approved regulations & attendance policy of the Warren County Social Communication is as follows:

*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.

### Absence Reporting

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

- Families should contact the school within 1 hour from the start of the school day on the day of the absence
- ***Absences should be reported by phone by calling 513-695-2736.***
- It is encouraged that a medical excuse is submitted whenever possible
- The parent/guardian should provide written documentation to the main office (notifying the child's teacher does not excuse the absence) in advance in regard to any absences due to upcoming out of town or vacation trips
- The parents (and not the school) maintain responsibility to make certain the doctor's note and/or vacation note is submitted to the main office in a timely manner
- If the parent/guardian fails to contact the school and school personnel have to initiate contact with the parent/guardian via phone and school personnel DO NOT make contact with a parent/guardian the absence is considered unexcused until a parent/guardian makes direct contact with the main office to verify the student's attendance.

- *The parent/guardian is responsible for contacting the transportation provider to inform them of the absence.*

### Excused Absences

- Personal illness or injury
- Medical excuses are acceptable documentation of an absence from school following a personal, in-office or hospital examination by a physician, nurse practitioner or physician assistant
- Physicians may only excuse absences from school for the specific date(s) the student was under his/her direct medical care- during which the student was medically unable to attend school. Excessive medical excuses might result in the school contacting the physician's office for additional medical documentation
- Medical or Dental appointments
- Illness or death in the family
- Military Excused: Students may receive additional excused absences per school year for the purpose of attending the deployment or return of a military parent/sibling
- Funeral of immediate family member or relative
- Religious holiday
- Appointments for court
- Pre-approved absences by Program Supervisor and/or Director
- Emergencies and other reasons deemed appropriate by the Program Supervisor and/or Director

### Unexcused Absence

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

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

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

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

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

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

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

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

#### Student Pick-up by Non-Custodial Parent

Custodial parents and guardians are able to pick up their child from school (either early or at the end of the school day), by informing the student's teacher in writing or by phone/text before the pick-up. This does NOT include regularly scheduled parent pick-up. *It is important to inform classroom staff of any transportation changes before the end of the school day.* The family is responsible for contacting the transportation provider to inform them if transportation is not needed on a particular day.

If the student is picked up by a non-custodial parent/caregiver (family member, respite, etc.), please adhere to the following steps:

1. Written communication (note or email) provided to the classroom teacher with information about the transportation changes. *Please include the full name of the individual picking up the student.*
  - a. If this is an ongoing pick-up schedule (i.e. every Wednesday), only one note is needed at the beginning of the change. Please indicate the start and end date of the transportation change.
2. When the non-custodial parent arrives to school to pick up the student, they will be asked to provide photo identification. The photo identification must match the name provided by the parent/caregiver. A copy of the photo ID may be taken if the individual picking up the student will do so on a regular basis. Please note that the student will not be released until verification of parent permission is obtained.

## Medical Information

### **Chronic Health Conditions**

Please notify your child's school clinic nurse of any known health conditions before your child starts school. You can fill out the Health History form in the parent packet and return it 2 weeks before school begins, or as soon as possible, so that your nurse will have time to contact you to discuss care plans and/or treatments requiring physician authorization forms before your child can start school and/or receive that care.

### **Injuries**

All injuries will be reported to a teacher. The teacher will notify the program supervisor and the on-site clinic nurse, if applicable, or the nursing supervisor. If the injuries are minor, the student will be treated and may return to class. If medical attention is required, school staff will follow the school's emergency procedures and attempt to contact the student's parents. Injuries may be reported to parent/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) 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**

All WCESC programs adhere to the Ohio Department of Health Communicable Disease Chart guidelines for exclusion from school for symptoms of specified illnesses. 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 nurse/school 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.

\*Diarrhea / Loose Stools – If a student has three or more loose stools (bowel movements with increased water content and/or decreased form) in a 24 hour period, they will be sent home and will not be able to return to school until diarrhea free for 24 hours or the student has been evaluated medically to be non-infectious and it can be contained. Please plan all bowel treatments your student receives at home, such as for the prevention or treatment of constipation, so that the effects occur outside of school hours and the student can be cared for more appropriately at home. To avoid loss of instruction time for your student and your student's classmates, your child may be sent home for excessive time spent in the bathroom by your student and classroom staff, even if the cause is a known side-effect of medications or

other treatments. We request parents to submit a note to school from the student’s physician if the student routinely has loose stools due to a medical condition or treatment, but please be aware that this note does not exclude the student from the policies listed above related to lost instruction time.

The best way to ensure our students have limited exposure to germs is by keeping students at home when they are ill and/or contagious. We ask that you please observe your child each morning for any signs of illness and keep them home if they are ill or they show symptoms of illness. Please refer to the *Guidelines for Keeping Students Home from School* listed here and at the end of this section.

