



WARREN COUNTY LEARNING CENTER

Parent/Guardian & Student

Handbook

2026–2027 School Year



Laura Farrell Campus • 513 Park Avenue • Franklin, Ohio 45005
Western Row Campus • 755 Western Row Road • Mason, Ohio 45040
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WELCOME

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

About Warren County ESC

The Warren County Educational Service Center (WCESC) believes that education is a collaborative process involving administrators, educators, students, families, and the community. Together, we promote excellence through a continuous cycle of identifying needs, implementing supports, and evaluating outcomes.

We recognize that each student and each home school district we serve is unique. Our programs are designed to enhance shared resources, strengthen partnerships, and provide individualized support. Through teamwork, effective leadership, and mutual respect, we aim to ensure that every student has access to safe, supportive, and meaningful learning opportunities.

Warren County ESC Vision Statement

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

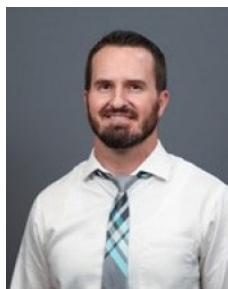
Warren County ESC Mission Statement

At the Warren County Educational Service Center, we serve as a trusted resource to our community through a holistic, lifespan approach by:

- Collaborating with school districts and community partners to develop customized programming for students and families
- Delivering high-quality services in a cost-effective and efficient manner
- Creating supportive environments that promote growth, leadership, diversity, and inclusion
- Providing safe and structured learning environments
- Enhancing the quality of life for learners by fostering opportunities for growth, independence, and transformation



Dr. Julie Hunter
Supervisor



Jason Boone
Assistant Supervisor



Casie Poore
Mental Health Supervisor

Learning Center Mission Statement

The Learning Center is committed to creating a therapeutic environment that promotes both learning and leadership. We empower students to develop the skills necessary for academic success, emotional growth, and lifelong well-being.

Through structured support and meaningful experiences, students learn to:

- Practice mindfulness and self-awareness
- Develop emotional regulation skills
- Strengthen problem-solving abilities
- Communicate respectfully and effectively
- Build healthy, positive relationships
- Engage actively in their academic and personal growth

Our goal is to prepare students to become confident, capable, and contributing members of their schools and communities.

Our Beliefs About Student Needs

We believe students thrive when their needs are supported in the following areas:

Safety and Belonging

Students need to feel physically and emotionally safe in their learning environment. Consistency, honesty, respect, and trusting relationships with caring adults create the foundation for growth.

Structure and Support

Clear expectations, consistent routines, and supportive guidance help students develop accountability and confidence. Students benefit from encouragement, recognition of progress, and access to individualized supports and wrap-around services.

Skill Development

Students need explicit instruction and guided practice to develop emotional regulation, problem-solving skills, and healthy decision-making. Opportunities for reflection and real-life application help students build independence and resilience.

Whole-Child Development

Students benefit from engaging academic instruction, support for mental and physical wellness, and strong partnerships between school and home. Positive role models and meaningful learning experiences promote personal and academic growth.

Our Beliefs About Student Potential

We believe every student has the desire and ability to grow, succeed, and contribute. Students want to:

- Learn and achieve success
- Be heard, understood, and valued
- Be recognized and celebrated for their strengths
- Be held to high expectations while receiving appropriate support
- Develop emotional regulation and problem-solving skills
- Build meaningful relationships
- Understand themselves and others
- Experience success in diverse and meaningful ways
- Grow into mindful, responsible leaders

WCESC Leadership

WCESC Senior/Executive Leadership Organizational Chart



Tom Isaacs
Superintendent



Cary Furniss
Treasurer



Pat Pare
Assistant Superintendent



Christina Even
Assistant Superintendent



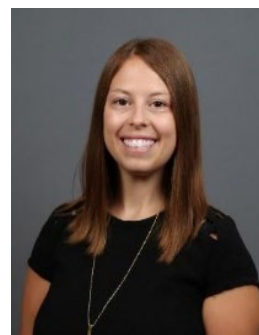
Kara Dirksing
Assistant Superintendent



Shawn Lenney
Assistant Superintendent



Scott Wilson
Assistant Treasurer



Katie Brown
Assistant Treasurer



Mike Montaniz
Sr. Exec. Director of
Social-Emotional Programing



Dr. Kathie MacNeil
Sr. Exec. Director of
Leadership Coaching/
Organizational Leadership



Kari Burris
Sr. Exec. Director of
Related Services &
Preschool



Katie Strubbe
Sr. Exec. Director of
Western Row



Jared Kaiser
Sr. Exec. Director of
Human Resources

Equal Education Opportunity

It is the policy of this educational agency to provide equal educational opportunities 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 based on 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):

Christina A. Even
Assistant Superintendent
513-695-2900 ext. 2917
513-695-2961-Fax
1879 Deerfield Rd.
Lebanon, Ohio 45036
christina.even@warrencluntyesc.com

Pat Pare
Assistant Superintendent
513-695-2900 ext. 2314
513-695-2961-Fax
1879 Deerfield Rd.
Lebanon, Ohio 45036
pat.pare@warrencountyesc.com

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

Attendance

Arrival Time

Ohio State Law requires daily attendance for all students, as regular attendance is essential for academic success.

School hours are as follows:

- Laura Farrell Campus: 8:30 AM – 2:30 PM
- Western Row Campus: 8:00 AM – 2:30 PM

Students arriving after 9:20 AM at Laura Farrell and 8:20 AM at Western Row will be marked tardy. Administrative assistants will track all tardies and report them to the administrator. Tardies resulting from transportation issues will be excused.

Absence Reporting

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

- Families should contact the school within one hour of the start of school on the day of their absence.
- There are 2 ways to let us know your child is absent:

- o Call (937) 746-1969 (Laura Farrell) and 513-695-2736 (Western Row)
 - o Email sally.baker@warrencountyesc.com for Laura Farrell's absences
 - o Email jennifer.melzer@warrencountyesc.com and tiera.smart@warrencountyesc.com for Western Row absences
- It is **encouraged** that you turn in a medical excuse whenever possible.
- For upcoming out-of-town vacations or trips, the parent/guardian should provide written documentation to the administrative assistant in advance
- The parent or guardian is responsible for submitting the doctor's note and/or vacation note to the administrative assistants—Sally Baker (Laura Farrell) or Jennifer Melzer/Tiera Smart (Western Row).
- If the parent or guardian does not contact the school, and school staff must reach out to the parent or guardian by phone, and they do not make direct contact, the absence will be considered unexcused until the parent or guardian personally contacts the attendance office to verify the student's absence.

Excused Absences

- Personal illness or injury.
- Medical excuses are acceptable documentation of an absence from school following a personal, in-office, or hospital examination by a physician, nurse practitioner, or physician assistant.
- Physicians may only excuse absences from school for the specific date(s) the student was under their direct medical care, during which the student was medically unable to attend school. Excessive medical excuses may prompt the school to contact the physician's office for additional medical documentation.
- Medical or dental appointments (partial days, in most cases).
- Illness or death in the family.
- Military Excused: Students may receive up to five (5) additional excused absences per school year for the purpose of attending the deployment or return of a military parent/sibling.
- Funeral of an immediate family member or relative.
- Religious holiday (not counted against the nine (9) day rule).
- Appointments for court.
- Pre-approved absences are approved in advance by the principal.
- Emergencies and other reasons deemed good and sufficient by the principal.

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

Board Policy on Absences

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

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

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

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

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

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

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

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

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

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

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

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

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

We are required by law to track student absences in minutes/hours throughout the school year. All missed instructional time is included in absence totals. A student who is late to school or leaves early is missing instructional time and is now considered absent for the number of minutes/hours in a given school day.

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

School Closing/Delay Announcement

The Warren County Learning Center utilizes **Tec911** for direct notification of school closings and delays. Notifications will also be sent through **FinalForms via email and text message**. Parents/guardians may subscribe to receive direct text messages and email alerts to stay informed of any school closings or delays. Sign-up form is enclosed in the parent packet.

Go to <http://teclogin.com/tec/cpl/wcesc> and subscribe to receive a direct text message or email alert. The Warren County Learning Center is listed under the Warren County Educational Service Center (ESC).

Warren County Educational Service Center Contact List Additional Number Submissions	
Please provide the telephone numbers and email addresses on which you would like to be contacted.	
Once you have completed the form below you must use your cell phone to Opt-In to receive text messages.	
One-time Texting Opt-In* (give permission): <i>To receive text messages you must OPT-IN by texting: tcc to 640085</i>	
Standard message rates apply and you may need to contact your carrier to verify your device can receive messages from a "short code" number.	
* NOTE: If you own multiple carriers, please submit the Opt-in submission above to ensure uninterrupted message delivery.	
First and last names (both)	
Phone Number	
This field is required.	
First Name	
Last Name	
Email Address (optional)	

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

If a student's home school district is closed, we will leave school attendance up to the parent and/or legal guardian. Students will not be held accountable to the attendance policy for days that their home school is not in session (absences will be excused but students will be responsible for work that is missed if transportation is provided).

Required School Forms

The following forms are **required** to be on file for each student attending the Warren County Learning Center through FinalForms:

- Contact Information
- Health History and Medical Profile
 - Medications
 - Past and Ongoing Health Conditions
 - Immunizations
- Emergency Medical Authorization
- Annual Notice of Health Care Services
- Notice of Curriculum

- Student/Guardian Handbook
- Community Outing
- Acceptable Use Policy
- Mental Health History
 - Limits of Confidentiality
 - Consent for Treatment
 - Financial Agreement
 - Notice of Privacy
 - Release of Information
 - Student Rights and Responsibilities
- Restraint and Seclusion Policy
 - Formal Complaint Process
 - Behavior Management Strategies
- Student Media Release
- Academic Calendar
- Child Abuse Prevention
- Erin's Law
- TANF Application
- Device Monitoring Notice

Arrival Procedures

As students arrive, they will be dismissed from their transportation vehicle by a Learning Center staff member. Upon entering the building, students are required to turn over their cell phones and personal belongings, which will be securely stored during the school day. All personal items are subject to search by Learning Center staff.

Students may be asked to remove jackets, hats, belts, shoes, and any layered clothing, weather permitting. Each student will pass through a metal detector individually. If the metal detector alerts, a staff member will use a handheld wand and may conduct a further search as needed.

Medical Information & Injuries

All injuries will be reported to a teacher, who will notify the program supervisor and, if available, the on-site clinic nurse or the nursing supervisor. If the injury is minor, the student will receive appropriate care and may return to class. If additional medical attention is required, school staff will follow established emergency procedures and attempt to contact the student's parents/guardians. All injuries will be documented and reported to parents/guardians using an Incident/Injury Report.

In the event of a medical emergency requiring emergency services, school staff will call **911** and then notify the parents/guardians listed on the Emergency Medical Authorization form. If a parent/guardian cannot be reached, staff will contact the listed emergency contacts. The program director will also be notified. If necessary, a staff member may accompany the student to the hospital and remain with the student until a parent/guardian or emergency contact arrives.

Illness

If a student becomes ill or appears to have a communicable disease, school staff will contact the parent or person listed on the Emergency Medical Authorization form by telephone to pick up the student from

school. If the student appears to have a communicable disease, the parent or guardian should take him/her to be evaluated by a physician and inform the classroom staff of any diagnosis.

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

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

I NEED TO STAY HOME IF...						
I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE AN EYE INFECTION	I HAVE HEAD LICE	I HAVE BEEN IN THE HOSPITAL
						
Temperat 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 all immunizations required by the Ohio Department of Health no later than 14 days from the first day of school or upon enrollment 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 an 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.warrencountypesc.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 reasons of conscience or religious conviction. If a vaccine is medically contraindicated, a physician must explain with a physician's signature. A statement of exemption must be dated and presented at the beginning of each new school year either by filling out the Immunization Exemption Form or by written note.

Emergency Medical Authorization

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

Health Screenings

The Ohio Department of Health requires hearing screenings for grades PS, K, 1, 3, 5, 9, and 11, and vision screenings for grades PS, K, 1, 3, 5, 7, 9, and 11. 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 fails 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.

Medication Administration

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

Authorization Form: A School Medication Administration Authorization Form must be completed and signed by the licensed prescriber and the parent/guardian before staff can administer prescription medications (ORC 3313.713 C 2). It is the parent/guardian's responsibility to provide the school with the completed school medication administration authorization (the order form) filled out and signed by the prescriber. A separate form is required for each medication. New forms must be submitted each school year and for each change in medication, administration time, and/or dosage. The medication will be administered exactly as directed by the licensed prescriber 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 can 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 non-prescribed, over-the-counter medication, such as acetaminophen, ibuprofen, antibiotic ointment for a skin abrasion, cough drops, etc., to their student as needed. Physician authorization or signature is not required in such cases. Please deliver over-the-counter medication to school in its original, unopened packaging/container with administration instructions intact. The bottle/package will be labeled with the student's name (such as with a permanent marker). If a student requests the use of a non-prescription medication at school, the parent will be notified of the time the medication was administered. All over-the-counter medications will be administered according to the manufacturer's directions on their packaging according to age and weight. If a different dosage or dose interval 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, and to be aware of the quantity of medication supplied to the clinic and when additional medication is needed. Staff may also send a notice home to inform 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 possess any medication, including cough drops or other over-the-counter medications.

Self-Carry Exceptions: As allowed by State and Federal law, a physician may order that a student may carry self-administered epinephrine and/or rescue inhalers indicated for treating or preventing a potentially life-threatening or debilitating health condition. Students may also carry diabetic supplies as per their diabetic care plan, submitted by their health care provider.

