



TRANSITION LIVING CLASSROOM GUARDIAN HANDBOOK 2026-2027

755 Western Row Rd.
Mason, OH 45040

TLC Hours: 8:00 - 2:30

Lynne Camp
Intervention Specialist
513-317-6164
carol.camp@warrencountyesc.com

Liz Scherzinger
Intervention Specialist
513-575-6298
elizabeth.scherzinger@warrencountyesc.com

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Program Supervisor
(513) 365-5391
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WELCOME

ABOUT THE WARREN COUNTY ESC

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

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

WARREN COUNTY ESC VISION STATEMENT

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

WARREN COUNTY ESC MISSION STATEMENT

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

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

TLC MISSION STATEMENT

At TLC, we work to empower and support individuals with special abilities in the community they serve and growth toward an independent lifestyle.

PROGRAM DESCRIPTION

The Transition Living Classroom is a combined education and work experience program for students with disabilities who have completed their high school academic requirements but have chosen to continue their education through a transition program. Many students participating in WCESC TLC are eligible for services from Warren County Board of Developmental Disabilities (or their county of residence) and may be eligible for services from Opportunities for Ohioans with Disabilities (OOD) in the future.

Several local community businesses in Warren County and surrounding areas provide opportunities for non-paid work experiences at their business site or campus.

WCESC is responsible for administering the program and employs Instructors/Coordinators for the Transition Living Classroom and Job Coaches, who monitor and support the student interns in their work experience assignments.

The interns typically participate in three rotations during the course of the school year. Interns are also rotated among job coaching staff for each job rotation. Job site rotations, business site supervisory personnel, and job coaches help to expand the work skills of the interns and their ability to work for individuals with different communication styles.

WCESC GOVERNING BOARD

Fred Anness, President

Nona Cress, Board Member

Chad Bridgman, Vice President

Sally Williams, Board Member

John Lazarus, Board Member

WCESC LEADERSHIP

Superintendent – Tom Isaacs

Treasurer – Cary Furniss

Assistant Superintendent – Pat Pare

Assistant Superintendent – Christina Even

Assistant Superintendent – Kara Dirksing

Assistant Superintendent – Shawn Lenney

Assistant Treasurer – Scott Wilson

Assistant Treasurer – Katie Brown

Senior Executive Director of Social Emotional Programming – Mike Bidwell

Senior Executive Director of Leadership Coaching/Organizational Leadership – Dr. Kathie MacNeil

Senior Executive Director of Related Services and Preschool – Kari Burris

Senior Executive Director of Western Row – Katie Strubbe

Senior Executive Director of Human Resources – Jared Kaiser

PROGRAM LEADERSHIP

Program Supervisor – Amanda Pennix

Intervention Specialist – Lynne Camp

Intervention Specialist – Liz Scherzinger

SUPPORT STAFF

Speech and Language Pathologist

- Claire Frasure, SLP

Occupational Therapist

- Libby Jacobs, OT

Nursing

- Kelly Lackey, LPN

ATTENDANCE

ARRIVAL AND DISMISSAL TIMES

TLC hours are 8:00 am to 2:30 pm. Interns may arrive no earlier than 7:55 am.

ARRIVAL PROCEDURES

Interns are escorted into the building and/or closely supervised by a staff member dependent on their level of independence and safe behavior. Once interns enter the classroom apartment setting, they will engage in morning arrival routines. Interns will hang up their backpacks and put away their cell phones for the day. Interns arriving after the building arrival time need to be signed in at the front office.

ATTENDANCE POLICY

- Interns are expected to attend WCESC TLC every day.
- When an intern is unable to attend TLC, the intern must contact the instructor directly by calling the instructor. All interns will have the phone numbers for the **Intervention Specialists only**.
- If the instructor is not available, the intern and/or parent/guardian will need to leave a message (text or voice) with name and reason for the absence.
- **Three (3)** absences are permitted per rotation (12 weeks) without a doctor's note and every absence thereafter requires a doctor's note.
- On the day the intern returns, an **absence form** must be completed and given to the instructor.
- If the intern is aware of an upcoming absence, a "**Request for Time Off**" form must be completed at least three (3) days prior to the absence and placed in the instructor's mailbox for approval.
- Regardless of the reason for an absence, the interns are expected to properly notify their supervisor as soon as possible.