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

## **Immunizations**

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

### **Immunization Requirements for School Attendance:**

All students need: 5 DTaP, 4 Polio, 3 Hepatitis B, 2 Varicella, 2 MMR

7<sup>th</sup> – 11<sup>th</sup> grade students also need: 1 Tdap and 1 MCV4 (Meningitis)

12<sup>th</sup> grade students and older also need: 1 Tdap and 2 MCV4 (Meningitis)

### **Immunization Exemption:**

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

### **Emergency Medical Authorization**

Please submit a completed Emergency Medical Authorization Form to school. A current form must be on file with the school 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.

## **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, it must be delivered to school by a parent or other designated adult other than the student or intern and 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 (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 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 inhaler that are indicated for treating or preventing a potential life threatening or debilitating health condition. Students may also carry diabetic supplies according to their diabetic care plan submitted by their health care provider.



- The required 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 revocation of the right to self-carry.
- Additional back-up doses of an epinephrine autoinjector self-carried by a student must be provided by the parent to be kept locked in the clinic.

### **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) on school transportation in Ohio for the safety of your child and of others. Because the school cannot store medications over the summer, all medication left at school will be discarded.

### **Health Screenings**

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

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

### **Chicken Pox**

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

### **Common Cold**

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

### **COVID-19**

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

### **Fever**

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

**Flu**

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

**Head Lice**

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

**Impetigo**

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

**Pain**

If your child complains, or behavior indicates, that they are experiencing persistent pain, they should be evaluated by a physician before your child is sent to school.

**Pinkeye/Conjunctivitis**

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

**Ringworm**

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

**Skin Rashes**

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

**Strep Throat/Scarlet Fever**

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

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

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

#### **Whooping Cough**

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

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

*Ohio Department of Health Communicable Disease Chart (updated 7/2022).*

# ACADEMIC

## Curriculum and Supplemental Resources

All SCC Classrooms will follow the BASES Curriculum for academic instruction. BASES is an acronym for Balanced Academics for Supported and Engaged Students. This SCC Curriculum is based on the Ohio Learning Standards – Extended (OLS – E). These standards help to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. At the same time, the extended standards are designed to maintain the rigor and high expectations of Ohio’s Learning Standards.

Students who have been identified for participation in Ohio Learning Standards participate in Virtual Learning Academy. The Virtual Learning Academy (VLA) is an online curriculum provider offering over 250 core and elective courses to students in grades K-12. VLA courses are 100% aligned to Ohio's Content Standards, which are rooted in the National Academic Content Standards (<https://www.jcesc.k12.oh.us/>)

### **Social Communications Curriculum**

Content Area	Curriculum	Additional Resources
Reading	Grades K-2 <a href="#">ULS</a> Grades 3-12 BASES*	ULS Learning A-Z <u>Readworks</u> Teachers Pay Teachers Dolch/Fry words STAR curriculum
Math	Grades K-2 <a href="#">ULS</a> Grades 3-12 BASES*	ULS Teachers Pay Teachers STAR curriculum

Writing	Grades K-2 <a href="#">ULS</a> Grades 3-12 BASES*	ULS Learning A-Z <a href="#">Readworks</a> Teachers Pay Teachers STAR curriculum
Science	Grades K-2 <a href="#">ULS</a> Grades 3-12 BASES*	ULS Learning A-Z <a href="#">Readworks</a> Teachers Pay Teachers
Social Studies	Grades K-2 <a href="#">ULS</a> Grades 3-12 BASES*	ULS Learning A-Z <a href="#">Readworks</a> Teachers Pay Teachers
Social Emotional Learning	Grades K-8 THRIVE (Tools and Habits for Resiliency. Inspiring Victories <a href="#">Everyday.</a> ) Grades 9-12 SPARK (Supportive, Proud, Adaptable, Resilient and Kind)	Teachers Pay Teachers Zones of Regulation Social Behavior Mapping
Positive Behavior Supports	SCC PBIS curriculum (Safe and Ready to Learn)	Committee created materials and matrix Teachers Pay Teachers
Emotional Regulation	Zones of Regulation Social Behavior Mapping	Teachers Pay Teachers

Grading Procedures

Students within the Social Communication program receive daily instruction in all content areas and specially designed instruction as outlined in their IEPs. A student’s individual schedule can include courses in the following content areas:

- Math
- English Language Arts
- Social Studies
- Science
- Social Skills

- Physical Education/Health
- Visual Arts
- Work Force Development (grades 7<sup>th</sup>-12<sup>th</sup> grade)

Every quarter, a student will receive a grade for each core content area based on 9 learning-based assessments. Grades are collected from work samples, quizzes, end of unit assessments, performance assessments based upon content instruction, and/or rubrics designed to assess participation and engagement in learning. The type of assessments used is individualized to each student’s learning characteristics.