- The required School Medication Administration Authorization Form must indicate that the licensed prescriber approves that the student may self-carry/self-administer the prescribed rescue medication (inhaler or epinephrine autoinjector).
- The school program and its employees assume no responsibility regarding any abuse or misuse of such medication carried by a student. Any misuse of a self-carried medication may result in the revocation of the right to self-carry.
- Additional backup doses of an epinephrine autoinjector self-carried by a student must be provided by the parent to be kept locked in the clinic.

End of School Year and Discontinued Doses

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

Guidelines for Keeping Students Home from School

Chicken Pox

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

Common Cold

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

COVID-19

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

Fever

If your child's temperature is 100° or higher, they should remain home until they have been fever-free 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 near the scalp. Nits are much easier to see and detect than lice. They are small white specks that are usually found at the nape of the neck and behind the ears. Following lice infestations, your child may return to school after receiving treatment with a lice-killing shampoo, nit removal is attempted, and the building nurse has been contacted. Instructions on how to properly treat head lice are available on the shampoo product and should be followed carefully to prevent re-infestation and minimize your child's absence from school. Nits need to be removed from the hair shaft and might require multiple sittings on multiple days to complete if there are many. If nits are allowed to remain, lice may hatch from them in 1-10 days as the nits can protect the unhatched lice from the shampoo treatment. Students found with live lice will be sent home and must be treated before returning to school. If your child has been treated for head lice, they must be checked by the nurse or other school personnel before returning to class.

Impetigo

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

Pain

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

Pinkeye/Conjunctivitis

Redness and swelling of the whites of the eye or inside the eyelid, burning or itching eyes, discharge coming from one or both eyes or crusts on the eyelids or lashes. Your child should remain home from school until receiving 24 hours of antibiotic therapy and discharge from the eyes has stopped. The spread of infection

can be minimized by keeping the hands away from the face, using good hand-washing practices, and using individual washcloths and towels.

Ringworm

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

Skin Rashes

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

Strep Throat/Scarlet Fever

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

Vomiting and Diarrhea (Intestinal Viral Infections)

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

Whooping Cough

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

CONSULT YOUR PHYSICIAN FOR DIAGNOSIS AND TREATMENT

Ohio Department of Health Communicable Disease Chart (updated 11/20) Academic Curriculum and Supplemental Resources

Academic Curriculum and Supplemental Resources

Laura Farrell K-6 th	Western Row 7 th - 12 th grade
At the Learning Center, our curriculum for students in grades K–6 is aligned with the Ohio Learning Standards . To ensure each student is learning at their grade level, academic instruction is supported and enhanced through a variety of targeted programs, interventions, and instructional resources.	At the Learning Center, our curriculum for students in grades 7–12 is aligned with the Ohio Learning Standards . To support grade-level learning and individual progress, academic instruction is enhanced through a variety of targeted programs, interventions, and instructional resources.
English Language Arts- • American Reading Company • UFLI- University of Florida Literacy Institute • Heggerty Phonemic Awareness • Sadlier Vocabulary • Newsela • Edmentum/Exact Path	English Language Arts- • American Reading Company • Sadlier Vocabulary • Newsela • Edmentum/Exact Path
Math- • Eureka Math • IXL • Edmentum/Exact Path	Math- • Eureka Math • ALEKS • Edmentum/Exact Path
Science- • Science Fusion • Edmentum/Exact Path	Science- • Science Fusion • Courseware • Edmentum/Exact Path
Social Studies- • History Alive • Edmentum/Exact Path	Social Studies- • Ohio Academic Content Standards • Exact Path • History Alive
Social & Emotional Learning- • AIM • Character Effects • Circle Forward • Program-created PBIS lessons	Social & Emotional Learning • AIM • 7 Habits of Highly Effective Teens • Peers • Program-created PBIS lessons • Character Effects • Circle Forward

Grading Procedures

Instructional Model

At the Warren County ESC Learning Center, students spend approximately 60% of their school day engaged in academic instruction and 40% in social-emotional learning and positive behavior instruction. Each student's individual schedule may include courses in the following areas: Mathematics, English Language Arts, Social Studies, Science, Social Skills/Social-Emotional Learning (SEL), Physical Education, elective courses, and Workforce Development.

Laura Farrell Grades K-6 Grading Policy

At the Warren County ESC Learning Center, Laura Farrell Campus K-6, instruction is designed to balance academic learning and social-emotional development. Students receive academic instruction for approximately 60% of the school day and participate in social-emotional learning (SEL), behavior instruction, and skill-building for the remaining 40%.

The Elementary Report Card has been revised for the 2026–2027 school year to:

- More clearly reflect the most essential grade-level learning standards
- Provide families with clear, meaningful information about student progress
- Reflect both academic growth and learning behaviors
- Align with district assessment reports shared in the fall, winter, and spring

Integrated Grading Scale (Academic & Behavioral Performance)

This grading scale is used across Reading, Writing, Math, Science, Social Studies, Physical Education, and Behavior, reflecting students' academic achievement and learning, as well as their social-emotional behaviors.

Scale	Academic Grade and Behavioral Scale Description
4: Mastery	The student demonstrates a strong and consistent understanding of grade-level academic standards and essential skills. They independently apply learning in new or varied academic contexts and complete standards-aligned work accurately with minimal support. Behaviorally, the student consistently demonstrates age-appropriate social-emotional skills. They regulate emotions and behavior, engage positively with peers and adults, and independently apply strategies that support learning, collaboration, and problem-solving.
3: Proficient	The student demonstrates understanding of grade-level academic standards and essential skills and is generally successful in completing standards-aligned work. They apply learning with occasional support or scaffolding. Behaviorally, the student generally demonstrates age-appropriate social-emotional skills, regulating emotions and behavior in most situations and engaging positively with peers and adults, requiring only occasional reminders or support from adults.
2: Progressing	The student shows partial understanding of grade-level academic

	standards and essential skills. They are developing skills but require regular support, guidance, and scaffolding to apply learning consistently. Behaviorally, the student's social-emotional skills are developing. They require regular reminders, re-teaching, and adult support to regulate emotions, follow expectations, and engage appropriately in learning and social situations. At times, these skill gaps may interfere with learning or peer interactions.
1: Growth Area	The student is primarily developing prerequisite academic skills and requires consistent, significant support to access and engage with grade-level standards. Behaviorally, the student demonstrates a significant need for growth in social-emotional skills. They require consistent, individualized support and frequent re-teaching to regulate emotions and behavior, engage in learning, and participate in positive social interactions. The teacher and family are actively collaborating on a support plan outlining targeted academic and SEL goals and interventions.
NYA: Not Yet Assessed	The student has not yet been assessed on the identified standard or skill.

ProgressBook ParentAccess – Monitoring Student Grades

Warren County ESC Learning Center uses ProgressBook ParentAccess as the primary tool for parents and guardians to monitor student academic progress. ParentAccess provides real-time access to student grades, assignments, attendance, and report cards.

Parents and guardians are strongly encouraged to check ProgressBook regularly to stay informed of their child's academic performance throughout each grading period. Grades are updated in real time as teachers enter assignments and assessments.

- A **parent registration key** is required to create a ParentAccess account. Instructions for obtaining a registration key and setting up an account will be sent home in the first week of school, with additional resources provided at Open House. Parents having trouble accessing their account should contact the school for assistance.
- Questions or concerns regarding specific assignments or grades should be directed to the student's teacher.
- Students will also have the opportunity to check their grades using their WCESC-issued email address.

Western Row 7th – 12th Grading Policy

Each semester, students will receive a letter grade for their core academic classes. Teachers will record grades regularly, with a minimum of two graded entries per week per student. Providing multiple opportunities for students to demonstrate their learning helps ensure that grades are fair, objective, and reflective of academic progress. Weekly grades may include classwork, formative assessments, projects, and summative assessments. A minimum of four summative assessments per quarter will be administered to measure mastery of key skills and concepts.

Student grades will reflect both academic mastery and student engagement. Approximately 60% of the grade will be based on mastery of skills and concepts, while 40% will reflect work completion, engagement, and participation.

For nonacademic courses, students will receive a pass/fail designation each semester, based on their engagement, participation, and adequate progress in the course.

Grading Scale

90-100 – A (4.0 Points)

80-89 – B (3.0 Points)

70-79 – C (2.0 Points)

60-69 – D (1.0 Points)

0-59 – F (0.0 Points)

ProgressBook Grade Guidance:

An **In Progress** (IP) is issued when a student is currently enrolled and actively working in a course that has not yet ended (for example, year-long courses at midyear or newly enrolled students). **IP does not indicate missing work**—it simply reflects that the course is ongoing and a final grade will be entered later.

An **Incomplete** (I) is issued only when a grading period has ended, and the student has not completed required coursework due to extenuating circumstances (such as extended absence or enrollment transitions). An **Incomplete requires follow-up**, including identifying missing work and updating the grade within the district's communicated timeline.

Interim Progress Reports and Semester Grade Cards

Interim Progress Reports will be sent home at the end of the 1st and 3rd quarters, and Report Cards will be sent home a week after the end of each semester.

Key Grade Dates

- 1st Semester Interim Reports: October 23rd
- 1st Semester Report Cards: January 8th
- 2nd Semester Interim Reports: March 12th
- 2nd Semester Report Cards: June 1st

ProgressBook ParentAccess – Monitoring Student Grades

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Parents and guardians are strongly encouraged to check ProgressBook regularly to stay informed of their child's academic performance throughout each grading period. Grades are updated in real time as teachers enter assignments and assessments.

- A **parent registration key** is required to create a ParentAccess account. Instructions for obtaining a registration key and setting up an account will be sent home in the first week of school, with additional resources provided at Open House. Parents having trouble accessing their account should contact the school for assistance.
- Questions or concerns regarding specific assignments or grades should be directed to the student's teacher.

- Students will also have the opportunity to check their grades using their WCESC-issued email address.

Academic Honesty

Warren County ESC is committed to academic integrity and expects all student work to reflect the individual's original effort. Students may not engage in deception, falsification, or misuse of academic resources.

Academic dishonesty includes but is not limited to: plagiarism; copying or sharing work; completing work for others; providing assessment answers; violating testing procedures; or using unauthorized resources.

Consequences

Students who are found academically dishonest may face academic and disciplinary consequences:

- **First offense:** Grade of "0" on the assignment; parent/guardian notification
- **Second offense:** Grade of "0"; conference with parents/guardians, administrator, counselor, and teacher
- **Third offense:** Grade of "0"; parent/guardian notification; possible failure of the course if the offense occurs in the same class

Progress Reports and Grade Cards

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

End of Quarter Dates

- Q1 – October 22th
- Q2 – December 17th
- Q3 – March 11th
- Q4 – May 27th

Parent/Teacher Conferences

Parent Teacher Conferences will be held from 4-7 pm on October 14th & 15th

Student Records/Confidentiality (FERPA)

One area of concern for students and staff alike is confidentiality. If our school and therapy programs are to be successful, we must protect the integrity and rights of the students we serve. To accomplish this objective, the following statements should clarify which information is kept in confidence and which is released.

- All school records on a student will be subject to review by the home school and Warren County Learning Center personnel, including IEPs.
- Any clinical information concerning a student (the content of therapy sessions) will not be released without a signed, written release of information by the student and legal guardian.
- All personal information about a student will be held in strict confidence, except in the following situations:
 - a. If a student makes a direct threat to the life of another person, or to his own life.

- b. In cases of child abuse or neglect.
- c. The courts are subpoenaing case records.
- d. During an emergency where the life of a student is in danger.

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

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

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

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

- 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.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school

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

- [Optional] Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the parent or eligible student.]
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 - Family Policy Compliance Office
 - U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202
- In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.
- See the list below of the disclosures that elementary and secondary schools may make without consent.
- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student. 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining the 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 authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- 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, 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 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 and confidential information.

Only directory information regarding a student shall be released to any person or party other than the student or the student's 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 of 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 the student will use for educational purposes.

School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purposes 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 and specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person with no conflicting interests to provide such written consent.

The Board may disclose directory information of former students, without the student's 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 marketing or for selling that information (or otherwise providing that information to others for that purpose).

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

Bullying and Other Forms of Aggressive Behavior

Definitions of Terms:

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

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

"Harassment, Intimidation, or Bullying" also includes cyberbullying through electronically transmitted acts, i.e., Internet, cell phone, personal digital assistant (PDA), or wireless handheld device, by a student toward another student more than once, and the behavior:

- C. causes mental or physical harm to the other student or school personnel; and
- D. is sufficiently severe, persistent, or pervasive to create 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 given to the words chosen or actions taken, whether the conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the perpetrator's motivation, whether admitted or appropriately inferred.

A school-sponsored activity means any activity conducted on or off school property (including on 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 behavior 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 intended to harm others through the use of information and communication technologies and other online platforms (also known as "cyberbullying"), such as:
- f. Posting slurs on websites where students gather or on personal online journals.
- g. Sending abusive or threatening instant messages.
- h. Using camera phones to take embarrassing photographs of students and then posting or distributing them online.
- i. Circulating gossip and rumors to other students via websites.
- j. Excluding others from online groups by falsely reporting them for inappropriate language to Internet

Service Providers.

k. Violence within a dating relationship.

The following procedures shall be used to report, investigate, and resolve complaints of aggressive behavior and/or bullying.

Complaint Procedures

Building principals, assistant principals, and the Superintendent are responsible for conducting investigations into 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 and file a written incident report. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, or bullying shall promptly notify the building principal and/or his/her designee of the report(s). If the report is a formal, written complaint, it 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 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 harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, and bullying and to help eliminate these 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 that 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, the assistant principal, or the Superintendent. Students may also report their concerns to teachers or counselors, who will notify 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, the 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) workdays of 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 Step II decision, s/he may submit a written appeal to the Superintendent or designee. The appeal must be filed within ten (10) workdays of receipt of the Step II decision. The Superintendent or designee will arrange 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 on the appeal to the complainant within ten (10) workdays of the appeal's filing.