Excessive absences will be addressed by the Intervention Specialist. The TLC program strives to provide vocational instruction to its interns. Because of this goal, informing interns that employers have specific attendance policies provided to them at the beginning of employment is a key vocational lesson.

ABSENCE REPORTING

Please report absences to:

Lynne Camp 513-317-6164

Liz Scherzinger 513-575-6298

Amanda Pennix 513-365-5391

EXCUSED/UNEXCUSED ABSENCES

Excused Absences

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

Unexcused Absence

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

Inclement Weather

- Interns will be provided with a protocol describing their school's delay/closings
- The TLC program will enroll interns in the "**Tech 911**" system so interns will be notified of cancellations or delays.
- Family members can sign up on "**Tech 911**" to receive the notifications as well.



26/27 WCESC Academic Calendar
Western Row Campus TLC
755 Western Row Rd.
Mason, Ohio 45040

Hours: 8:00 am - 2:30 pm

Total Days: 168

Total Hours: 1050

August 2026						
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 2026						
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27	28	29	30			

October 2026						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
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24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
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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 2027						
S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

First Trimester Dates of Importance

August 27th – OPEN HOUSE 5:30 pm – 7:30 pm

August 31st -First Day of School

September-7th -NO SCHOOL

October 14th and 15th – Fall Conferences

October 23rd -NO SCHOOL

November 2nd -NO SCHOOL

November 13th -End of First Trimester (53 days)

Second Trimester Dates of Importance

November 23rd through 27th -NO SCHOOL

December 18th through January 4th -NO SCHOOL

January 4th -NO SCHOOL

January 5th -First Day Back from Winter

Second Trimester Dates Continued

January 18th -NO SCHOOL

February 12th & 15th -NO SCHOOL

February 26th -End of Second Trimester (56 days)

Third Trimester Dates of Importance

March 12th - NO SCHOOL

March 26th through April 5th - NO SCHOOL

May 27th Last day of school/End of Third Trimester (59 days)

Family engagement Nights

September 23rd, 2026

December 2nd, 2026

February 17th, 2027

May 5th, 2027

MASTER BUILDING SCHEDULE

GROUP 1	GROUP 2	GROUP 3
8:00-8:45 Arrival Morning meeting Work in Progress	8:00-8:45 Arrival Morning meeting Work in Progress	8:00-8:45 Arrival Morning meeting Work in Progress
8:45-10:15 Work	8:45-9:30 Studio	8:45-9:30 Hangout
	9:30-11:15 Work	9:30-10:15 Studio
10:15-11:15 Kitchen		10:15-11:15 Independent Living
11:15-11:45 Lunch	11:15-11:45 Lunch	11:15-11:45 Lunch
11:45-12:30 Independent Living	11:45-12:45 Kitchen	11:45-1:00 Work
12:30-1:15 Studio	12:45-1:15 Hangout	
1:15-2:00 Hangout	1:15-2:00 Independent Living	1:00-2:00 Kitchen
2:00-2:30 Home Base End of Day	2:00-2:30 Home Base End of Day	2:00-2:30 Home Base End of Day

ACADEMIC

CURRICULUM AND SUPPLEMENTAL RESOURCES

Content Area	Curriculum	Additional Resources
Functional Reading	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Functional Math	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Functional Writing	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Functional Science	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Functional Social Studies	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Social Emotional Learning	AIM (Accept. Identify. Move.) CIRCLES	Teachers Pay Teachers; OCALI
Positive Behavior Supports	TLC PBIS Curriculum	Teachers Pay Teachers; OCALI
Emotional Regulation	AIM	Teachers Pay Teachers; OCALI
Workforce Development	News 2 You Symbol Stix	Teachers Pay Teachers; OCALI
Wellness	AIM	Teachers Pay Teachers; OCALI

GRADING PROCEDURES

All of the interns attending TLC have completed their high school graduation requirements. Instead of grades, the TLC staff will be utilizing a work rubric, as well as personal goals, to assess the interns' growth and learning.