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

**Grading Scale**

90-100 – A (4.0 Points)

80-89 – B ( 3.0 Points)

70-79 – C (2.0 Points)

60-69 – D (1.0 Points)

0-59 – F (0.0 Points)

Progress Reporting

Progress reports are sent to each parent at least every nine (9) weeks to indicate how the student is progressing related to their IEP goals and objectives. Annual IEP reviews are held to summarize the year’s progress and make recommendations for the next school year. Progress reports are sent to students and families, at a minimum, at the end of every quarter.

Quarter	End of Quarter Date	Progress Reports/Grades Due	Progress Reports/Grades Distribution Date
Quarter 1 (41 days)	10/17/2024	10/18/2024	10/25/2024
Quarter 2 (36 days)	12/19/2024	12/20/2024	1/10/2025
Quarter 3 (42 days)	3/13/2025	3/14/2025	3/21/2025
Quarter 4 (45 days)	5/29/2025	5/30/2025	6/6/2025

## Computer Technology and Networks

Before any student may use the school's computer network and the Internet, an agreement must be signed by the parent & student that define 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. This agreement is distributed to families each summer through the summer packet.

### Internet: Terms & Conditions of Use

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

## COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY AND AGREEMENT

The Warren County Educational Service Center is pleased to make available access to interconnected computer systems to the Internet for the purpose of productivity, research, curriculum delivery, professional development activities, and electronic storage in the pursuit of learning. The District Board of Education has policies which govern the access and use of computer and network systems. This Acceptable Use Policy is a guideline for use and a contractual agreement between the end user of said systems and the Board of Education. All end users of said systems must take responsibility for appropriate and lawful use of their access. Misuse under the guidelines of this document may result in loss of privilege to use computer systems, the network, and/or Internet access and may result in disciplinary action under Board Policy and/or the governing code of conduct.

Upon reviewing, signing, and returning this Policy and Agreement, each end user will be given an opportunity to enjoy access to computer and network systems at school and is agreeing to follow this agreement's guidelines and Board Policy. Anyone under 18 years of age must have

his or her parent or guardian read and sign the policy. The Warren County Educational Service Center cannot provide access to anyone who fails to sign and submit the policy to the school as directed with accompanying signature of a parent or guardian if required.

### Personal Responsibility

By signing this Policy and Agreement, you are agreeing not only to follow the rules in this Policy and Agreement, but are agreeing to report a misuse of the network to your immediate teacher, supervisor, or director. Misuse means any violations of this policy, Board of Education Policy, or any other use that is not included in the policy, but has the effect of harming another or his or her property.

### Term of the Permitted Use

A properly signed and submitted copy of this document is required to have a computer account activated for a given school year. Accounts will be deactivated on September 15 of the school year for anyone who has not complied. A new agreement must be submitted by September 15 of every school year for an end user to retain access to a computer account.

### Purpose and Use

The Warren County Educational Service Center is providing access to its computer network and the Internet for educational purposes *only*. If you have any doubt about whether a contemplated activity is educational, you should consult with your immediate teacher, supervisor, or director to help you decide if a use is appropriate. The following guidelines and procedures shall be complied with by staff, students, or community members who are specifically authorized to use the District's computers or network services:

Expectations for the use of the computer/network include but are not limited to:

1. Do make full use of Computer and Network access to enhance, enrich, and enliven the education process at all levels of the district.
2. Do make use of the Computer and Network access to store files, run approved software programs and simulators, perform research, produce original documents, projects, and presentations, and communicate in the pursuit of instruction and learning.
3. Do seek help and/or advice when appropriate from your immediate teacher, supervisor, or director.
4. Do use appropriate language and etiquette at all times as defined in Board policy and the applicable code of conduct.
5. Do keep electronic messages brief and use appropriate language.
6. Do report any security problem or misuse of the network to your immediate teacher, supervisor, or director.

The Board of Education assumes that all users understand the following guidelines for use of the computer/network:



1. Understand that Electronic mail (e-mail) is not guaranteed to be private. Systems managers have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
2. Understand that all electronic data that passes through a district owned computer or over the district's network is subject to monitoring and seizure and may be handed over to law enforcement officials.
3. Understand that all electronic data created for the purpose of administration or instruction under the Board approved curriculum for a course or program should be assumed to be property of the District.
4. Understand that the rules and regulations of on-line etiquette are subject to change by the Administration.
5. Understand that the user in whose name a computer account is issued is responsible for its proper use at all times. Users must log off the computer to conclude a session or lock the computer if stepping away. Users retain responsibility for the activity of anyone accessing the computer and/or network under their account. Users shall keep personal account information, home addresses and telephone numbers private. They shall use this system only under the login and password information issued to them by the District. Users shall not grant others access to a computer and/or the network under their login and password.
6. Understand that computer systems and the District network shall be used only for purposes related to education or administration. Commercial, political and/or personal use of said systems is strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use. An Exception may be considered when a portable computer is assigned to staff for the purpose of at-home productivity outside of regular working hours. Staff is also permitted to check personal email should said email account be used for both work and personal use.
7. Understand that vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creation or deployment of computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.