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 of violating it shall be sent to each student's custodial parent or 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 by any student at the Warren County ESC is strictly prohibited and 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 handheld 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 behavior is 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 other students, including placing an individual in reasonable fear of physical harm and/or damaging students' personal property; and,
- B. Is sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for the other students.

Retaliation/False Charges

Retaliation against any person who reports, is believed 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, regardless of whether a complaint is substantiated, and may result in disciplinary action. This may include suspension or 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 their designee to enforce the prohibition against such behavior, with the goal of ensuring that any such prohibited behavior ceases.

Harassment, intimidation, and bullying can take many forms and vary widely in seriousness and impact on the targeted individual and other students. Accordingly, there is no single 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, the decision of whether and to what extent to impose disciplinary action (detention, in- or out-of-school suspension, or expulsion) is a matter of the building principal's professional discretion. The following outlines 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, or when such verified acts do not reasonably require a disciplinary response, students may be counseled on the definitions of harassment, intimidation, or bullying, their prohibition, and their duty to avoid any conduct that could be considered harassing, intimidating, or bullying.

If a complaint arises from a conflict between students or groups of students, peer mediation may be considered. However, special care is warranted when referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim, rendering it inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by past and future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate for addressing 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. However, anonymous complaints that are not otherwise verified shall not serve as 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 allowing him or her 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, or when past interventions have failed to eliminate 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 or guardian of the perpetrator of that finding. If disciplinary consequences are imposed on that student, a description of the discipline shall be included in the notification.

If, after investigation, acts of bullying against a specific student are verified, the Principal shall notify the custodial parent or guardian of the victim in writing of the 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 with a written summary of all reported incidents of harassment, intimidation, or bullying and post it on the Center website.

Intervention Strategies

In addition to promptly investigating complaints of harassment, intimidation, or bullying and intervening directly when such prohibited acts are verified, other Center actions may help address 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 over time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to concerns about harassment, intimidation, or bullying raised by students, parents, or school personnel.
- B. Planned professional development addressing the problems of targeted individuals, including safe and acceptable Internet use.
- C. Data collection to document victim problems and determine the nature and scope of the problem.
- D. Use of peers to help ameliorate victims' plight 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 among all school personnel and parents regarding 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 teach students to work together in a collaborative and supportive atmosphere.
- K. Forming 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, lunchtime, bathroom breaks, and in the hallways during times of transition.
- C. Maintain contact with parents and guardians of all involved parties.
- D. Assist victims in obtaining counseling if an assessment indicates it is needed.
- E. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for signs of harassing, intimidating, or bullying behavior. Personnel are to intervene when prohibited behavior is witnessed.
- F. Check with the victim daily to verify that there have 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 recognizing and preventing harassment, intimidation, or

bullying, including dating violence prevention education in grades 7-12; written or verbal discussion of the consequences of 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 other Center and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and parent handbooks.

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

School personnel are encouraged to address harassment, intimidation, and bullying in all interactions 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) in accordance with the prescribed timelines. The School Center shall also investigate to determine 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 under this policy, a complainant may choose 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 applicable law.

Technology Use

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

Behavior and Discipline

PBIS Overview

The Ohio Department of Education and Workforce recently adopted a strategic plan, Each Child, Our Future. The plan 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, required schools to implement Positive Behavioral Interventions and Supports (PBIS) as a framework to guide districts and schools in developing practices that proactively define, teach, and support appropriate behavior.

PBIS is an evidence-based, tiered framework that supports students' behavioral, academic, social, emotional, and mental health. It fosters positive, predictable, equitable, and safe learning environments where everyone thrives. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and well-being (Center on PBIS, 2022).

The essential components of PBIS include setting clear behavioral expectations, providing comprehensive instruction on those expectations, recognizing expected behavior, correcting challenging behavior, analyzing data to inform decisions about developing stronger school structures, and engaging with family and community partners.

Program expectations for Warren County Learning Center across school environments are: Respectful, Responsible, Safe, Ready-to-Learn, and Mindful. The campus-specific behavioral matrix is provided in the Appendix of this document.

PBIS Acknowledgement System:

Laura Farrell Campus K-6th Grade

Students earn points on their daily point sheets by meeting PBIS expectations, completing assigned work, and demonstrating the five PBIS core values throughout the school day.

These points determine each student's Level placement and access to choice-time activities. At the end of each week, students may visit the PBIS Store, where their Level determines which items and rewards they can access.

Students who reach higher Levels earn additional privileges, including VIP experiences during PBIS events and other special incentives.

Medal Recognition Program

- Gold Medals are awarded to students who earn a perfect score of 100 points in a single day, recognizing consistent effort and positive behavior.
- Silver Medals are awarded at staff discretion to recognize exceptional moments, such as demonstrating resilience, helping peers, or showing outstanding effort and growth.

Western Row Campus 7th -12th Grade

At the end of each school day, students receive points in the PBIS Rewards System based on their performance as recorded on their daily point sheet. Students can earn up to 100 points per day by demonstrating the PBIS core values of Respectful, Responsible, Safe, Ready to Learn, and Mindful. Points accumulate over time and can be redeemed for snacks, drinks, fidgets, and other rewards.

Phoenix Points Conversion:

100 Phoenix Points = \$1.00

Students may also use their Phoenix Points to participate in special events, raffles, and larger prize drawings held throughout the school year.

The Learning Center Support Framework

Integrated Whole-Child Support Model

The Learning Center utilizes a comprehensive, whole-child approach that integrates academic instruction, behavioral leadership, mental health services, and therapeutic supports. These services work together to ensure students develop the academic, behavioral, emotional, and physical skills necessary for long-term success.

Academic Instruction and Specialized Support

Students receive small-group instruction in classrooms with low student-to-teacher ratios, allowing for individualized attention and targeted academic support. Instruction is provided by a licensed General Education Teacher using structured lesson plans, consistent routines, and evidence-based instructional practices.

A licensed Intervention Specialist works collaboratively with the General Education Teacher through a co-teaching model, regularly pushing into the classroom to provide additional academic and behavioral support. The Intervention Specialist helps modify instruction, differentiate materials, and implement individualized supports aligned with each student's learning and emotional needs. The Intervention Specialist also provides weekly Social-Emotional Learning (SEL) lessons focused on emotional awareness, coping strategies, problem-solving, and building positive relationships.

Behavioral Leadership and Positive Behavior Supports

The program utilizes a Behavioral Leadership Framework, which emphasizes teaching, modeling, and reinforcing positive behaviors. Students are supported in developing self-regulation, personal responsibility, emotional awareness, and leadership skills. Staff work proactively with students to build independence and teach replacement skills that promote long-term success.

Students also participate in a schoolwide Positive Behavioral Interventions and Supports (PBIS) system. Through this structured framework, students receive clear expectations, consistent feedback, and opportunities to earn recognition and rewards for demonstrating safe, respectful, and responsible behavior.

Behavior Interventionists provide daily support to help students practice coping skills, regulate emotions, and successfully engage in the classroom environment.

Mental Health and Therapeutic Supports

Mental health services are fully integrated into the school day and play a critical role in supporting student success. Each student receives a minimum of 45 minutes of individual therapy per week with a licensed mental health therapist. These sessions provide personalized support to help students develop coping skills, process emotions, and build positive relationships.

In addition to individual therapy, mental health therapists facilitate Circle Groups in each classroom twice per week. These structured group sessions help students develop social skills, emotional regulation, communication skills, and problem-solving abilities in a supportive peer setting.

Speech-Language and Occupational Therapy Support (SPOT)

Students in Kindergarten through 6th grade participate in a weekly classroom group called SPOT (Speech and Occupational Therapy), led collaboratively by a licensed Occupational Therapist and Speech-Language

Pathologist. SPOT focuses on developing:

- Self-regulation skills
- Interoception (awareness of internal body signals such as hunger, fatigue, and emotional states)
- Communication skills
- Body awareness and emotional recognition
- Sensory and coping strategies

These skills help students improve focus, emotional control, and readiness for learning.

Physical Therapy and Motor Development (Motor Lab)

Students in Kindergarten through 4th grade participate in a weekly Motor Lab, led by a licensed Physical Therapist. Motor Lab supports the development of:

- Gross motor skills
- Balance and coordination
- Strength and endurance
- Body control and spatial awareness

These foundational physical skills support classroom participation, safety, and overall physical development.

Occupational Therapy

At times, students in our program may experience difficulty managing emotions or meeting the demands of the school day. To support students in staying calm, focused, and ready to learn, staff use a variety of proactive strategies that promote self-regulation.

One support that may be used is access to sensory regulation tools. These tools are designed to help students regulate their bodies and emotions in a safe and supportive way. Examples may include, but are not limited to, weighted vests, weighted lap pads, compression vests, and body socks. These supports are used by trained staff to help students remain engaged in learning and to reduce stress or frustration during the school day.

Collaborative Team Approach

If academic, behavioral, or emotional concerns arise, the student's educational team—including teachers, therapists, specialists, and parents or guardians—will meet to review the concern and develop an individualized plan to support the student's continued growth and success.

Restraint and Seclusion Policy

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

As 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 the parent(s)/guardian(s), the home school district representative, and all IEP team members

after three instances of Restraint and/or Seclusion. For most students attending WCESC PROGRAMS who 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 in these documents.

As 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 this rule's requirements. In accordance with Ohio Department of Education guidance and rules, parents may file a complaint regarding incidents of restraint and seclusion that occurred after the effective date of June 24, 2021. Alleged violations must have occurred within one year of the date the complaint is filed.

*WCESC's Appropriate Use of Restraint and Seclusion is located in the Appendix at the end of the Student Handbook.

Student Code of Conduct

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

Use of drugs and/or alcohol

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

Use of tobacco and/or e-cigarette

The school prohibits the possession, consumption, purchase, attempted purchase, and/or use of tobacco products on school property, including school grounds, school buses, and at other school-sponsored events. Tobacco products include, but are not limited to, cigarettes, cigars, pipe tobacco, chewing tobacco, and snuff. Any type of e-cigarette, vaporizer, vape pen, or vaping device that contains cartridges filled with tobacco or any other substance is banned from school property.

Use and/or possession of firearms

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

- A firearm is defined as any weapon (including a starter gun) that will or is designed 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 unloaded firearm and any firearm that is inoperable but can be readily operated.

- Students are prohibited from knowingly possessing an object on school premises, in a school or a school building, at a school activity, or on a school bus that is indistinguishable from a firearm, whether the object is capable of being fired, and from indicating possession of such an object and that it is a firearm, or from knowingly displaying or brandishing the object and indicating it is a firearm.

Use and/or possession of a weapon

A weapon is any device that may be used for offensive or defensive purposes, including, but not limited to, conventional objects such as guns, pellet guns, knives, or club-type implements. It may also include any toy that is presented as a real weapon or treated as one. 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 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, and visitors are entitled to a safe school environment. Students are required to report any knowledge of dangerous weapons or threats of violence to the program director. Failure to report such knowledge may result in disciplinary action.

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 may pose a threat to their own safety or the safety of others. The staff will make every effort to de-escalate the behavior. Altering the environment in ways that are non-threatening to the student and least disruptive to the routine of others is preferable when possible.

A crisis exists when there is one or more of the following:

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

In the event of a crisis, there may be a need to implement physical restraint or seclusion. The Wellness Center staff are trained and certified in the Safety-Care Behavioral Safety Training Program. These techniques provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. This Safety-Care program will provide staff with strategies for not only preventing and managing behavioral challenges but also

effectively teaching replacement behaviors. Every effort will be made to keep your student safe, including contacting law enforcement.

Verbally threatening a staff member/student/person

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

Threats

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

- Mental Health, Law Enforcement, and School Administration will be addressing each classroom to discuss and inform on the topic of threats specifically focusing on:
 - What is a threat?
 - Potential consequences of making a threat
 - See something/Say something
 - Encourage a supportive peer environment by showing kindness

The misconduct against a school official or employee, or the property of such a person, regardless of where it occurs

The Board prohibits misconduct 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 threats, intimidation, force, or deception to take or receive something from someone else. It is illegal and prohibited by the Student Code of Conduct.

Gambling

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

Falsification of schoolwork, identification, forgery

Forgery of hall/bus passes and excuses, as well as the use of false IDs, constitute lying and are unacceptable. 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 obtaining or attempting to obtain credit for work through 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 someone else's work as your own, committing literary theft, or presenting an idea or product from an existing source as new and original.

False alarms and false reports

Inciting panic is illegal. Students found engaging in such conduct 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 devices such as smoke bombs, small firecrackers, and poppers are illegal. Use or possession of explosives or fire-starting devices (i.e., matches, lighters) will be subject to discipline in accordance with the Student Code of Conduct.

Trespassing

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

Theft

Students caught stealing will be disciplined and may be reported to law enforcement officials. Students should not bring any items 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 staff. Failure to comply with directions or to act in defiance of staff members will result in disciplinary action.

Damaging property

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

Persistent absence and/or tardiness

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

Academic dishonesty or cheating

Academic dishonesty is defined as 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 someone else's work as your own, committing literary theft, or presenting an idea or product taken from an existing source as new and original.

Unauthorized use of school or private property

Students must obtain permission to use any school property or any private property located on school grounds. Any unauthorized use of school property or private property located on school grounds 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 while traveling to or from school. Engaging in any sexual activity will result in disciplinary action.

Possession of electronic equipment

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

Violation of individual school/classroom rules

Each learning environment has its own rules for students. These rules are designed to ensure the safe and orderly operation of that environment. Students will be oriented to the specific rules within each learning environment, all of which will be consistent with the school's policy.

Violation of bus/van rules

Any behavior that is inappropriate, compromises rider safety, or violates bus/van rules is prohibited. This includes standing or moving around while the bus/van is in motion, throwing items out of the windows, or making physical contact with the driver or other passengers.