WORK RUBRIC

WEEKLY WORK EVALUATION WORKSHEET											M T W TH												
INTERN:		LOCATION:								JC:													
PROMPTING SCALE ITEMS 1 THUR 5																							
1=HAND OVER HAND-DOING ACTIVITY W/INTERN					1.5=PARTIAL PHYSICAL-TOUCH PROMPTING (I.E. ELBOW; SHOULDER)																		
2=POSITIONAL-PLACING ITEMS; MATERIALS					2.5=FULL VERBAL-TELLING ANSWER; GIVE DIRECTIVE																		
3 = PARTIAL VERBAL-KEY WORD GIVEN; BEGINNING SOUND					3.5=GESTURAL-POINT OR REACH																		
4.0=NO MORE THAN ONE TYPE OF PROMPT					4.5 = INDEPENDENT; NO PROMPTING																		
					5 = READY FOR EMPLOYMENT																		
RATING SCALE ITEMS 6 THUR 8																							
ATTITUDE - Works Steady, Minimal Negativity, Less Resist Once to Request, Less Oppositional, Positive Gestures																							
COOPERATION - Provides or Hands Needed Items to Fellow Intern, Moves to new area without hesitation, Informs job coach if needs restroom break, Conscientious																							
INTERACTION - Fist Bump , High Five, Elbow Bump, Smile, Head Nod, Vocal Greeting, Request Help if Needed, Show Empathy and Gratitude, Ask																							
20% of Category = 2 Rating, 50% of Category = 3 Rating, 80% of Category = 4 Rating																							
DATE:		PROMPT USED									TASK		# of PROMPTS										
1 -FULLY PREPARED FOR WORK		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
2 - TRANSITION (TASK SETTING)		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
3 -PROBLEM SOLVE/ASK FOR HELP		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
4 -PERFORMS TASK CORRECTLY		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
5 -WORK SPEED		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
6 - ATTITUDE		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
7 -COOPERATES W/TEAM MEMBERS		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
8 - ACCEPTED INTERACTION		☐	1	☐	1.5	☐	2	☐	2.5	☐	3	☐	3.5	☐	4	☐	4.5	☐	5	☐	N/A		
Interventions Used (circle all that apply below)																							
Task Analysis - Positive Praise - Breaks - Fidgets - Video Modeling - Forward Chaining																							
Peer/Staff Modeling Total Task Presentation																							
EARNING and OVERALL COMMENTS ON THE DAY																							
Scoring																							

PROGRESS REPORTS

Progress reports will be sent home the weeks of:

November 16th – 20th

March 1st – 5th

May 24th – 27th

STUDENT RECORDS/CONFIDENTIALITY (FERPA)

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

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

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

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

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

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

1. The right to inspect and review the student's education records within 45 days after the day the Warren County Educational Service Center receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the Warren County ESC 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.

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 Warren County ESC to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

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.

NETWORK PRIVACY AND ACCEPTABLE USAGE

1. **Acceptable Use** – The purpose of the backbone network making up the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of TLC. 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 TLC may request that the system administrator deny, revoke, or suspend specific user accounts.
3. **Network Etiquette** – You are expected to abide by the generally accepted rules of network etiquette.

The following are not permitted:

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

Remember the following:

- Be polite. Students are responsible for good behavior on school computer networks just as they are in a classroom or hallway.
- Use appropriate language. Do not swear; use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal personal addresses or phone numbers of students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users. Network storage areas may be treated like school lockers. Users should not expect that files stored on school servers would always be private.
- All communications and information accessible via the network should be assumed to be private property but open to administrative scrutiny.

TECHNOLOGY USE

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

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.

BEHAVIOR MATRIX

	Arrival & Dismissal	Bathroom	Instruction	Lunch	Work Sites	Community Outings
Be Safe	Sit quietly on bus or van Remain seated while riding	Wash hands Keep water in sink	Put materials away Use materials appropriately Keep hands & feet to selves	Use equipment safely Eat your own food	Stay home when sick Follow job safety rules Walking feet	Follow bus & van rules Stay with coaches or teachers Stay in designated area
Be Respectful	Enter/Exit the room quietly Walking feet in parking lot, apartments and on job sites	Close door Put trash in garbage can	Listen when others are speaking Use kind words	Use Manners Speak kindly to others	Take care of materials Clean up after yourself	Use good manners Respect others' space
Be Responsible	Be prepared Remember your folder	Go Flush Wash	Do your best Follow directions Gently use materials	Clean up after yourself Keep food & drink away from tech	Work quietly Stay on task Try your best every day	Keep track of your things Dress appropriately