Pursuant to Federal law, students shall receive education about the following:

1. safety and security while using email, chat rooms, social media and other forms of direct electronic communications,
2. the dangers inherent with the online disclosure of personally identifiable information,
3. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students online, and
4. unauthorized disclosure, use, and dissemination of personal information regarding minors.  
 Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school. Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Unacceptable uses of the computer/network include but are not limited to:

1. Do not violate the conditions of Federal and State laws dealing with students and employees' rights to privacy;
2. Do not reveal your personal home address or phone number or those of other students or colleagues or arrange a face-to-face meeting with someone you "meet" on the computer network or Internet.
3. Do not use profanity, obscenity or other language which may be offensive to other users. Illegal activities are strictly forbidden.
4. Do not use the computer and/or network for financial gain or for any commercial or illegal activity.
5. Do not use the computer and/or network in such a way that it disrupts the use of the computer and/or network by others.
6. Do not use the system to encourage the use of drugs, alcohol or tobacco nor shall they promote unethical practices or any activity prohibited by law or Board policy.
7. Do not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs
8. Do not place copyrighted material on the system without the author's permission.
9. Do not read other user's email or files or attempt to interfere with another user's ability to send or receive electronic mail or attempt to read, delete, copy, modify or forge another user's email.
10. Do not repost (forward) personal communication without the author's prior consent.
11. Do not copy commercial software and/or other material in violation of copyright law.
12. Do not "hack", gain, or attempt to gain unauthorized access to computers, servers, computer systems, internal networks, or external networks.
13. Do not access and/or view inappropriate material.
14. Do not download and/or install freeware or shareware programs without the approval of the Technology Department
15. Do not plagiarize copyrighted or non-copyrighted materials for personal gain, recognition, or as graded work.
16. Do not use, install, or attempt to install peer-to-peer file sharing programs such as Kazaa, Bittorrent, Limewire, Bearshare, and others.
17. Do not use social network sites such as Myspace, Xanga, and others and/or forum sites and/or blog sites for the purpose of posting slanderous or otherwise harmful information, whether true or untrue, about the character and/or actions of the district's students or staff on district or personal technology equipment.
18. Do not use instant messaging, text messaging, and Internet telephony services without the consent of your teacher, supervisor, or director.

### Privacy

Network and Internet access is provided as a tool for education, Warren County Educational Service Center reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice, any and all usage of the computer network and Internet access and any

and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the Warren County Educational Service Center and no user shall have any expectation of privacy regarding such materials.

#### Failure to Follow Policy and Breach of Agreement

The user's access of computer systems, the network, and the Internet is a privilege, not a right. A user who violates this policy and breaches his/her agreement, may at the discretion of the Administration, have his or her access terminated for the remainder of the school year. The Warren County Educational Service Center reserves the right to refuse reinstatement of access for subsequent school years. A user breaches his or her agreement not only by affirmatively violating the above policy, but also by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy and Agreement if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The Warren County Educational Service Center may take other disciplinary action.

#### Warranties/Indemnification

The Warren County Educational Service Center makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy and Agreement. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) or any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy and Agreement. By signing this Policy and Agreement, users are taking full responsibility of his or her user, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the Warren County Educational Service Center that provides the computer and Internet access opportunity to students and all of their administrators, teachers and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user, The user or, if the user is a minor, the user's parent(s) or guardian(s) agrees to cooperate with the Warren County Educational Service Center in the event of the Warren County Educational Service Center's initiating an investigation of a user's use of his or her access to its computer network and Internet, whether that use is on a Warren County Learning Center classroom computer or on another's outside the Warren County Educational Service Center's Network.

#### Updates

Users may be asked from time to time to provide new or additional registration and account information, which must be provided by the user if he or she wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify Technology Specialist of the change.

## Students Records & Confidentiality

One area of concern to students and staff alike is the question of confidentiality.

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. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records the Program Supervisor. An appointment can then be made with the appropriate person to answer any questions and to review the requested student records.