Dress Code Violations

Any actions or manner of dress that materially disrupt or interfere with school activities or the educational process, or that threaten to do so, are unacceptable (refer to the dress code on page 46).

Harassment and/or bullying

The Warren County Wellness Center believes that bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to recur over time. Both students who are bullied and those who bully others may experience serious, lasting problems. Students often believe that staff members are aware of the bullying, but it is important for the student to report the incident to school staff. Once the student or legal guardian makes the initial report, a school administrator will determine whether the incident meets the definition of bullying and then follow the bullying policy accordingly.

Hazing

Hazing by any individual, school group, club, or team is prohibited. This includes any form of initiation that causes or creates a risk of mental or physical harm, regardless of the participant's willingness. Hazing activities are prohibited at any time in school facilities, on school property, and/or off school property when connected to activities or incidents that have occurred on school property. *All incidents of hazing must be reported immediately to the Building Administration. Students who engage in hazing may also be liable for civil and criminal penalties.

Bomb Threats

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

Gangs

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or disrupt the school environment are not tolerated. Incidents involving initiations, hazing, intimidation, or related activities that are likely to cause harm or personal degradation are prohibited. Students who wear, carry, or display gang paraphernalia; exhibit behaviors or gestures that symbolize gang membership; or engage in activities designed to intimidate another student will be disciplined.

Recording and Monitoring Devices in Schools

Parents and students are not permitted to use covert audio, video, or voice-monitoring and recording devices, such as AngelSense, spy audio/video recorders, cameras, or similar devices, at school without the Superintendent's written consent. Requests to use such devices must be submitted in writing to the Office of the Superintendent. Please refer to Board Policies 2461 and 5136.1 for additional information. If such a device is found attached to your child or in their belongings without the written consent of the Superintendent, the ESC reserves the right to ask that your child not return to the educational program until a formal meeting between you, the guardian(s), and ESC leadership has occurred.

Discipline

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

The school is committed to providing prompt, reasonable discipline that is consistent with the severity of the incident. For the 26.27SY, the Warren County Learning Center is implementing a progressive discipline plan, detailed in the Appendix. The plan serves as a guiding document that provides a cohesive and supportive response to student discipline.

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

Due Process Rights

If in-school discipline is administered entirely within the school setting, it will require no notice or meeting and will not be subject to appeal.

Bullying and Hazing Policy

Once a report of bullying is made by a student, parent, or staff member, the program administrator will initiate the investigation and take statements from the potential victim, involved students, and any other necessary parties (e.g., parents, staff, support staff). The school administrator will document all statements using the Student School Incident Report. Once the investigation is complete, the school administrator will complete the WCESC Bullying Determination Form. The WCESC Bullying Determination Form will document any consequences that must be taken if the bullying accusation is substantiated. All parents of students involved in the investigation will be notified of the outcome by the school administrator.

Search and Seizure

Students and their property are subject to search at any time, including daily, when it is believed necessary to maintain the educational process; to protect the health, safety, or welfare of other students; or whenever there are reasonable grounds to suspect that such a search will uncover evidence that the student has violated or is violating the law or the school's rules and regulations.

School authorities may search a person or property, including vehicles, without the student's consent. For safety, students entering the building may be randomly searched by:

- Turning pockets inside out
- Emptying pockets
- Checking coat and jacket pockets
- Removing shoes
- Looking in book bags, backpacks, and similar items
- Examining anything a student brings into the building

Students who hide another student's property, either in a location or on their person, to prevent its discovery 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

To promote student and staff safety and prevent unauthorized access and destructive acts like theft and vandalism, the Governing Board authorizes the use of video surveillance and electronic monitoring equipment on school property and in school buildings. This equipment is used to protect Board property, promote security, and ensure the health, welfare, and safety of students, staff, and visitors. The information gathered through video surveillance and electronic monitoring may be used to identify intruders and individuals violating laws, Board policies, or the Student Code of Conduct, and it may serve as evidence in disciplinary actions and criminal proceedings.

Monitoring the actions and behavior of individuals on school property is a significant factor in maintaining order and discipline and in protecting students, staff, visitors, and school and student property. Video

surveillance/electronic monitoring systems complement other measures used 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 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 decision of where and when to use such 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 come and go freely, gymnasiums, cafeterias, libraries), in school parking lots and other outdoor areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the Superintendent, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g., restrooms, locker rooms, changing areas, private offices (unless the office occupant gives express consent), 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 or electronic monitoring systems may be used only to support the orderly operation of the School Center's schools and facilities and for law enforcement purposes, and not for any other purposes. Accordingly, recordings obtained through video surveillance or electronic monitoring equipment may be used as evidence in any disciplinary, administrative, or criminal proceedings, subject to Board policy and regulations. Further, such recordings may become part of a student's education record or a staff member's personnel file.

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

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

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

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

This policy does not address or cover instances in which school officials record a specific event (e.g., a play, musical performance, athletic contest, graduation, or Board meeting) or an isolated instance in which 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 for the use of video surveillance/electronic monitoring equipment in school buildings, on 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 or electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99
Electronic Communications Privacy Act of 1986, 18 U.S.C. §§ 2510–2521

Student Dress Code

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

- Clothing must be worn in a manner that does not distract from or interfere with the educational environment, school safety, or the learning of others.
- Clothing must provide appropriate coverage and be of a decent length that fully covers the body and does not create a distraction to the learning environment.
- Clothing that exposes the midriff, stomach, chest, or undergarments is not permitted.
- Pants must be worn at the waist and properly secured. Sagging pants are not permitted. If belts are worn, they must be buckled.
- Hats, scarves, bandannas, or other head coverings may not be worn inside the building unless worn

for religious purposes or unless approved by administration.

- Bandannas may not be worn or displayed on any part of the body, including tied around the arms, legs, or clothing.
- Clothing or accessories may not display obscene, profane, violent, or inappropriate images, symbols, words, or lyrics. This includes references to weapons, violence, drugs, alcohol, or tobacco.
- Coats, jackets, and other outdoor wear should be removed during the school day unless otherwise approved.
- Sweatshirts with hoods or pockets may be worn; however, hoods may not be worn over the head inside the building, and the item may not be worn in a manner that is distracting or interferes with the learning environment.
- Jewelry or accessories that create a safety concern or disrupt the learning environment may not be permitted, as determined by administration.
- Blankets are not permitted during the school day.

Transportation

Explanation of Transportation

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

If, at dismissal or pickup, it is determined that the student cannot be safely placed on school transportation, the school will make every effort to contact the legal guardian as soon as possible to arrange alternative transportation. The school day ends at 3:15 pm, and the school administration will make every effort to arrange transportation. If no transportation arrangements can be made, the school will contact Franklin Police and/or Children's Services. The school cannot continue to hold students after working school business hours. While the school makes every effort to keep students in school, it is important to have a working contact number in case emergencies arise.

Behavior Expectations

If a student's behavior occurs on transportation, the home school district is responsible for investigating the incident. The Warren County Learning Center will collaborate with the home school district as needed to ensure the safety of all students at school and at home daily.

Limitations to Transportation

For the safety of all staff and students, ESC employees will not transport students in any vehicle during school hours to take a student home or to any other requested location.

Miscellaneous

Breakfast and Lunch

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

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

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

Family Engagement Events

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

Visitors Check-In & Safety

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.

Learning Center School Calendars

Laura Farrell Campus K-6th Grade

26/27 WCESC Academic Calendar
Learning Center K-6th Laura Farrell Campus
513 Park Ave
Franklin, Ohio 45005

Hours: 8:30 am - 2:30 pm

Total Days: 167

Total Hours: 960.25

August 2026						
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30	31					

First Semester 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 & 15th -EVENING CONFERENCES

October 22nd -End of First Quarter (39 days)

October 23rd -NO SCHOOL

November 2nd -NO SCHOOL

November 23rd through 27th -NO SCHOOL

December 17th-End of Second Quarter (34 days)

December 18th through January 4th -NO SCHOOL

Second Semester Dates of Importance

January 4th -NO SCHOOL

January 5th -First Day Back from Winter

January 18th -NO SCHOOL

February 12th & 15th -NO SCHOOL

March 11th -End of Third Quarter (46 days)

March 12th - NO SCHOOL

March 26th through April 5th - NO SCHOOL

May 27th Last day of school/End of Fourth

Quarter (49 days)

Family Engagement Nights

September 24th, 2026

November 19th, 2026

March 4th, 2027

May 6th, 2027

In calamity days cause our school year to drop below the required minimum instructional hours, hours will be made up by adding 4.2.27 and then 4.1.27 to the instructional calendar.

Western Row Campus 7th-12th Grade

26/27 WCESC Academic Calendar
Learning Center 7th-12th @ Western Row Campus
755 Western Row Rd.
Mason, Ohio 45040

Hours: 8:00 am - 2:30 pm

Total Days: 167

Total Hours: 1048.75

August 2026						
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November 2026						
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February 2027						
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March 2027						
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May 2027						
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November 23rd through 27th -NO SCHOOL

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January 18th -NO SCHOOL

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Family Engagement Nights

September 24th, 2026

November 19th, 2026

March 4th, 2027

May 6th, 2027

In calamity days cause our school year to drop below the required minimum instructional hours, hours will be made up by adding 4.2.27 and then 4.1.27 to the instructional calendar.

Instructional Schedule and Weekly Learning Time

Laura Farrell Campus K-6th Grade

Learning Center Instructional Time Allocation Overview

Core Academic Instruction (Daily and Weekly)

Subject Area	Daily Average Minutes	Weekly Total Minutes	Weekly Total Hours	Notes
ELA (Reading, Writing, Read Aloud)	60–90 min	300–450 min	5.0–7.5 hrs	Includes ELA, read aloud, and writing workshop
Math	60–90 min	300–450 min	5.0–7.5 hrs	Includes core math
Science	30–45 min	150–225 min	2.5–3.75 hrs	Alternates with math in integrated STEM blocks
Social Studies	30–45 min	150–225 min	2.5–3.75 hrs	Often integrated with literacy blocks
Academic Intervention	30–60 min	150–300 min	2.5–5.0 hrs	Targeted Tier 2 and Tier 3 intervention

Integrated Therapeutic and SEL Supports

Support Area	Daily Minutes	Weekly Total	Weekly Hours	Purpose
SEL / Circle Groups / SP-OT	30 min daily	150 min	2.5 hrs	Emotional regulation, social skills, and communication
Mental Health Therapy	45 min weekly	45 min	0.75 hrs	Provided by a licensed therapist
Choice Time / Regulation Practice	20–30 min daily	100–150 min	1.5–2.5 hrs	Reinforces coping skills and self-regulation

Specials Rotation (From Specials Schedule Sheet)

Each class receives one 30-minute special per day:

Special Area	Frequency per Week	Weekly Minutes	Weekly Hours
Physical Education (PE)	3 days/week K-4 th	90 min	1.5 hrs
	2 days/week 5 th -6 th	60 min	1 hr
Motor Lab (Sensory / PT-based)	1 day/week K-4 th	30 min	0.5 hrs
Career Exploration/PAES LAB	1 day/week K-4 th	30 min	0.5 hrs
	2-3 days/week 5-6 th	60-90 min	1- 1.5hr

Total Instructional Day Breakdown (Typical Student Day)

Based on the full bell schedule (8:30–2:30):

Category	Daily Time	Percentage of Day
Core Academic Instruction	3.0–4.0 hrs	50–65%
Intervention / Specialized Academic Support	30–60 min	10–15%
SEL / Therapy / SP-OT	30–60 min	10–15%
Specials (PE, Motor Lab, Career Exploration)	30 min	8–10%
Choice / Regulation / Transition Supports	30–45 min	10–12%

Western Row Campus 7th -12th Grade

Grade 7 Weekly Instructional Minutes

Core Academic Subjects

Subject	Minutes per Week	Hours per Week
ELA	255 min/week	4 hr 15 min/week
Math	255 min/week	4 hr 15 min/week
Science	165 min/week	2 hr 45 min/week
Social Studies	165 min/week	2 hr 45 min/week

Total Core Academics: 840 min/week (14 hr/week)

Entrepreneurship, Real World Workshop, and Specials

Program 	Minutes per Week	Hours per Week
JLCEC Entrepreneurship	160 min/week	2 hr 40 min/week
Real World Workshop (RWW)	135 min/week	2 hr 15 min/week
Circles (Social/Emotional/Health)	60 min/week	1 hr/week
SEL	60 min/week	1 hr/week
Art	30 min/week	30 min/week
Gym	30 min/week	30 min/week

Total Workshop & Specials: 475 min/week (7 hr 55 min/week)

Grade 7 Graduation Credit Opportunities

- Physical Education: 0.5 high school credit toward graduation
- Art: 0.5 high school credit toward graduation

Grade 8 Weekly Instructional Minutes

Core Academic Subjects

Subject	Minutes per Week	Hours per Week
ELA	240 min/week	4 hr/week
Math	240 min/week	4 hr/week
Science	180 min/week	3 hr/week
Social Studies	180 min/week	3 hr/week

Total Core Academics: 840 min/week (14 hr/week)

Entrepreneurship, Workshop, and Specials

Program	Minutes per Week	Hours per Week
JLCEC Entrepreneurship	160 min/week	2 hr 40 min/week
Real World Workshop (RWW)	135 min/week	2 hr 15 min/week
Circles	60 min/week	1 hr/week
SEL	60 min/week	1 hr/week
Health	40 min/week	40 min/week
Gym	30 min/week	30 min/week
Art / Steel Drum	30 min/week	30 min/week

Grade 8 Graduation Credit Opportunities

- Health: 0.5 high school credit toward graduation
- Music (Art / Steel Drum): 0.5 high school credit toward graduation