Be Mindful	Be mindful of others around you Wait patiently	Watch your aim Check your mess	Look & Listen Participate	Conversation Level 2 Watch the time	Cooperate with co-workers Ask for help	Keep noise down Set a good example
Be Ready-to-learn	Wear uniform Complete AM/PM jobs	Check yourself in the mirror	Bring needed materials Show patience and flexibility	Take turns talking Ask for help	Follow Instructions Have a can-do attitude	Pay attention Make smart choices

ACKNOWLEDGEMENT SYSTEM

To acknowledge the interns' strides toward our PBIS goals, they will earn acknowledgements throughout the year. Some of these acknowledgements may include:

- Words of affirmation
- PBIS tickets
 - When a predetermined amount is reached, a separate acknowledgement will be given such as ice cream from an ice cream truck
- Citizen and Employee acknowledgements awarded each month

THERAPEUTIC ENVIRONMENT AND PREVENTION STRATEGIES

The TLC 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 support 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.

CODE OF CONDUCT

Each of the behaviors described below may subject the student to disciplinary action including, but not limited to, loss of classroom privileges, individual behavior intervention, 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.

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.

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.**

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.

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.

Use of an object as a weapon

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

Knowledge of dangerous weapons and/or threats of violence

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

Physically assaulting a staff member/student/person

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

- Danger to others: when there is physically aggressive contact toward 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 TLC staff is trained and certified in Safety Care-Behavioral Safety Training Program. These techniques provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. This Safety-Care program will provide staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teach replacement behaviors. Every effort will be made to keep your student safe including contacting law enforcement.

Verbally threatening a staff member/student/person

Any statement or noncontact action that a staff member, student or other person associated with the district 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 may be defined as an indicated desire to harm individuals, which would cause supervisors to investigate the context and the meaning of the threat. Potential consequences for threats may include a Mental Health Assessment, involvement of law enforcement (with possible legal consequences), and school disciplinary action.

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

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

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

Extortion

Extortion is the use of threat, intimidation, force or deception to take or receive something from someone else. Extortion is against the law and is prohibited by the Student Code of Conduct.

Gambling

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

Falsification of schoolwork, identification, forgery

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

Academic Dishonesty, cheating, plagiarism

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

False alarms and false reports

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

Explosives and Arson

Explosives, fireworks, lighters, matches, fire starters and chemical-reaction objects such as smoke bombs, small firecrackers and poppers 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.

Trespassing

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

Theft

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

Insubordination

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

Damaging property

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

Persistent absence and/or tardiness

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

Unauthorized use of school or private property

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

Displays of affection/sexual activities

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

Possession of electronic equipment

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

Violation of individual school/classroom rules

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

VIOLATION OF BUS/VAN RULES

Please refer to page 57.

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 48).

Bomb Threats

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

Gangs

Gangs, which initiate, advocate or promote activities that threaten the safety or well-being of persons or which are disruptive to the school environment, are not tolerated. Incidents involving initiations, hazing,

intimidations or related activities that are likely to cause harm or personal degradation are prohibited. Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures that symbolize gang membership or causing and/or participating in activities that are designed to intimidate another student will be disciplined.

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.

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/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

TLC is a program that is designed to embed all supports and services including discipline.

The expectation of the interns in TLC is that they will engage in appropriate behaviors in the TLC classroom apartment spaces and in the community which includes the interns' work sites as well as any community outings.

A progressive discipline process for TLC interns will be structured, supportive, and individualized, focusing on teaching appropriate behaviors rather than punishment.

In general, in conjunction with our PBIS lessons taught to the interns, these are our progressive interventions:

Step 1: Verbal Redirection & Coaching

- Remind and prompt to correct behavior.
- Offer alternative behaviors and model appropriate responses.
- Consider sensory or environmental factors that may be influencing behavior.
- Communicate with parent/guardian

Step 2: Create an Action Plan

- Create Action Plan to address specific area of concern.
- Implement structured breaks, alternative communication methods, or sensory tools if needed.
- Engage the intern in a self-reflected process that supports personal responsibility and self-advocacy.