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

## 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.

### AngelSense Technology in Schools

Parents & students are not permitted to use covert audio, video, voice-monitoring and recording devices such as AngelSense, spy audio and video recorders or cameras, and similar devices at school without the written consent of the Superintendent. Requests to use devices like this must be submitted in writing to the Assistant Superintendent, Mrs. Christina Even. Please refer to Board Policy 2461 for additional information. If a recording device is found attached to your child and/or in their belongings without the written consent of the Superintendent, Mr. Tom Isaacs, and the Warren County ESC Leadership Team; WCESC reserves the right to ask that your child not return to their educational program you until a formal meeting between you, the guardian(s), and WCESC leadership has occurred.

### Notification of Rights under FERPA for Elementary and Secondary Schools

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

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

includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

[NOTE: 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.]

### Parent/Teacher Conferences

Parent/teacher conferences will be scheduled 1-2 times a year for students within the Social Communication Classroom program. The purpose of parent/teacher conferences is to provide information regarding student progress and continue communication and collaboration between school and home. A flyer and/or email will be sent several weeks prior to the parent/teacher conference dates with information about how to schedule a conference time with your child's teacher.

Western Row conferences:

- October 24<sup>th</sup> and October 30<sup>th</sup>, 2024 from 4:00pm-7:30pm
- February 5<sup>th</sup> and 14<sup>th</sup>, 2025 4:00pm-7:30pm

## **BEHAVIOR/DISCIPLINE**

### PBIS Overview

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

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


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

### SCC PBIS Matrix


A PBIS matrix is utilized by school programs to outline specific observable expectations that are targeted for instruction, practice, and acknowledgment. The Social Communication Classroom program will focus on the expectations of "I am safe." "I am ready to learn." "I am responsible." And "I am respectful." during the 2024-2025 school year.





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	Classroom	Arrival/ Dismissal	Bathroom	Hallway	Cafeteria Lunch	Gym	Playground	Motor Room
<b><i>I am Safe</i></b>	<p>I will:</p> <p>Use items as the teacher shows me</p> <p>Put items where they belong</p> <p>Use quiet voice, hands, and feet</p> <p>Be aware of others around me.</p> <p>Find my safe people</p> <p>Use my strategies to keep a calm/safe body</p>	<p>I will:</p> <p>Put items from home away and go to my safe area</p> <p>Use quiet voice and hands and walking feet</p> <p>Be aware of others around me</p> <p>Either wait for my safe person or find my safe person</p> <p>Use my strategies to keep a calm/safe body</p>	<p>Use items correctly</p> <p>Use quiet voice, appropriate hands, and walking feet</p> <p>Use my strategies to keep a calm/safe body</p> <p>Find my safe people if needed</p> <p>Be aware of what is around me</p> <p>Take turns</p> <p>Flush, wash, and dry hands</p>	<p>I will:</p> <p>Stay in my space</p> <p>Use quiet voice and hands and walking feet to control my body</p> <p>Be aware of what is around me.</p> <p>Use my strategies to keep a calm/safe body</p>	<p>I will:</p> <p>Eat my own food</p> <p>Clean my messes and throw trash away</p> <p>Use quiet voice and nice hands and walking feet.</p> <p>Stay in area</p> <p>Be aware of others around me</p> <p>Find my safe people</p> <p>Use my strategies to keep a calm/safe</p>	<p>I will:</p> <p>Use and put away items correctly as the adult shows me</p> <p>Use quiet voice and nice hands and feet to control my body</p> <p>Take turns</p> <p>Use my strategies to keep a calm/safe body</p>	<p>I will:</p> <p>Use items correctly as the adult shows me.</p> <p>Use a nice voice, hands, and feet to control my body</p> <p>Take turns</p> <p>Use my strategies to keep a calm/safe body</p>	<p>I will:</p> <p>Use items as the adult shows me</p> <p>Use quiet voice, hands, and walking feet.</p> <p>Take turns</p> <p>Be aware of others around me.</p> <p>Find my safe people</p> <p>Use my strategies to keep a calm/safe body</p>


1

	Classroom	Arrival/ Dismissal	Bathroom	Hallway	Cafeteria Lunch	Gym	Playground	Motor Room
<b><i>I am Ready to Learn</i></b>	<p>I will:</p> <p>Set up my space</p> <p>Use quiet voice, hands, and feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p>	<p>I will:</p> <p>Put items from home away/collect items to go home and go to my area</p> <p>Use quiet voice, hands, and walking feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p>	<p>I will:</p> <p>Use items correctly</p> <p>Use quiet voice, appropriate hands, and walking feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p> <p><b>LEARNING HIDDEN CURRICULUM</b></p>	<p>I will:</p> <p>Stay with my group</p> <p>Use quiet voice, hands, and walking feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p>	<p>I will:</p> <p>Set up my space</p> <p>Use quiet voice, hands, and walking feet.</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p>	<p>I will:</p> <p>Use items correctly as the adult shows me</p> <p>Use quiet voice, hands, and feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p> <p>Take turns</p>	<p>I will:</p> <p>Use items correctly as the adult shows me.</p> <p>Use a nice voice, hands, and feet</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p> <p>Take turns</p>	<p>I will:</p> <p>Use items correctly as the adult shows me</p> <p>Use quiet voice, hands, and walking feet.</p> <p>Look, listen, and think</p> <p>Use my strategies to keep a calm/safe body</p> <p>Ask for help if I need it</p> <p>Take turns</p>