Grades 9–12 Weekly Instructional Minutes

Core Academic Instruction

Subject	Minutes per Week	Hours per Week
English Language Arts (ELA)	275 min/week	4 hr 35 min/week
Math (Algebra, Geometry, Financial Math, Quantitative Reasoning)	250 min/week	4 hr 10 min/week
Science (Physical Science, Biology, Environmental Science)	180 min/week	3 hr/week
Social Studies (World History, U.S. History, Government)	180 min/week	3 hr/week

Total Core Academics: 885 min/week (14 hr 45 min/week)

Workforce Development and Applied Learning

Program	Minutes per Week	Hours per Week
Phoenix Fire		
Student Business (Grade 9)	210 min/week	3 hr 30 min/week
JLCEC Entrepreneurship (Grade 10)	215 min/week	3 hr 35 min/week
Sinclair Pre-Apprenticeship (Grade 11)	215 min/week	3 hr 35 min/week
Real World Workshop (RWW)	150 min/week	2 hr 30 min/week
Internship (Grade 11)	240 min/week	4 hr/week
Internship (Grade 12)	120 min/week	2 hr/week
Business Courses / Vocational Support 1	20 min/week	2 hr/week

Total Workforce Development Minutes by Grade Level

Grade 9

- Phoenix Fire Student Business – 210 min/week
- Real World Workshop (RWW) – 150 min/week
- Business Courses / Vocational Support – 120 min/week

Total Grade 9 Workforce Minutes:
480 minutes per week (8 hours per week)

Grade 10

- JLCEC Entrepreneurship – 215 min/week
- Real World Workshop (RWW) – 150 min/week
- Business Courses / Vocational Support – 120 min/week

Total Grade 10 Workforce Minutes:
485 minutes per week (8 hours 5 minutes per week)

Grade 11

- Sinclair Pre-Apprenticeship – 215 min/week
- Real World Workshop (RWW) – 150 min/week
- Internship – 240 min/week
- Business Courses / Vocational Support – 120 min/week

Total Grade 11 Workforce Minutes:
725 minutes per week (12 hours 5 minutes per week)

Grade 12

- Internship – 120 min/week
- Business Courses / Vocational Support – 120 min/week

Total Grade 12 Workforce Minutes:
240 minutes per week (4 hours per week)

Note: Workforce Development minutes vary by grade level and individual student pathway. Internship, student-run business, and pre-apprenticeship participation may adjust based on each student's Individualized Graduation Plan (IGP).

Specials, SEL, and Social-Emotional Programming

Program	Minutes per Week	Hours per Week
Circles	90 min/week	1 hr 30 min/week
SEL	90 min/week	1 hr 30 min/week

Total Specials & SEL: 180 min/week (3 hr/week)

High School Course & Credit Breakdown by Grade Level

Important Note about Graduation Credits - Credits represent the units of study that Warren County Learning Center students earn on their official transcripts upon successfully passing a course and meeting the required instructional seat time through consistent attendance, participation, and academic engagement.

Grade 9 Courses

English Language Arts – **1.0 credit**
ELA Intervention – **0.5 credit**
Algebra I – **1.0 credit**
Math Intervention – **0.5 credit**
Physical Science – **1.0 credit**
World History – **1.0 credit**
Marketing and Leadership – **1.0 credit**
Intro to Business and Office Procedures – **1.0 credit**

Grade 10 Courses

ELA 10 – **1.0 credit**
ELA Intervention – **0.5 credit**
Geometry – **1.0 credit**
Math Intervention – **0.5 credit**
Biology – **1.0 credit**
U.S. History – **1.0 credit**
Business Finance – **1.0 credit**
Accounting and Business – **1.0 credit**

Grade 11 Courses

ELA 11 – **1.0 credit**
ELA Intervention – **0.5 credit**
Advanced Quantitative Reasoning – **1.0 credit**
Math Intervention – **0.5 credit**
Financial Literacy – **0.5 credit**

Environmental Science – **1.0 credit**

American Government and Politics – **1.0 credit**

Career Planning at Sinclair (Pre-Apprenticeship Program) – **1.0 credit**

Personal Finance and Business Mathematics – **1.0 credit**

Grade 12 Courses

ELA 12 – **1.0 credit**

ELA Intervention – **0.5 credit**

Financial Math – **1.0 credit**

Entrepreneurship Skills – **1.0 credit**

Note:

Grade 12 students needing additional credit recovery will have time built into their schedule to complete any required coursework in accordance with the student's **Individualized Graduation Plan (IGP)** to ensure graduation requirements are met.

PBIS Behavior Matrix- Laura Farrell Campus

BEHAVIOR MATRIX: LAURA FARRELL CAMPUS

	RESPECTFUL	RESPONSIBLE	SAFE	MINDFUL	READY TO LEARN
ARRIVAL/ DISMISSAL	- Be Kind - Follow Directions	- Walk safely - Turn In/Collect personal belongings	- Keep hands and feet to self - Listen to who has the plan - Stay in my seat	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Stay in area until I am called - Body Check to see if I am in Green if not use a coping skill
CLASSROOM	- Use items as intended - Whole body listening - Focus on who has the plan	- Complete and turn in my assignments - Participate in class by answering questions and making on topic comments	- Keep hands and feet to self - Stay in my area - Listen to who has the plan	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Body Check to see if I am in Green if not use a coping skill - Have a quiet voice
MOTOR ROOM & GYM	- Wait my turn - Use items as intended - Focus on who has the plan	- Complete the activity asked - Show good sportsmanship	- Keep hands and feet to self - Stay in my area - Keep my chair flat on the floor	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Body Check to see if I am in Green if not use a coping skill - Stop moving when asked - Wait for instructions from adult
CAFETERIA	- Clean up my area when I am done eating - Use kind words	- Be prepared - Stay in area	- Keep my area clean - Keep hands and feet to self - Use peaceful solutions to solve problems	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Ask for help when I need it - Have a calm voice
PLAYGROUND or PARK	- Keep hands and feet to self - Take turns	- Take care of the playground equipment - Follow playground rules	- Use the equipment as intended - Listen to who has the plan	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Line up when the signal is given - Enter and exit the building quietly - Body Check to see if I am safe if not use a coping skill
HALLWAY	- Keep my hands and feet to myself - Respect other's personal space	- Body with the group - Use kind words - Ignore unexpected behaviors	- Keep my eyes forward to see what is in front of me - Stay in area - Listen to who has the plan	- Focus on the moment - Be aware of situation & feelings - React in kindness	- Use a quiet voice - Body Check to see if I am in Green if not use a coping skill
BATHROOM	- Follow Directions - Use Items as Intended - Wait your turn	- Flush Toilet - Wash Hands - Throw Away Trash	- Keep feet on Floor - Use only the toilet or urinal for bathroom purposes	- Be aware of situation & feelings - React in kindness - Turn water off and use paper towels to clean up messes	- Stay in your area until it's your turn - No Talking - Ask for Help

PBIS Behavior Matrix- Western Row Campus

Warren County Learning Center Western Row PBIS Rubric

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

Progressive Discipline

Laura Farrell Progressive Discipline Plan 3rd-6th Grade

Intensity Level: Disruptive

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

Managed By: **Classroom Staff/ Behavior Interventionist with oversight from BCBA**

Behavior	Definition	Examples: lists are not all encompassing
Defiance	Student engages in brief or low-intensity failure to follow directions.	telling a teacher no, doing the opposite behavior, refusal
Disrespect	Student displays socially rude or dismissive messages to peers and adults	calling others names (comments regarding race, gender, religion, sexual orientation, ethnicity, socio-economic status), talking when others are talking, inappropriate body language (e.g., flipping someone off, posturing, displaying gang signs), invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Disruption	Student engages in behavior causing an interruption that disrupts or interferes with the educational process of others.	blurting out; sustained loud talking, yelling or screaming, rapping/singing; making noise with materials; sustained out of seat behavior; horseplay; playing music from computers without headphones, vocalizations that exceed the volume of the classroom, misuse / unsafe use of items for other than the intended purpose; invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Dress Code Violation	Clothing that includes drug or alcohol-related slogans, obscene or profane images or language, or exposes the midriff or bathing suit areas may be considered a violation if it causes a disruption to the learning environment. Shoes must always be worn.	Any actions or attire that disrupt or interfere with school activities or the educational process, or have the potential to do so, are not permitted. Staff will inform the students if a change of clothing is required. If a student is not wearing shoes, it is considered unsafe and will result in the loss of all pillar points until the issue is corrected. For all other dress code violations, points for being respectful and responsible will not be earned until the issue is corrected.
Horseplay	Student engages in noisy, energetic, and	Play fighting, teasing, chest bumping, arm wrestling, chasing one another, acrobatics

	rowdy play with a person or in an environment that causes a disruption with playful intention	
Inappropriate use of School-Owned Technology	Student engages in inappropriate and/or unauthorized use of technology	Using without permission; inappropriate use of equipment; accessing videos and songs with inappropriate language, viewing inappropriate pictures, visiting unauthorized websites, plagiarizing by watching videos or playing games instead of doing classwork, mishandling equipment, using another student's assigned technology, logging in to or accessing a student's personal accounts, accessing teacher accounts to assign points for PBIS
Littering	Student engages in leaving or placing items in the incorrect location	Throwing milk cartons, snack wrappers, and food items on the floor of the classroom or on the school grounds instead of in a trash receptacle
Phone Usage	Student engages in cellphone usage during a non-approved time or in a non-approved way according to the phone contract	Refusing to turn in a phone upon arrival or at other designated times; calling parents to come pick them up; texting/sexting or engaging in inappropriate conversations or usage (looking at or sharing pornography, highly sexualized images, or accessing music/videos with a high level of explicit language); taking pictures, videotaping, or voice recording staff and students; using a phone without a phone contract; or breaking expectations set forth in a phone contract
Property Defacement	Student engages in defacement of property in and around the school building	writing, drawing, painting, carving into items, walls, furniture, doors
Public Display of Affection	Students engaging in acts of mutual affection	Actions that occur for longer than 5 seconds and are no longer considered 'brief': hug, high five, handshake, shoulder touches, arm around the shoulder, hand squeeze. These actions are permitted as long as they are 'brief'.
Sleeping	The student engages in the behavior of sleeping during the instructional period	Sleeping could occur in the classroom, at a desk, on the classroom floor, or by leaving the classroom to sleep in an unauthorized area of the school
Academic Dishonesty	cheating, plagiarism, falsification of schoolwork, identification, or forgery	Student copies another student's work, plagiarizes, hides answers on phones or calculators, asks for copies of student work to copy or turn in, hides notes or answers on the body or possessions, etc.
Teasing	Student 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

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, iPads, Fire Tablets, Kindles/e-readers, personal tablets, electronic games, toys, phones, headphones, and smartwatches. At the beginning of each day, electronics will be collected and stored in a safe place.
Consequences		
Engagement in disruptive behaviors in the classroom setting may result in the following consequences	Limit attention Procedural/Delayed learning opportunity Practice appropriate behavior Reinforcement of appropriate behaviors shown by other students (Noticing statements) Eye contact with the student accompanied with nonverbal reminders Proximity control – Staff will move into the general space by the student (Preventive Movement) Informal conference: Before or after class, in the hallways, before or after school Individual check-in process to ensure safety Gentle Guidance strategies Points are not earned	
Interventions		
Repeated engagement of disruptive behaviors may be supported with the following interventions:	Reset Team meeting Conference with Classroom Staff Adoption of a Behavioral Contract, Individual Student Contract, or MTSS Tiered Support Plan Individual Reinforcement System Increased positive attention (I notice...) Pre-plan with the student for what they are going to do during a difficult time in the schedule Increase felt safety (predictability, staff presence, relationships) Increase healthy control opportunities (jobs, choices) Increase the desirability of your choice time activities/laters	

	Delayed Learning Opportunities during choice time. Check in/Check out Visual aides

Intensity Level: Dangerous

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

Managed By: Building Administrator/ BCBA			Disciplinary Action
Behavior	Definition	Examples: The list is not all-encompassing	First Offense - Subsequent Offences
Unwanted physical contact	Engaging in non-consensual or disruptive physical behaviors such as poking, flicking, grabbing, slapping, tapping, or nudging another individual with a foot or other body part.	Engaging in unwanted or inappropriate physical contact with others, including but not limited to poking, flicking, grabbing, slapping, tapping, or nudging with the foot	Violations will result in not earning all 5 pillar points. Escalating consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (Delayed Learning Opportunity), or one or more of the following: Behavior contract Completion of bullying prevention program Apology letter Program Review
Verbal or Written Threats	Making a written, spoken, or gestured threat to cause harm to oneself or another individual, regardless of intent or ability to carry out the threat.	Using threatening or alarming language—such as references to 'shoot,' 'kill,' 'gun,' or other violent terms—or making vague or nonspecific verbal warnings directed toward a student or adult that may	*Complete threat assessment Violations will result in not earning all 5 pillar points. Escalating consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a

		cause fear, disruption, or concern for safety.	Formal Student Conference, DLO (Delayed Learning Opportunity), or one or more of the following: Behavior contract Completion of bullying prevention program Peace Path with mental health Apology letter Program Review
Out of Area; within building and/or your 20 sq ft	Any occurrence outside the building and/or designated 20 sq ft/ body not in a group without permission.	Being in the classroom but not at a desk/station/work group- Looks like: wandering around the room, at a different station than assigned, in another part of the gym/outside , away from the group	Prompted and/or guided to an expected area using the Safety Care protocol. Violations will result in not earning all 5 pillar points. Escalating consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: Behavior/Safety contract
Displays of affection/sexual activities	Sexual contact with self or others in any form is prohibited	This includes personal self-stimulation as well as sexual contact with others during any school activities or traveling to/from school. Sexual contact includes kissing, extended hugging, holding hands that is not 'brief', sitting on another person's lap, displaying excessive affection, and touching each other in inappropriate/private areas.	Any violations will result in not earning all 5 pillar points. Escalating consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: Behavior/Safety contract Apology letter Program Review Meeting with Mental Health Team
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 the bus/van is in motion, throwing items out of the bus/van windows, or making physical contact with driver or other passengers	Any violations will result in not earning all 5 pillar points. Escalating consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the

			following: Behavior/Safety contract *Home district determines the consequence that is supported by the Learning Center Team
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Intensity Level: Very Dangerous

Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. Very dangerous behavior is conduct that occurs across the school environment or off school property and significantly disrupts the order and focus of the school environment. It involves intent to harm others and may be illegal. Preventing and intervening in very dangerous behaviors is a whole-staff responsibility. Teaching students to refrain from engaging in very dangerous behaviors is a goal of all WCLC staff. Demonstrating appropriate behaviors is key to a student's success across the learning environment, in the community, and in the workplace. Very dangerous behaviors are serious and require immediate, consistent intervention by all professional staff members who become aware of them. Students engaging in very dangerous behaviors divert available resources and staff, increasing the vulnerability of other staff and students in the program. Engagement in very dangerous behaviors will result in a level drop and will also be addressed with consequences and interventions listed above, as well as progressive disciplinary actions.