- Communicate with parent/guardian

Step 3: Written Reprimand

- Create a written reprimand outlining the offense
- Review with intern in a formal conference
- Send home for parent/guardian signature
- Review action plan and adjust as needed

Step 4: Temporary Restriction of Privileges (if appropriate)

- Use logical consequences (e.g., a structured cool-down period or loss of a specific privilege for a predetermined timeframe).
- Continue to teach alternative behaviors.
- Avoid excessive or punitive restrictions that do not aid in learning.
- Communicate with parent/guardian

Step 5: Parent/Guardian & Support Team Involvement

- Schedule a team meeting to review patterns of behavior and interventions.
- Involve a behavior specialist, therapist, or caseworker for additional insights.
- Adjustment of Action Plan as needed
- Schedule follow up meeting to review progress and next steps

At any time, if an intern's behavior is deemed chronic or dangerous, the team will be assembled to discuss if TLC is the appropriate placement for the intern.

Intensity Level: Disruptive

Creating and maintaining a safe and supportive learning environment is the highest priority for the staff at Warren County TLC. Disruptive behavior occurs in the program and disrupts other interns' learning. Teaching interns' alternative behaviors to lessen or eliminate disruptive behaviors is a goal of all TLC staff and are taught through universal lessons supporting TLC's overarching expectations. Demonstrating appropriate behaviors is key to intern's success across the learning environment, in the community, and in the workplace. Disruptive behaviors require immediate attention of the staff and immediate correction.

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

Behavior	Definition	Examples: lists are not all encompassing
Defiance	Intern engages in brief or low-intensity failure to follow directions.	Telling a teacher, no, doing the opposite behavior, refusal
Disrespect	Intern displays socially rude or dismissive messages to peers and adults	Calling other's names (comments regarding race, gender, religion, sexual orientation, ethnicity, socio-economic status), talking when others are talking, inappropriate body language (e.g., flipping someone off, posturing,), invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Disruption	Intern engages in behavior causing an interruption that disrupts or interferes with the educational process of others.	Yelling, or screaming, making noise with materials; sustained out of seat behavior; horseplay; misuse / unsafe use of items for other than the intended purpose; invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Horseplay	Intern engages in noisy, energetic, and rowdy play with a person or in an environment that causes a disruption with playful intention	Play fighting, teasing, chasing one another
Inappropriate use of Technology	Intern engages in inappropriate and/or	Using without permission; inappropriate use of equipment; accessing videos and songs with

	unauthorized use of technology	inappropriate language, viewing inappropriate pictures, unauthorized websites, and watching videos or playing games instead of doing classwork, mishandling equipment, refusing to put phone in locker or backpack upon arrival or other designated times, calling parents to come pick them up, taking pictures, videotaping, or voice recording of staff and interns.
Littering	Intern engages in leaving or placing items in the incorrect location	Paper, snack wrappers, food items on the floor of the classroom or on the school grounds instead of in a trash receptacle
Property Defacement	Intern engages in defacement of property in and around the school building	Writing, drawing, painting, carving into items, walls, furniture, doors
Public Display of Affection	Interns engaging in acts of intimacy with or without consent	Holding hands, kissing, hugging, and touching others
Teasing	Intern engages in a low frequency of occurrence of written or spoken negative comments about another's physical appearance, behavior, and/or mannerisms which causes another person to feel uncomfortable	Insults, unkind comments, or nicknames; name-calling, unsolicited touching / poking
Out of Area (within building)	Any occurrence being outside the designated area without permission	Being in the wrong classroom, bathroom, or hallway without permission or accessing other areas of campus without permission for any amount of time
Consequences		
Engagement in disruptive behaviors in the classroom setting may result in the following consequences		• Immediate redirection of inappropriate behavior • Prompting of desired behavior using behavior specific language

	• Labeling the behavior • Modeling of appropriate behavior • Loss of TLC money or loss of certain privileges • Reinforcement of appropriate behaviors shown by other students • Eye contact with the student accompanied with nonverbal reminders. • Proximity control - the teacher can move into the general space by the student. • Informal conference: Before or after class, in the hallways, before or after school • Individual check-in process to ensure safety.
Interventions	
Repeated engagement of disruptive behaviors may be supported with the following interventions:	• Breaks/resets • Short-term, teacher facilitated isolation or removal from the learning environment. • Phone call home • Conference with Teacher • Adoption of a Behavioral Contract, Individual Student Contract, or MTSS Tiered Support Plan • In house community service work