	Classroom	Arrival/Dismissal	Bathroom	Hallway	Cafeteria Lunch	Gym	Playground	Motor Room	Transportation
<b>I am Responsible</b>	<p>I will:</p> <p>Complete and turn in my assignment</p> <p>Participate in class by answering questions and making on topic comments</p> <p>Have my tools ready (Get my workspace ready)</p>	<p>I will:</p> <p>Walk safely</p> <p>Carry my backpack, put my things away, get my things ready to leave</p> <p>Follow my classroom's arrival and departure routines</p> <p>Organize and clean up materials used throughout the day</p>	<p>I will:</p> <p>Use equipment correctly</p> <p>Throw trash away</p>	<p>I will:</p> <p>Follow adult directions (Look and listen to teachers)</p> <p>Keep the hallways clean (pickup items on the ground and trash)</p> <p>Walk to my destination without stopping in other places</p>	<p>I will:</p> <p>Be prepared</p> <p>Wait in line</p> <p>Gather correct items for a meal</p> <p>Keep food in my area</p> <p>Throw away trash, put tray on cart, clean table area</p>	<p>I will:</p> <p>Be aware of personal space</p> <p>Share equipment with others</p> <p>Put equipment away when finished using it</p>	<p>I will:</p> <p>Take care of the playground equipment</p> <p>Stay on the playground</p> <p>Listen for staff directions</p> <p>Be aware of personal space</p>	<p>I will:</p> <p>Follow my schedule (Look at my schedule to check my next activity)</p> <p>Put items back where they belong</p> <p>Complete the activities on my schedule</p>	<p>I will:</p> <p>Use my coping strategies (ask for help, ask for a break, find my safe person)</p> <p>Be aware of personal space</p> <p>Use a quiet voice</p> <p>Put on my seatbelt</p> <p>Gather my belongings</p> <p>Keep the van clean by not</p>

	Community	Paes
<b>I am Safe</b>	<p>I will:</p> <p>Stay with my group</p> <p>Be aware of others around me</p> <p>Use my strategies to keep a calm/safe body</p> <p>Use appropriate language and actions</p> <p>Have an emergency plan</p>	<p>I will:</p> <p>Use items as the teacher shows me</p> <p>Put items where they belong</p> <p>Use quiet voice, hands, and feet</p> <p>Be aware of others around me.</p> <p>Find my safe people</p> <p>Use my strategies to keep a calm/safe body</p> <p>Take turns</p> <p>Clean my messes</p>

	Community	PAES Lab
<b><i>I am Ready to Learn</i></b>	I will: Find my boss Get materials ready Know schedule Keep track of my belongings Use my strategies to keep a calm/safe body Look, listen, and think Ask for help if I need it	I will: Set up my space Use quiet voice, hands, and feet Look, listen, and think Use my strategies to keep a calm/safe body Ask for help if I need it Use items as the teacher shows me Put items where they belong

	Community	PAES Lab
<b><i>I am Responsible</i></b>	I will: Listen for staff directions Use equipment/materials/items correctly Follow location specific/community rules	I will: Listen for staff directions Complete my task to the best of my abilities Show up on time, find my assigned task, and find my designated work area

### PBIS Acknowledgement System

Students and staff receive acknowledgements when they are observed to follow PBIS expectations and specific observable behaviors outlined as indicators of the expectations. For most SCC students, acknowledgements are provided in the form of high rates of behavior-specific verbal praise and utilization of individualized reinforcement systems. Some SCC classrooms institute a classroom-wide acknowledgement system that involves earning a token to be used for a larger reward. A couple SCC classrooms use a computer-based acknowledgement system through PBIS Rewards. Four times over the course of the school year, SCC students will engage in a PBIS Booster session in which students work together to gather acknowledgements with the culmination of a big prize and/or activity.

### Therapeutic Environment and Prevention Strategies

The Social Communication Classroom program strives to provide proactive supports to students in order to prevent potential behavioral and/or safety concerns. The proactive supports and interventions provided to students are organized into three tiers.

### Tier 1 Supports

Tier 1 supports are provided to all students. As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere, such as, physical organization of the classroom, visual schedules, structured work systems, systematic instruction, leveled emotional regulation supports and instruction, general sensory supports, communication instruction and supports, and visual supports. All students also receive instruction related to PBIS expectations and social-emotional learning.