Managed By: Building Administrator/ BCBA			Disciplinary Action
Behavior	Definition	Examples: The list is not all-encompassing	
Elopement: out of the building and/or off campus	The student exits the school building or campus without permission.	Student crosses the threshold of the expected building, leaves the mulch/basketball court, crosses the fence line, walking on the sidewalk or street without permission	Guided to the expected area or safety room per the Safety Care protocol. Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation, with consideration for out-of-school discipline Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: Behavior/Safety contract

			Out of school suspension Program Review
Fighting	Students engage in aggressive physical contact with one another with the intent to cause harm.	Engaging in physically and/or verbally aggressive behaviors such as hitting, punching, kicking, yelling, screaming, scratching, slapping, or pulling hair.	Use of the Safety Care protocol as needed. Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation, with consideration for out-of-school discipline Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: ○ Behavior/Safety contract ○ Apology letter ○ Out-of-school suspension ○ Program Review ○ Conflict resolution Students may also be liable for civil and criminal penalties.
Use of drugs and/or alcohol	A student is suspected of consuming, being under the influence of, or concealing an alcoholic beverage, controlled substance	Substances include, but are not limited to, alcohol, narcotics, mood-altering drugs, counterfeit controlled substances, look-alikes, over-the-counter stimulants or depressants, anabolic steroids, or drug-related paraphernalia.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation, with consideration for out-of-school discipline Consequences may include loss of

			privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Completion of the Vector program through mental health ○ Program Review Students may also be liable for civil and criminal penalties.
Use of tobacco and/or vape	A student is in possession of, consumes, purchases or attempts to purchase, or use tobacco products in school, on school grounds, on school buses, or at another school-sponsored event. Any type of e-cigarette vaporizers, vape pens, or vaping that contain cartridges filled with tobacco or any other substance is banned from school property.	Tobacco products include, but are not limited to, cigarettes, cigars, pipes, tobacco, chewing tobacco, snuff, vapes	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation, with consideration for out-of-school discipline Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Completion of the Vector program through mental

			health Program Review Students may also be liable for civil and criminal penalties.
Use and/or possession of firearms	A student knowingly has on their person (in hand, clothing or bag) a weapon (including a starter gun) which will or is designed to or may readily be concerted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon: any firearm muffler or firearm silencer; or any destructive device (as defined in the Federal Gun-Free Schools Act of 1994). Firearms include any unloaded firearm and any firearm that is inoperable, but which can be readily operated. Additionally, this includes objects that are indistinguishable from a firearm, whether the object is capable of being fired, and indicating they are in possession of such an object and that it is a firearm or knowingly displaying or brandishing the object and indicating it is a firearm. Bringing a firearm (as defined in the Federal Gun-Free Schools Act of 1994) onto school property or to any school-sponsored activity, competition, program, or event, regardless of where it occurs, will result in a change of placement allowable under IDEA (Individuals with Disabilities Education Act)		Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline Bringing a firearm (as defined in the Federal Gun-Free Schools Act of 1994) onto school property or to any school-sponsored activity, competition, program, or event, regardless of where it occurs, will result in a change of placement allowable under IDEA (Individuals with Disabilities Education Act)
Use and/or possession of a weapon	A student has on their person (could be in hand, in clothing/bag, etc.) a device which may be used for offensive or defensive purposes	Weapons include, but are not limited to, conventional objects such as guns, pellet guns, knives, or club-type implements. It may also include any toy presented as a real weapon or treated as a real weapon. The implementation of such a device to cause physical harm to another individual (student or staff).	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) , or one or more of the following:

			○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties
Use of an object as a weapon	Any object that is used to threaten, harm, or harass another individual, regardless of the object's typical purpose or intent of original use.	Sharpened pencils, pens, nails, pieces of wood/metal, rocks, computer chargers	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties
Failure to report knowledge of dangerous weapons or threats of violence.	If a student hears, reads, or receives information—whether spoken, written, or electronic—about another student possessing a weapon or making threats of violence toward school staff or property, it is expected that the student will report this information to a trusted school staff member immediately.	Student A is viewing Student B's social media account and observes a threatening statement directed toward the school or another student. In response, Student A tells Student B that they are carrying a knife in their bag.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interv

			entions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review
Engaging in physical aggression toward a staff member, peer, or other adult.	A student engages in unprovoked physical violence resulting in bodily injury to another individual. <i>Unprovoked</i> means the act was not preceded by a physical threat, aggression, or other immediate justification from the injured person.	Examples of physical violence include, but are not limited to, hitting, punching, biting, kicking, or similar aggressive actions intended to cause harm.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) , or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties
If the victim of the offense is a school employee or administrator or a school bus operator, and the offense occurs in a school, on, school premises, in a school building, on a school bus, or while the victim is outside school premises or a school bus and is engaged in duties or official responsibilities associated with the victim's employment or position as a school teacher or administrator or a school bus operator, including, but not limited to, driving, accompanying, or chaperoning students on class or field trips, athletic events, or other school extracurricular activities or functions outside school premises.			
Making verbal threats toward a staff member,	Making spoken statements that communicate an intent to harm, intimidate, or cause injury to a staff	-A student states to a staff member, "I'm going to hurt you when you turn your back." - A student tells a peer, "After school I'm going to find you and beat	The student must make a contract for a safety plan with mental health professionals. If a

peer, or other adult, as determined to be serious or very serious by mental health professionals.	member, peer, or other adult. The seriousness of the threat is determined by mental health professionals based on factors such as the threat's specificity, the level of intent expressed, and the potential for harm.	you up.” - A student says to an adult, “I’m going to bring something tomorrow to make you pay.” - A student loudly threatens during a conflict, “I’m going to kill you if you don’t stop.” - A student makes a threat that includes a specific plan, time, or method of harming another person.	safety plan cannot be agreed upon or if the mental health assessment of the threat cannot be completed, the student may be placed on emergency removal until both the safety plan and assessment are completed. Any violations will result in not earning all 5 pillar points. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) , or one or more of the following: - o Behavior/Safety contract - o Out-of-school suspension - o Program Review
Misconduct directed toward a school official or employee, or their property, regardless of the location where it occurs.	Engaging in the following behaviors toward school staff and/or their property: harassment (of any kind), vandalism, verbal and/or physical assault, and destruction of property, when such actions are unprovoked.	Engaging in physically aggressive behavior toward a staff member, such as kicking, punching, or biting; or intentionally damaging personal property, such as throwing a staff member’s phone with the intent to break it.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) , or one or more of the following:

			○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties
Extortion	The use of threat, intimidation, force, or deception to take or receive something from someone else.	Threats, blackmail, ransomware, intimidation tactics	Any violations will result in not earning all 5 pillar points. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) , or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review
Gambling	Placing a monetary wager regarding a specific activity, such as a particular sports team to win a specific game, with another person. This involves the exchange of money between two parties.	casual betting, betting pools, organized sports betting , and any other form of wagering	Any violations will result in not earning all 5 pillar points. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review

False alarms and false reports	False Activation of Emergency Systems and False Emergency Reports: • Activating an emergency alarm (e.g., fire alarm) in any school setting without sufficient cause. • Falsely reporting an emergency situation to staff or students—such as claiming the presence of a weapon, fire, or other danger—that results in or could reasonably be expected to result in an emergency response (e.g., 911 call, school lockdown).	Activating a fire alarm without cause or justification." "Making a verbal or written report claiming possession of a firearm or alleging that another student possesses a firearm, whether truthful or not, in a manner that causes alarm or disruption.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Apology Letter ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties.
Inciting panic is against the law: Section 2917.31 Inducing panic. <i>(A) No person shall cause the evacuation of any public place, or otherwise cause serious public inconvenience or alarm, by doing any of the following:</i> <i>(1) Initiating or circulating a report or warning of an alleged or impending fire, explosion, crime, or other catastrophe, knowing that such report or warning is false;</i> <i>(2) Threatening to commit any offense of violence;</i> <i>(3) Committing any offense, with reckless disregard of the likelihood that its commission will cause serious public inconvenience or alarm.</i> <i>(B) Division (A)(1) of this section does not apply to any person conducting an authorized fire or emergency drill.</i> <i>C)(1) Whoever violates this section is guilty of inducing panic.</i>			
Possession and or use of Explosives and Arson	Possession of any item on one's person (e.g., in clothing, bags, or other personal belongings) that could be used to start a fire or create a fire hazard, including but not limited to lighters, matches, fireworks, fire starters, and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers.		Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation.

		Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties.
Use of Explosives and Arson	The act of intentionally starting or attempting to start a fire using any item or substance, including but not limited to fireworks, lighters, matches, fire starters, and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties.
Trespassing	Being present on school property without authorization from school administration, including during	Any violations will result in not

	periods of suspension or when otherwise prohibited		earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties.
Theft	Theft or unauthorized taking of property belonging to others or the school, with or without intent to return the item(s).	Theft or unauthorized possession of school or staff property, including but not limited to taking items (e.g., from the PBIS cart) without appropriate exchange or permission or removing staff belongings such as walkie-talkies or phones without consent and leaving the area with them.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review

			Students may also be liable for civil and criminal penalties.
Damaging property	Damaging, destroying, or altering personal or school property in a way that renders it unusable for its intended purpose or requires repair to restore functionality.	Intentionally breaking or damaging objects, including but not limited to smashing items into pieces, ripping apart walls or furniture, slamming or banging computers, throwing pencils into the ceiling, or stabbing walls with objects.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review Students may also be liable for civil and criminal penalties.
Persistent absence and/or tardiness	Chronic Absenteeism and Tardiness: A pattern of a student failing to attend school for the required time frame each day, and/or failing to attend at all, without a valid, school-approved reason for their absence, late arrival, or early departure. Attendance laws require students to be present for the full school day unless they have a legitimate excuse for their absence or tardiness.		Students with unexcused absences may face disciplinary actions, including a referral to a truancy officer, in accordance with local attendance laws and regulations.
Harassment and/or Bullying	Bullying is any intentional, unwanted written, verbal, electronic, or physical act that a student has exhibited toward another student more than once, and the behavior both causes mental/physical harm to the student, is sufficiently severe, persistent, or pervasive that it creates an	There are three types of bullying: Verbal bullying means saying or writing things. Verbal bullying includes Teasing, Name-calling, Inappropriate sexual comments, Taunting, and threatening to cause harm Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or

	intimidating/threatening or abusive educational environment for the other student. It is important that the student reports and/or is supported to report the bullying incident to school staff.	bullying includes: Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, or embarrassing someone in public Physical bullying involves hurting a person's body or possessions. Physical bullying includes: Hitting/kicking / pinching, Spitting, Tripping/pushing, Taking or breaking someone's things, Making mean or rude hand gestures	other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: ○ Behavior/Safety contract ○ Out-of-school suspension ○ Program Review ○ Complete bullying prevention program
Hazing	Students who engage in hazing may also be liable for civil and criminal penalties	Activity for group membership that includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be. These activities are prohibited at any time in school facilities, on school property and/or off school property but connected to activities or incidents that have occurred on school property.	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) or one or more of the following: ○ Behavior/Safety contract ○ Out of school suspension ○ Program Review Students may also be liable for civil and criminal penalties
Bomb Threats	Any verbal, written, or electronic statement that threatens or implies the possible use and/or presence of	Any direct statement made by a student that threatens the use of explosive devices, such as 'I'm going to blow up this school,' or 'There's a bomb in the bathroom,' as well as social media postings	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on

	explosive devices in or around a school building, or any premises where a school activity is taking place at the time the threat is made.	or other electronic communications that include a threat statement or a photo depicting explosive materials.	administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: - o Behavior/Safety contract - o Out-of-school suspension - o Program Review Students may also be liable for civil and criminal penalties.
Gangs	Affiliation with an organized group or clique that engages in or requires activities such as initiation, hazing, intimidation, or other behaviors likely to cause harm, personal degradation, or psychological distress. This may also include groups that advocate or promote dangerous behaviors, including but not limited to the possession or use of weapons or substances.	Gang Affiliation Indicators: Gang identifiers among youth can vary over time, similarly to trends or fads in mainstream youth culture. However, common indicators of gang affiliation may include, but are not limited to: • Cliques of students wearing the same colors, bandanas, specific types of belts/buckles, jewelry, charms, or team sports clothing. • Tattoos, graffiti, or drawings/sketches on personal belongings (e.g., folders, notebooks, school assignments) that may include area codes or geographic locations represented numerically. • Use of hand signs, handshakes, or other specific gestures associated with gang affiliation	Any violations will result in not earning all 5 pillar points. Discipline plan developed based on administrative review of the situation. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: - o Behavior/Safety contract - o Out-of-school suspension - o Program Review Students may also be liable for civil and criminal penalties.