- Individual Reinforcement System

Intensity Level: Dangerous

Creating and maintaining a safe and supportive program is the highest priority for the staff at Warren County TLC. A dangerous behavior occurs in all TLC program settings and is impactful to the program environment's order and focus. It is not always intended to hurt or harm others but can. Interns engaging in dangerous behaviors divert available resources and staff that increases the vulnerability of other staff and interns in the program. The prevention and intervention of dangerous behaviors is a whole-staff responsibility. Teaching interns to refrain from engaging in dangerous behaviors is a goal of all TLC staff. Demonstrating appropriate behaviors is key to student's success across the learning environment, in the community, and in the workplace. Dangerous behaviors are serious and require the immediate and consistent intervention of all professional staff members. Engagement in dangerous behaviors will be addressed with consequences and interventions listed above as well as progressive disciplinary actions.

Managed By: TLC Intervention Specialists and TLC Supervisor			Disciplinary Action				
Behavior	Definition	Examples: List is not all encompassing	1 ST	2 ND	3 RD	4 TH	5 TH
Inappropriate touching	Intentionally touching someone in a consistent or repeated manner that is aggressive to the peer or adult	Grabbing, slapping, kicking, punching, pinching, pushing	Verbal warning	Conferencing	Written warning/Formal Student Conference/modifying of action plan if needed	Loss of privilege/modifying of action plan if needed	Formal team meeting/modifying of action plan if needed

				n			
Verbal or Written threats	Written, spoken or gestured threat to harm another	Using threatening words like shoot, kill, gun, nonspecific warnings toward a student or adult	Verbal warning	Confer with Student Conference/modifying of action plan if needed	Written warning/Formal Student Conference/modifying of action plan if needed	Loss of privilege/modifying of action plan if needed	Formal team meeting/modifying of action plan if needed
Dress Code Violations	Any actions or manner of dress that disrupts or interferes with school activities or the educational process or which threatens to do so	Refer to the dress code policy in the parent/student handbook	Verbal warning	Confer with Student Conference/modifying of action plan if needed	Written warning/Formal Student Conference/modifying of action plan if needed	Loss of privilege/modifying of action plan if needed	Formal team meeting/modifying of action plan if needed
Damage	Breaking or making personal	Breaking an object into pieces, ripping apart a wall or	Verbal warning	Confer with Student Conference/modifying of action plan if needed	Written warning/Formal Student Conference/modifying of action plan if needed	Loss of privilege/modifying of action plan if needed	Formal team meeting/modifying of action plan if needed

giving property	or school property unable to be used as intended or in need of repair to resume use.	furniture, slamming or banging computer	rning	t i o n o f a c t i o n p l a n	rmal Student Conference/modifying of action plan if needed	modifying of action plan if needed	ng/modifying of action plan if needed
Violation of Bus/Van Rules	Any conduct that is inappropriate and/or jeopardizes the safety of the riders or any action that violates bus/van rules	Standing or moving around while bus/van is in motion, throwing items out of the bus/van windows, opening van doors, unbuckling seatbelts while moving, yelling at the driver, consuming food, or drinks	Verbal warning	C r e a t i o n o f a c t i o n p l a n	Written warning/Formal Student Conference/modifying of action plan if needed	Loss of privilege/modifying of action plan if needed	Formal team meeting/modifying of action plan if needed
Elopement in the	Student is not in an area assigned to them by either their daily schedule or	Walks away from group/staff without permission	Verbal warning	C r e a t i o n o f	Written warning/Formal Student Conference/modif	Loss of privilege/modifying of action plan	Formal team meeting/modifying of action n

c o m m u n i t y	direction of a staff member			a c t i o n p l a n	ying of action plan if neede d	if neede d	plan if need ed
T h e f t	Taking o thers pro perty, sc hool property , or work site property without permissi on or intent to return.	Taking items from work sites, out of other's lockers/bags, TLC spaces, TLC store items Potential law enforcement involvement depends on the type/amount of theft.	Ve rb al wa rni ng	C r e a t i o n o f a c t i o n p l a n	Writte n warni ng/Fo rmal Stude nt Confer ence/ modif ying of action plan if neede d	Loss of privil ege/ modif ying of actio n plan if neede d	Form al team meeti ng/ modi fying of actio n plan if need ed
U s e of a n o bj e ct a s a w e a	Any object that is used to threaten, harm, or harass another.	Sharpened pencils, pens, kitchen tools, TLC program equipment	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline				