### Tier 2 Supports

Tier 2 supports are provided to smaller groups of students that need more intensified supports than ones offered in Tier 1. The purpose of Tier 2 supports is to provide extra assistance to students so that they can meet academic and behavioral goals. Examples of supports and interventions at this tier can include, targeted academic groups, individual check in/check out procedures, focus self-regulation groups, and individualized sensory diets.

### Tier 3 Supports

Tier 3 supports are utilized with students that present with the most intensive needs. Interventions at this tier include functional behavior analysis, behavior support plans, crisis plans, and/or individualized student programming outside of the typical classroom environment. A multi-disciplinary team meets to develop behavior plans and supports for students needing Tier 3 interventions.

If a behavior or academic concern were to arise for a student, an educational team meeting including the parent/guardian will convene to discuss the concern and develop a plan to address the needs identified.

### 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 in order to create a school environment that is focused on the care, safety, and welfare of all students. In response to behavioral escalation, WCESC is trained in QBS Safety Care Crisis Prevention. As a part of this law, WCESC is committed to the use of preventive evidence-based strategies to decrease escalation. As the last possible resort, when there is an immediate risk of harm to the students and/or others, and no other safe alternatives are available, staff may use approved restraint or

seclusion to maintain a safe environment. See attached Appendix: Restraint and Seclusion Policy Manual 5000 Students for more information.

As a part of Ohio Laws and Administrative Rules 3301-35-15 Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion; the WCESC Program will hold a meeting with parent(s)/guardian(s), home school district representative and all IEP team after three instances of Restraint and/or Seclusion. For most students attending WCESC PROGRAMS as they already have an IEP; the meeting participants will consist of the IEP team including the parents, home district representative, intervention specialist, and related services professionals. This team will discuss and determine the need for a Functional Behavior Assessment and more intensive support based on the data. If the student currently has an FBA on file, the team will meet to discuss revisions to the FBA and the potential need for a Behavioral Intervention Plan or revisions to existing procedures on these documents.

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

The complete WCESC directives on appropriate use of restraint and seclusion can be found 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 program. Furthermore, any criminal acts committed at or related to the school may result in school discipline and may be reported to law enforcement officials.

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

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

from school property. Medical attention may be solicited for the safety of the student.

2. Use of tobacco and/or e-cigarette

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

3. Use and/or possession of firearms

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

- a) A firearm is defined as any weapon (including a starter gun) which will or is designed to or may readily be concerted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon: any firearm muffler or firearm silencer; or any destructive device (as defined in the Federal Gun-Free Schools Act of 1994). Firearms include any unleaded firearm and any firearm which is inoperable, but which can be readily operated.
- b) Students are prohibited from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus that is indistinguishable from a firearm, whether or not 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.

4. Use and/or possession of a weapon

A weapon is any device, which may be used for offensive or defensive purpose, 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.

5. 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.

6. 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.

7. Physically assaulting a staff member/student/person

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

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

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

8. Verbally threatening a staff member/student/person

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

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

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

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

9. 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.

10. 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.

11. 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.

12. Falsification of schoolwork, identification, forgery

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

13. Academic Dishonesty, cheating, plagiarism

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

14. 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.

15. Explosives and Arson

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



16. 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.

17. 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.

18. 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.

19. Damaging property

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

20. 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 truancy officer.

21. 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.

22. 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.

23. Possession of electronic equipment

The school will supply any electronic equipment or devices necessary for participation in the educational program. Students shall not use or possess any electronic equipment on school property without the permission of School Administration. Examples of prohibited devices include but are not limited to radios, "boom-boxes", CD players, personal tablets, portable TV's, electronic games, toys, pagers, cellular phone, beepers, other paging devices and the like. 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.

24. 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.

25. Violation of bus/van rules

Students are expected to follow the rules and expectations of their specific transportation provider when travelling to and from school. Students are expected to follow the rules and expectations set forth by the classroom team when riding in WCESC transportation vehicles for community outings. See transportation section.

26. Dress code Violations

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

### 27. 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 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.

### 28. Hazing

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

### 29. 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.

### 30. 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.

## Bullying

House Bill 276 requires each public school district in Ohio to adopt Anti-bullying and Harassment policies. For the Warren County Educational Service Center, policy 5517.01 prohibits harassment, intimidation, or bullying.

The WCESC Governing Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

In accordance with WCESC Board Policy, school administration will thoroughly investigate any report of a bullying incident that may occur.