Western Row Progressive Discipline Plan 7th-12th Grade

Intensity Level: Disruptive

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

Managed By: Classroom Staff / Behavior Interventionist with oversight from Program Specialist

Behavior	Definition	Examples: lists are not all-encompassing
Defiance	Student engages in brief or low-intensity failure to follow directions.	telling a teacher, no, doing the opposite behavior, refusal
Disrespect	The student displays socially rude or dismissive messages to peers and adults	calling other names (comments regarding race, gender, religion, sexual orientation, ethnicity, socio-economic status), talking when others are talking, inappropriate body language (e.g., flipping someone off, posturing, displaying gang signs), invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Disruption	Students engage in behavior that interrupts or interferes with the educational process of others.	blurting out; sustained loud talking, yelling, or screaming, rapping/singing; making noise with materials; sustained out of seat behavior; horseplay; playing music from computers without headphones, vocalizations that exceed the volume of the classroom, misuse / unsafe use of items for other than the intended purpose; invading personal space, bothering other people's belongings, teasing, inappropriate language (explicit language)
Horseplay	Student engages in noisy, energetic, and rowdy play with a person or in an environment that causes a disruption with playful intention	play fighting, teasing, chest bumping, arm wrestling, chasing one another, acrobatics
Inappropriate Use of School-Owned Technology	Student engages in inappropriate and/or unauthorized use of technology	using without permission; inappropriate use of equipment; accessing videos and songs with inappropriate language, viewing inappropriate pictures, unauthorized websites, and for use of plagiarism, watching videos or playing games instead of doing classwork, mishandling equipment, using other students' assigned technology, logging into / accessing students' personal accounts, accessing teacher accounts to assign points for PBIS

Littering	Student engages in leaving or placing items in the incorrect location	throwing milk cartons, snack wrappers, and food items on the floor of the classroom or on the school grounds instead of in a trash receptacle
Phone Usage	Student engages in cellphone usage during a non-approved time or in a non-approved way, according to the phone contract	refusing to turn in phone upon arrival or other designated times, calling parents to come pick them up, texting /sexting / inappropriate conversations or usage (looking at or sharing pornography, highly sexualized images, or accessing music /videos with high level of explicit language), taking pictures, videotaping, or voice recording of staff and students, utilizing phone without a phone contract, breaking expectations set forth in phone contract
Property Defacement	Student engages in defacement of property in and around the school building	writing, drawing, painting, carving into items, walls, furniture, doors
Public Display of Affection	Students engaging in acts of mutual affection	Actions that occur for longer than 5 seconds and are no longer considered 'brief': hug, high five, handshake, shoulder touches, arm around the shoulder, hand squeeze. These actions are permitted if they are 'brief'.
Sleeping	The student engages in the behavior of sleeping during the instructional period	Sleeping could occur at a desk or on the classroom floor.
Academic Dishonesty	cheating, plagiarism, falsification of schoolwork, identification, or forgery	Student copies another student's work, plagiarizes, hides answers on phones, calculators, asks for copies of student work to copy or turn in, hides notes or answers on their body or possessions, etc.
Teasing	Student 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
Possession of electronic equipment	The school will supply any electronic equipment or devices necessary for participation in the educational program. Students shall not use or possess any electronic equipment on school property without the permission of the School Administration.	Examples of prohibited devices include but are not limited to radios, personal tablets (iPads / Fire Tablets / Kindle/e-readers), electronic games, headphones, watches, & phones. At the beginning of each day, electronics will be collected and stored in a safe place.

Dress Code Violations	Clothing that includes drug or alcohol-related slogans, obscene or profane images or language, or exposes the midriff or bathing suit areas may be considered a violation if it causes a disruption to the learning environment. Shoes must always be worn.	Any actions or attire that disrupt or interfere with school activities or the educational process, or have the potential to do so, are not permitted. Staff will inform the student if a change of clothing is required. If a student is not wearing shoes, it is considered unsafe and will result in not earning all pillar points until the issue is corrected. For all other dress code violations, points for being respectful and responsible will not be earned until the issue is corrected.
Consequences		
Engagement in disruptive behaviors in the classroom setting may result in the following consequences:	Limit attention Delayed Learning Opportunity Procedural Learning Opportunity Practice appropriate behavior Immediate redirection of inappropriate behavior Prompting of desired behavior using behavior-specific language Labeling the behavior Modeling of appropriate behavior Reinforcement of appropriate behaviors shown by other students Eye contact with the student accompanied with nonverbal reminders. Proximity control – staff will 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 Gentle Guidance Points are not earned	
Interventions		
Repeated engagement of disruptive behaviors may be supported with the following interventions:	Reset Team Meeting Conference with Classroom Staff Adoption of a Behavioral Contract, Individual Student Contract, or MTSS Tiered Support Plan Individual Reinforcement System Increased positive attention (I notice...) Pre-plan with the student for what they are going to do during a difficult time in the schedule Increase felt safety (predictability, staff presence, relationships) Increase healthy control opportunities (jobs, choices) Increase the desirability of your choice time activities/ “laters”	

	Delayed Learning Opportunities during choice time Visual aids Check-in/Check-out
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*** High frequency and intensity of disruptive behaviors may result in disciplinary action at the discretion of the building administrators - this could include an emergency removal. ***

Intensity Level: Dangerous							
Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. Dangerous behavior is any behavior that occurs in the classroom or across the school environment and disrupts the order and focus of that environment. It is not usually intended to hurt or harm others, but it can be, and it is not illegal. Preventing and intervening in dangerous behaviors is a whole-staff responsibility. Teaching students to refrain from engaging in dangerous behaviors is a goal of all WCLC staff. Demonstrating appropriate behaviors is key to students' success across the learning environment, in the community, and in the workplace. Dangerous behaviors are serious and require the immediate and consistent intervention of all professional staff members who become aware of them. Engagement in dangerous behaviors will be addressed with the consequences and interventions listed above, along with progressive disciplinary actions.							
Managed By: Behavior Interventionist / Program Specialist			Disciplinary Action				
Behavior	Definition	Examples: The list is not all-encompassing	1 ST	2 ND	3 RD	4 TH	5 TH
Physical Contact	Physically contacting someone consistently or repeatedly that is bothersome to the peer or adult.	Poking, flicking, grabbing, slapping, tapping, and nudging with the foot	DLO with classroom staff	DLO with classroom staff	Formal Student Conference with BI and IS	Formal Student Conference with Admin	BI led team meeting to create plan for student(s).
Refusal to turn in items at arrival	Students are not permitted to carry personal items during the school day, items visible to staff or when a guardian indicates student has a phone that has not been turned in.	Smartwatch, water bottle, blankets, phone when confirmed by parent or visible. Does not include items staff suspect and are hidden in places that cannot be searched/patted	Stand in entry until item is placed on cart (one staff stands with them using WAIT strategy). DLO with classroom staff.	Stand in entry until the item is placed on cart (one staff stands with them using	Formal Student Conference with Admin	Parent contacted and student must turn in the item or be picked up and taken home.	IEP team meeting.

		down.		WAIT strategy). DLO with classroom staff.			
Verbal or Written Threats	Written, spoken, or gestured threat to harm self or another	Using threatening words like shoot, kill, gun, nonspecific warnings toward a student or adult	DLO with classroom staff	DLO with classroom staff	Formal Student Conference with BI and IS	Formal Student Conference with Admin	BI led team meeting to create plan for student(s).
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	DLO with classroom staff.	DLO with classroom staff	Formal Student Conference with BI and IS. Level drop.	Formal Student Conference with Admin	BI led team meeting to create plan for student(s).
Elopement out of building	Any occurrence of crossing the threshold of outside door	Crossing the threshold of door, staying on campus property, on the sidewalk.	DLO with classroom staff. Call to guardian for each occasion. Level drop . Level drop for each occasion.	DLO with classroom staff	Formal Student Conference with BI and IS	Formal Student Conference with Admin	BI led team meeting to create plan for student(s).
Elopement; out of classroom/gym/playground, 20 sq. ft or building	Student leaves expected location (classroom/gym/playground/ 20 sq ft)	Student crosses the threshold of the expected classroom/building, leaves the	Guided to expected area or safety room with the use of Safety Care protocol. Any violations will result in not earning all 5 pillar points. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference or one or more of the following:				

		mulch/basketball court, crosses fence line, walking on sidewalk or street	Behavior/Safety contract Apology letter LC Team meeting with program review
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 expectations	Standing or moving around while the bus/van is in motion, throwing items out of the bus/van windows	Discipline plan developed based on administrative review of the situation in consultation with district of residence. *Home district determines consequence that is supported by Learning Center Team*
* High frequency and intensity of dangerous behaviors may result in disciplinary action at the discretion of the building administrators - this could include an emergency removal. *			

Intensity Level: Very Dangerous

Creating and maintaining a safe and supportive classroom learning environment is the highest priority for the staff at Warren County Learning Center. A very dangerous behavior occurs across the school environment or off school property and significantly disrupts the order and focus of the school environment. Students intend to harm others and may be illegal. Preventing and intervening in very dangerous behaviors is a whole-staff responsibility. Teaching students to refrain from engaging in very dangerous behaviors is a goal of all WCLC staff. Demonstrating appropriate behaviors is key to a student's success across the learning environment, in the community, and in the workplace. Very dangerous behaviors are serious and require immediate, consistent intervention by all professional staff members who become aware of them. Students engaging in very dangerous behaviors divert available resources and staff, increasing the vulnerability of other staff and students in the program. Engagement in very dangerous behaviors will be addressed with the consequences and interventions listed above, along with progressive disciplinary actions. Any action considered very dangerous listed below will be dropped every time.

Managed By: Building Administrator/ Program Specialist						
Behavior	Definition	Examples: List is not all-encompassing	1 ST	2 ND	3 RD	4 TH
			All behaviors listed below would result in a level drop, DLO and a phone call to the guardian for each occasion.			
Use of tobacco and/or Vape	A student is in possession of, consumes, purchases, or attempts to	Tobacco products include, but are not limited to, cigarettes, cigars, pipes, tobacco, chewing tobacco, snuff, vapes.	Formal student conference with BI. Vape disposed of by admin.	Vector solutions vape curriculum	Complete course on vaping.	Administrators considers emergency removal and

	purchase, or use tobacco products in school, on school grounds, on school buses, or at another school-sponsored event. Any type of e-cigarettes, vaporizers, vape pens, or vaping that contain cartridges filled with tobacco or any other substance is banned from school property. *Note: staff suspecting use but no proof does not meet the definition.		BI documents in SWIS. Administration calls home.	with substance abuse BI.		potential out-of-school consequences.
Gambling	Placing a monetary wager regarding a specific activity, such as a particular sports team to win a specific game, with another person. This involves the exchange of money between two parties.	Casual betting, betting pools, organized sports betting, and any other form of wagering	Formal student conference with BI	Formal Student Conference with BI and IS	Formal Student Conference with Admin	Team meeting with the district.
Damaging property	Breaking or making personal or school property unable to be used as intended or in need of repair to resume use.	Breaking an object into pieces, ripping apart a wall or furniture, slamming or banging a computer, throwing pencils at the ceiling or stabbing wall)	Pay for items with PBIS points. Formal Student Conference with BI. Clean up space.	Pay for items with PBIS points. Formal student conference with administration.	Pay for items with PBIS points. Formal student conference with administration. DLO for one week led by classroom BI.	Pay for items with PBIS points. Formal Team Meeting with Program Review. Administrative

				n. Clean up space. DLO for one day led by classroom BI.		on considers emergency removal and potential out of school consequences.
Theft	Taking others or school property without permission or intent to return.	Taking items off the PBIS cart and consuming them without using points, taking a staff member's walkie or phone, placing it in a pocket/bag, and leaving with it Potential law enforcement involvement depends on the type/amount of theft.	Pay for items with PBIS points. Formal Student Conference with BI.	Pay for items with PBIS points. Formal student conference with administration. DLO for one day led by classroom BI.	Pay for items with PBIS points. Formal student conference with administration. DLO for 1 week, led by classroom BI.	Pay for items with PBIS points—formal Team Meeting with Program Review. Administration considers emergency removal and potential out-of-school consequences.
Engaging in physical aggression toward a staff member, peer, or other adult.	A student engages in unprovoked physical violence resulting in bodily injury to another individual. <i>Unprovoked</i> means a physical threat, aggression, or other immediate justification from the injured person did not precede the	Examples of physical violence include, but are not limited to, hitting, punching, biting, kicking, or similar aggressive actions intended to cause harm.	Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) or one or more of the following: Behavior/Safety contract Out of school suspension LC Team meeting with program review			

	act.		
Elopement Off Campus	The student exits the school building or campus without permission.	Student is off campus property - walking on sidewalks, through yards, in the street, may enter businesses in the area (trespassing	Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Fighting	Students engage in aggressively putting their hands on each other with the intent to do harm.	Hitting, punching, kicking, yelling, screaming, scratching, slapping, pulling hair	Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Out of program	Students refuse to follow the schedule when it indicates they are to transition to the next classroom or off the Western Row campus. Behavior poses a risk in that the student is required	Student refuses to follow their schedule and be in their assigned classroom/area for longer than 1 hour. Or refusing to transition to the van and follow their student schedule to the next assigned building/community location.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract

	to be supervised by a staff member without being in a safe location.		Out of school suspension LC Team meeting with program review
Dangerous or very dangerous behavior occurs and suspected to be under the influence	Suspected to be under the influence and dangerous or very dangerous behavior occurs.	Substances include but are not limited to alcohol, narcotics, mood altering drugs, counterfeit controlled substances, look-alikes, over-the-counter stimulants or depressants, anabolic steroids, or drug-related paraphernalia.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity) or one or more of the following: Behavior/Safety contract Out of school suspension LC Team meeting with program review
Use and/or possession of firearms	A student knowingly has on their person (in hand, clothing or bag) a weapon (including a starter gun) which will or is designed to or may readily be concerted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon: any firearm muffler or firearm silencer; or any destructive device (as defined in the Federal Gun-Free Schools Act of 1994). Firearms include any unloaded firearm and any firearm that is inoperable, but which can be readily operated. Additionally, this includes objects that are indistinguishable from a firearm, whether the object is capable of being fired, and indicating they are in possession of such an object and that it is a firearm or knowingly displaying or brandishing the object and indicating it is a firearm. Bringing a firearm (as defined in the Federal Gun-Free Schools Act of 1994) onto school property or to any school-sponsored activity, competition, program, or event, regardless of where it occurs, will result in a change of placement allowable under IDEA (Individuals with Disabilities Education Act)		Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Use and/or possession of a	A student has on their person (in hand, in	Weapons include but are not limited to conventional objects such as guns, pellet guns,	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline.