p o n			
K n o w l e d g e of d a n g er o u s w e a p o n s a n d / o r th re at s of vi ol e n c e	A student receives verbal, written and/or electronic information regarding another student's possession of weapons or threats of violence made against school staff and/or property. It is expected that students will report this information to appropriate school staff.	Student A is viewing student B's social media and there is a threatening statement towards school or another student; student A tells student B that they have a knife in their bag	To ensure the safety of everyone, any threats will be promptly investigated through the WCESC investigative processes, and if necessary, law enforcement may be contacted. Discipline plan developed based on administrative review of the situation with consideration for out of school discipline
P h y	A student uses <u>unp</u>	Hitting, punching,	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline

socially assaultive, bullying, peer, and other adults person	provoked physical violence and causes injury to another person's body	biting, kicking, etc.	
Harassment and	Bullying is any intentional, unwanted written, verbal, electronic	There are three types of bullying: Verbal bullying is saying or	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.

d / o r B ul ly in g	c or physical act that a student has exhibite d toward another student more than once and the behavior both: causes mental/ physical harm to student, is sufficient ly severe, persiste nt, or pervasiv e that it creates an intimidat ing/thre atening or abusive educatio nal environ ment for the other student. It is importa nt that the student reports and/or is	writing mean t hings. Verbal bullying includes teasing, Name- calling, Inappropriate sexual comments, Taunting, threatening to cause harm. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: Leaving someone out on purpose, telling other interns n ot to be friends with someone, spreading rumors about someone, Embarrassing someone in public Physical bullying involv es hurting a person's body	
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	supported to report the bullying incident to school staff.	or possessions. Physical bullying includes hitting / kicking / pinching, spitting, tripping/pushing, taking, or breaking someone's things, Making mean or rude hand gestures.	
Exposure in School	Exposure of any body part in a swimsuit area causing a disruption or self-gratification	Flashing swimsuit area	Discipline plan developed based on administrative review of the situation with consideration for out of school discipline

Search and Seizure

- Students and their property are subject to search at any time - even daily - when it is believed to be necessary for the maintenance of the educational process; to protect the health, safety, or welfare of other students; or, whenever there are reasonable grounds for suspecting that such a search will turn up evidence that the student has violated or is violating the law, or the rules and regulations of the school.
- School authorities may search the person or property, including vehicles, without the student's consent.
- For safety purposes, students entering the building can be randomly searched by:
 - Turning pockets inside out
 - Emptying pockets

- Checking coat/jacket pockets
- Removing shoes
- Looking in book bags, backpacks, etc.
- Looking in/at anything a student brings into the building
- Students who hide - either in a location or on their person - the property of another student to keep the property from being discovered are considered aiding and abetting and/or complicit. They may be subject to the same consequences.

Video Surveillance

Per Board policy adopted July 28, 2009:

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

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

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

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

in individual classrooms during instructional times. Security staff and administrators are authorized to carry and use portable video cameras.

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

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

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

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

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

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

This policy does not address or cover instances where school officials record a specific event (e.g., a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a

classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

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

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

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

- Interns are required to wear a uniform vest and black pants every day. **Families are responsible for supplying all parts of the uniform except for uniform vests.** Interns are asked to wear a plain white, black, or gray shirt to TLC. The uniform vests will be worn over these shirts.
- Some interns may be required to wear a belt depending on their job site. The pants must be clean, free of tears or frayed edges. **Shorts or capri style pants are not allowed.**
- Footwear must protect the heel and toes. Black non-slip tennis shoes or black non-slip casual dress shoes are the only suitable options. **Sandals, flip-flops, clogs, or croc shoes are not acceptable.**
- Sweatshirts or jackets worn over uniform are not permitted while participating in job site internships.
- The TLC uniform vests will be left at the TLC apartments and interns will launder as part of their independent living instruction.
- Extra Clothes
 - Please provide an extra change of clothes, including under garments, to be kept at TLC in case of emergencies.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this educational agency to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) or any other characteristic protected by Federal or state civil rights laws (hereinafter

referred to as “Protected Characteristics”) or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

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

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

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

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.