## WCESC Bullying Protocol and Procedure

Once a report of bullying is made by student, parent, and/or staff, the program administrator will initiate the investigation and take statements from the potential victim, involved students, and any other necessary involved persons related to the investigation (i.e. parents staff, support staff). The school administrator will document all statements utilizing 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 founded. All parents of students involved in the investigation will be notified of the outcome of the investigation from the school administrator.

### **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.

### **Discipline Framework**

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 in order to improve student outcomes.

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

**Examples Include:**

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

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

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

**Dangerous behaviors that are potentially harmful.**

**Examples Include:**

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

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

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

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

**Examples Include:**

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

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

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

Child Abuse/Neglect

School personnel are mandated reporters of abuse and neglect in the state of Ohio. If abuse or neglect is suspected, school personnel will work together with supervisory and administrative staff to document observations and report any suspected abuse and/or neglect to the proper authorities. The following examples of child abuse and child neglect are not all inclusive.

Abuse

For purposes of this policy, an abused child includes any child who: Is the victim of sexual conduct or sexual conduct with an adult or is otherwise the victim of criminal sexual activity; exhibits evidence of physical or mental injury which is not the result of an accident or is not consistent with the explanation of the cause or circumstances, with the possible explanation of a minor injury arising from an altercation between students or otherwise suffers physical or mental injury caused by child’s parent(s), guardian, custodian.

Neglect

For purposes of this Policy, a neglected child includes any child: who is abandoned by the child’s parent(s), guardian or custodian; who lacks adequate care or supervision due to the faults or habits of the child’s parent(s), guardian, or custodian; whose parent(s), guardian or custodian fails to provide proper or necessary subsistence, education, medical care or other care necessary for the child’s health, morals or well-being, including any special care made necessary by the child’s mental condition; or who, because of any omission of the child’s parent(s), guardian or custodian, suffers physical or mental injury.

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 so as to keep the property from being discovered are considered aiding and abetting and/or complicit. They may be subject to the same consequences.

### Video Surveillance

Per Board policy adopted July 28, 2009:

#### 7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

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

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Video surveillance/electronic monitoring systems serve to complement other means being employed in the Center to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a video surveillance/electronic monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the video surveillance/electronic monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus security.

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

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

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

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

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

Recordings of students will be treated as confidential. Consequently, because the Board is bound by Ohio's Student Records Statute and the Family Educational Rights and Privacy Act (FERPA), copies of video recordings containing personal identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are

charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released through subpoena or court order.

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

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

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

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

FERPA 20 U.S.C. 1232g

34 C.F.R. 99.1-99.67

Title I of the Electronic Communication Privacy Act of 1986

18 U.S.C. 2510-2521



## Student Dress Code

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

## **TRANSPORTATION**

### Student Transportation

Your child's home school district 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. If no transportation arrangements can be made within a reasonable time period, the school will contact Mason City police department 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

Students are expected to follow the behavioral expectations expressed by their individual transportation provider. If a student behavior occurs on transportation, the home school district is responsible for the investigation of the incident. The Social Communication Classroom program will collaborate with the home school district as needed to ensure the safety of all students to school and home daily.

If a student is riding on WCESC transportation as part of a community outing, they are to follow the same behavioral expectations as they would in the classroom. Additional expectations may include but are not limited to: remaining seated and buckled, using an appropriate volume, keeping hands and feet to self, and following any directions from staff.

### 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**

### School Meals

The food service provider for the Social Communication Classrooms at Western Row is Mason City Schools; You will be provided with a copy of the Lunch Calendar each month. Students are permitted to pack their lunch as well.

Students attending Social Communication satellite classrooms are provided lunch through the school district where the classroom is located.

Dry breakfast items (i.e. granola bars, Pop Tarts, shelf stable fruit cups) are available for students that wish to eat breakfast at school.

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

### Family Engagement Events

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

- Wednesday, October 16<sup>th</sup>, 2024
- Wednesday, December 4<sup>th</sup> 2024
- Wednesday, February 12<sup>th</sup> 2025
- Wednesday, April 16<sup>th</sup> 2025

### Parent & Classroom Visitors

WCESC Social Communication Program 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, to obtain prior approval before visiting during the school day. If you would like to observe in a classroom, please make arrangements at least 3 days in advance by contacting the SCC Supervisor. All classroom visitors will be accompanied by a Social Communication Supervisor or other staff member.

## **APPENDIX**

See attached Positive Behavior Intervention and Supports and Limited Use of Restraint and Seclusion policy manual

Warren County ESC  
Social Communication Program

Receipt/Review of School Handbook Acknowledgement Form

I/We have received and read the School Handbook. We agree to comply with all the policies and procedures as they are outlined in this document and will address any questions to the appropriate recipient.

Child's Name: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Signature(s): \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Please return signed form to your child's homeroom teacher by Friday, September 1<sup>st</sup> 2023