weapon.	clothing/bag, etc.) a device that may be used for offensive or defensive purposes.	knives, or club-type implements. It may also include any toy presented as a real weapon or treated as a real weapon—the implementation of such a device to cause physical harm to another individual (student or staff).	Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Sexual Contact	Sexual contact with self or others in any form is prohibited.	This includes personal self-stimulation and sexual contact with others during school activities or traveling to/from school. Sexual contact includes kissing, sitting on another person's lap, displaying excessive affection, and touching each other in inappropriate/private areas.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Use of an object as a weapon	Any object that is used to threaten, harm, or harass another.	Sharpened pencils, pens, nails, pieces of wood/metal, rocks, computer chargers	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review

Failure to report knowledge of dangerous weapons or threats of violence.	If a student hears, reads, or receives information—whether spoken, written, or electronic—about another student possessing a weapon or making threats of violence toward school staff or property, the student is expected to report it to a trusted school staff member immediately.	Student A is viewing student B's social media, and there is a threatening statement towards the school or another student; student A tells student B that they have a knife in their bag.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Physically assaulting a staff member, peer, or another adult person	A student uses <u>unprovoked</u> physical violence and causes injury to another person's body	Hitting, punching, biting, kicking, etc.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Making verbal threats toward a staff member, peer, or other adult, as determined to be serious or very	Any statement or non-contact behavior indicating an intent to harm, directed toward a staff member, student, or any individual associated with the district.	Making statements such as "I'm going to kill you" or "I'm going to come to your house and shoot you," or similar threats.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following:

serious by mental health professionals.			Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Misconduct against a school official or their property	Directing the following types of behavior towards school staff and/or their property: harassment (of any type), vandalism, assault (verbal and/or physical), and destruction of property, and is unprovoked regardless of where it occurs.	Kicking, punching, biting, etc., a staff person; throwing a staff member's phone with the intent to break or destroy personal items	Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Extortion	The use of threat, intimidation, force, or deception to take or receive something from someone else.	Threats, blackmail, ransomware, intimidation tactics	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review

False alarms and false reports	Activating an emergency alarm, such as the fire alarm, at any time, in any school setting, when there is not sufficient reason. Telling a staff member or student that there is an emergency of some type on school property, which results in or could potentially result in an emergency response (i.e., 911 call) when there is not.	Pulling the fire alarm in the school hallway, the student reports that they have a gun or that another student has a gun with them.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Possession of Explosives	Having on one's person (holding, in clothing, bag, etc.) any item that could be used to start a fire/create a fire hazard.	Fireworks, lighters, matches, fire starters, and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Use of Explosives and Arson	The act of starting or attempting to start a fire with said items.	Fireworks, lighters, matches, fire starters and chemical-reaction objects such as smoke bombs, small firecrackers, and poppers	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal

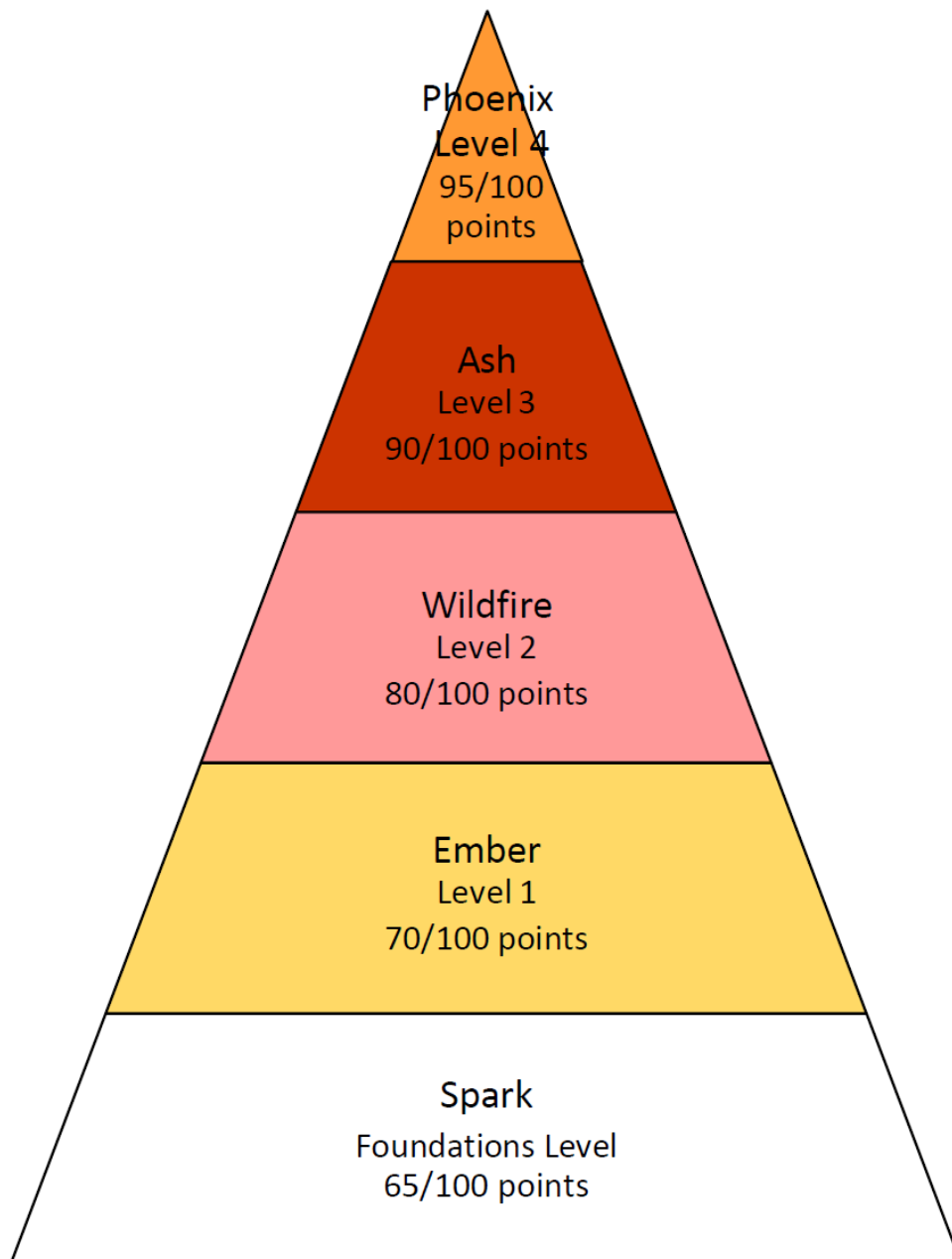
			Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Trespassing	Presence of a student on school property without authorization from school administration. This could include when they have been suspended.	Presence of a student on school property without authorization from school administration. This could include when they have been suspended.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Persistent absence and/or tardiness	A pattern of a student not attending school for the required time frame daily and/or not attending at all. The student also does not have a valid, school-approved reason for their absence or late arrival/early departure. Attendance laws require students to be in school all day or to have a legitimate excuse for their absence.	Student misses 5 consecutive days of school with no phone call, student leaves early every day	Penalties for unexcused absences include referral to a truancy officer.
Harassment	Bullying is any	There are three types of bullying:	Once this initial report has been made by the student or legal

and/or Bullying	intentional, unwanted written, verbal, electronic, or physical act that a student has exhibited toward another student more than once, and the behavior both causes mental/physical harm to the student, is sufficiently severe, persistent, or pervasive that it creates an intimidating/threatening or abusive educational environment for the other student. It is important that the student reports and/or is supported to report the bullying incident to school staff.	Verbal bullying is saying or writing mean things. Verbal bullying includes teasing, Name-calling, Inappropriate sexual comments, Taunting, and 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 children not to be friends with someone, spreading rumors about someone, or embarrassing someone in public Physical bullying involves hurting a person's body or possessions. Physical bullying includes hitting/kicking/pinching, spitting, tripping/pushing, taking, or breaking someone's things, and making mean or rude hand gestures.	guardian, a school administrator will determine if the incident meets the definition of bullying through the bullying procedure documents and then follow the bullying policy accordingly.
Hazing	Students who engage in hazing may also be liable for civil and criminal penalties	Activity for group membership that includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be. These activities are prohibited at any time in school facilities, on school property, and/or off school property, but connected to activities or incidents that have occurred on school property.	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Students who engage in hazing may also be liable for civil and criminal penalties. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract

			Out-of-school suspension LC Team meeting with program review
Bomb Threats	Any verbal, written, or electronic statement regarding the possible use and/or presence of explosive devices in or around a school building or any premises at which a school activity is being held at the time the threat is made.	direct statement made by a student, such as "I'm going to blow up this school." "There's a bomb in the bathroom," a social media posting with a threat statement or a photo with explosive material	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Gangs	An organized group that often requires its participants to engage in activities around initiation, hazing, intimidation, etc., that are likely to cause harm or personal degradation. This type of group affiliation may also advocate for very dangerous behavior, such as weapons or substance possession/use	Depending on the community, gang identifiers among young people can shift over time, in the same manner that fads and trends change among mainstream youth. However, common gang identifiers can include, but are not limited to, the following: Cliques of students wearing the same colors in clothes, bandanas, specific types of belts/buckles, jewelry, charms, or team sports clothing. Tattoos, graffiti, and drawings/sketches on folders, notebooks, or school assignments, including area codes and geographical locations represented numerically. Hand signs, handshakes, and other expressions of gang association or affiliation.	Discipline plan developed based on administrative review of the situation with consideration for out-of-school discipline. Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
Exposing Genitalia in	Exposure of genitalia, causing a disruption or	Urinating in the classroom	Discipline plan developed based on an administrative review of the situation, with consideration of out-of-school discipline.

School	self-gratification	Flashing genitalia	Consequences may include loss of privileges, level drop, parent/guardian notification, or other appropriate disciplinary actions. Additional interventions may include a Formal Student Conference, DLO (delayed learning opportunity), or one or more of the following: Behavior/Safety contract Out-of-school suspension LC Team meeting with program review
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Level System Overview



Notice of the Governing Board of the Warren County
Educational Service Center
Monitoring or Accessing Student Activity on School-Issued
Device

Required Pursuant to Ohio Revised Code §3319.327

While students have no right or expectation of privacy when using District technology resources, the Governing Board of the Warren County Educational Service Center (the “ESC”) and its technology providers are prohibited from electronically accessing or monitoring school-issued devices provided to students unless a legally permissible exception exists. School-issued devices include any hardware, software, devices, or accounts that the ESC provides to an individual student for that student’s personal use.

Because electronic access or monitoring of school-issued devices can occur, the ESC is required to provide parents/guardians of its enrolled students with general notice that such electronic access and/or monitoring may occur in accordance with legally permissible reasons.

The ESC and its technology providers electronically access or monitor your student’s school-issued devices for the following statutory reasons:

- Activity that is limited to non-commercial educational purposes for instruction, technical support, or exam proctoring by ESC employees or staff contracted by the District.
- Pursuant to a judicial warrant.
- Notification or awareness that the student-issued District device is lost or stolen.
- Activity is necessary to respond to a threat to life or safety. The access is limited to this purpose alone.
- Compliance with federal and/or state laws.
- Required as part of a federal or state funding program.

As part of this notice, the ESC is providing you with advance notice that it or one of its technology providers intends to electronically access or monitor your student’s school-issued devices for reason #1 above. This electronic access or monitoring can occur only when advance notice is provided, and it shall be done only for educational purposes as outlined.

If the ESC is triggered to electronically access your student’s school-issued device for reasons #2 through #6 above, the District will provide you with a 72-hour notice that includes a description of the features of the device that were accessed, a written description of the triggering circumstances, and a description of the threat, if any. If the notice itself could pose a threat to life or safety, the 72-hour notice will be provided within 72 hours after the threat ended.

Classroom Video Monitoring

Beginning in the 2026–2027 school year, WCESC will implement video monitoring in select instructional spaces within our 7th through 12th grade classrooms at the Western Row Campus.

The purpose of this addition is to support a safe, structured, and consistent learning environment for all students and staff. Video monitoring may be used to:

- Promote student and staff safety
- Support proactive and responsive behavioral practices
- Assist in reviewing incidents when questions or concerns arise
- Strengthen staff training, coaching, and continuous program improvement

Cameras will be placed in common instructional areas only. They will not be installed in private areas such as restrooms or changing spaces.

Video recordings are considered part of the educational record and will be maintained and accessed in accordance with applicable laws and district policies, including the Family Educational Rights and Privacy Act (FERPA). Access to recordings will be limited to authorized personnel for legitimate educational or safety purposes.

Families will not have direct or routine access to live or recorded video. However, the program administration may review footage as needed to support student safety, investigate incidents, or respond to concerns.

This addition reflects our ongoing commitment to maintaining high-quality, safe, and supportive learning environments for all students.