Final Forms

Warren County ESC has partnered with FinalForms, an online form and data management system, to simplify the onboarding process for families and reduce paper usage. FinalForms provides a one-stop solution for electronic forms, including emergency medical information, computer/network permissions, and other required documentation.

FinalForms also saves data from year to year, which means families do not need to re-enter information annually.

RETURNING STUDENTS

For returning students, guardians should log in to FinalForms, verify that all information from the previous year is accurate, and electronically sign each required form. Returning families do not need to complete all forms again unless information has changed. Verification and e-signature are required. FinalForms documents for returning students should be completed by Friday, September 4, 2026.

NEW STUDENTS

Guardians of new students will receive an email invitation from FinalForms to create an account and begin the onboarding process. New families should complete all required forms in FinalForms within two weeks of the student's first day in the WCESC program.

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 by August 5, 2024, 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
						
Temperatur e 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

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

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

Immunization Exemption:

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

Emergency Medical Authorization

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

Hearing and Vision Screening Program

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. These screenings are not complete medical exams, but are designed to identify deficiencies in hearing or vision that may be impacting a student's educational success. 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. You may opt your student out of the Hearing and Vision Screening Program by submitting a request in writing to your student's school's clinic nurse.

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).

Our Health and Safety Practices

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

MISCELLANEOUS

Lunch

At TLC, interns do not have access to a cafeteria. **Interns are to pack their own lunch daily.** The classroom apartment provides microwaves and air fryers for preparation of meal items as well as a refrigerator and freezer for food storage. All interns should be able to prepare (with support), eat and clean-up their meal within a thirty-minute lunch break. If your intern received free and reduced lunch in your home district, we will supply lunch items for them. Please contact us so we can have food available.

VISITORS TO TLC

Visitor Check-In & Safety (Raptor Visitor Management System)

At WCESC, the safety of our students, families, and staff is always our top priority. To help keep our buildings safe and welcoming, we use the **Raptor Visitor Management System** for all visitors.

What This Means for Families and Visitors

Whenever you visit one of our WCESC buildings, we ask that you:

- Enter through the main office
- Bring a valid photo ID (such as a driver's license or state ID)
- Check in at the front desk using the Raptor system

Once you check in, Raptor will print a visitor badge for you to wear while you are in the building. When you are ready to leave, you'll simply check out at the office and return your badge.

Why We Use Raptor

Raptor helps us:

- Know who is in our buildings at all times
- Make sure students are learning in a safe and secure environment
- Quickly assist in case of an emergency
- Keep our schools welcoming while also being careful about security

Your Privacy Matters

We understand that families care about their personal information, and so do we.

- The Raptor system only uses the information needed to confirm your visit.
- Your information is used only for school safety purposes.
- It is not shared or used for anything outside of school security.

A Shared Commitment to Safety

We truly appreciate your cooperation with this process. These steps help us create a safe, supportive environment where students can focus on learning and growing. If you ever have questions or need help checking in, our front office staff will be happy to assist you.

COMMUNITY BASED OUTINGS

Interns will participate in community-based outings throughout the year. These trips include restaurants, shopping trips, vocational placements, and other activities. Prior to these trips, interns will discuss appropriate behavior, etiquette required at the locations and a budget to maintain if necessary. The activities will be selected in advance along with the cost of the outing.

- **If a cost is associated with a trip, a letter will be sent home detailing the trip and the estimated amount needed. If eating out, interns may pack their lunch.**

TRANSPORTATION

EXPLANATION OF TRANSPORTATION

Your school district (homeschool) is responsible for providing district transportation for your child to and from TLC. 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. If you have any concerns with your child's transportation, contact your child's home school and speak with the transportation department.

BEHAVIOR EXPECTATIONS

If a student behavior occurs on transportation during arrival or departure, the home school district is responsible for the investigation of the incident. TLC will collaborate with the home school district as needed to ensure the safety of all students to school and home daily. If a behavior occurs on the vans to and from a community based outing, discipline action will be taken as noted above.

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.



**Warren County ESC
TLC 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.

Intern's Name: _____

Parent/Guardian Name(s):

Parent/Guardian Signature(s):

Date: _____

Please return signed form to TLC by Friday, September 11th, 2026