



**Warren County
Educational Service Center**

Wellness Center

at Deerfield Campus & Phoenix Campus

Parent-Student Handbook 2026 - 2027

WELLNESS CENTER- DEERFIELD CAMPUS

4936 Old Irwin Simpson Rd.

Mason, OH 45040

513-695-2726

WELLNESS CENTER- PHOENIX CAMPUS

196 Northcrest Dr.

Mason, OH 45040

Monday - Friday- 8:00am-2:30pm

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ABOUT THE WARREN COUNTY ESC/WELLNESS CENTER

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

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

Warren County Educational Service Center Vision Statement:

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

Warren County Educational Service Center Mission Statement:

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

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

Wellness Center Overview:

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

Wellness Center Mission:

It is the mission of the WCESC Wellness Center to provide high quality mental health and social emotional learning services to empower students with the skills and supports to overcome current circumstances, build hope, and a vision for a brighter future. Through collaboration and provision of services with the support of a highly skilled interdisciplinary team of professionals, each providing a unique lens of support, students will move forward as happier and healthier individuals working toward their own unique life goals.

Wellness Center Vision:

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

Program Highlights:

- Highly favorable student to staff ratios (e.g., 1 staff member for every 3 students)
- Small Class sizes with a maximum of 9 students per class
- High rates of positive reinforcement in response to pro-social behaviors
- A consistent, predictable, and highly structured environment rooted in the use of intensive positive behavioral supports
- A comprehensive and flexible approach to behavior management
- Considerable emphasis on social skills, emotional intelligence instruction, and positive student/staff relationships
- Individual and group counseling and therapy
- Speech and Language Therapy

- Occupational Therapy
- Nursing Services
- Safety Care Intervention Team
- Direct instruction on emotional regulation training and sensory processing instruction
- Resource Coordinator for community wrap around services
- Trauma Informed Environment and Practitioners

Student Population:

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

Wellness Center Leadership:

Supervisor- Tara Gee (Phoenix Campus)

Supervisor- Angela Snow (Deerfield Campus)

Program Specialist- Lindsey Johnson (Phoenix Campus)

Program Specialist- Brooke Rice (Deerfield Campus)

Wellness Center Support Staff:

Administrative Assistant- Megan Partin (Phoenix Campus)

Administrative Assistant- Regina Huntsinger (Deerfield Campus)

Admission:

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

Emergency or Snow Days / Ohio Alerts Notification System:

The Warren County Wellness Center utilizes Tech 911 for direct notification of school closings and delays.

Parents/guardians may subscribe to receive direct text message or email alerts for WCLC school closings and delays: **Go to <http://teclogin.com/tec/cpci/wcesc> and subscribe to receive a direct text message or email alert.**

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

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

Master Building Schedule- Phoenix Campus- K – 4th Grades:

Monday, Tuesday, Wednesday, Thursday, & Friday:

Student Drop Off: 8:00am - 8:30am Program End/Pickup: 2:00 - 2:30pm

26/27 WCESC Academic Calendar
Wellness Center Phoenix Campus (K-4th)
196 Northcrest Dr.
Mason, Ohio 45040

Hours: 8:00 am - 2:30 pm

Total Days: 168

Total Hours: 1050

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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 23rd, 2026

December 2nd, 2026

February 17th, 2027

May 5th, 2027

Master Building Schedule- Deerfield Campus- 4th – 12th Grades:

Monday, Tuesday, Wednesday, Thursday, & Friday:

Student Drop Off: 8:00am - 8:30am Program End/Pickup: 2:00 - 2:30pm

**26/27 WCESC Academic Calendar
Wellness Center Deerfield Campus (4th-12th)
4936 Old Irwin Simpson Rd.
Mason, Ohio 45040**

Hours: 8:00 am - 2:30 pm

Total Days: 168

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Family Engagement Nights

September 23rd, 2026

December 2nd, 2026

February 17th, 2027

May 5th, 2027

ACADEMIC

Social Emotional Learning Curriculums:

- K-3rd
 - AIM (Accept, Identify, Move)
 - 2nd Step
 - Zones of Regulation
 - Little Spot of Feelings
- 4th-8th grade
 - Dialectical Behavioral Therapy (DBT)
 - Character Effects
 - Life Skills
 - 2nd Step
 - AIM (Accept, Identify, Move)
- 9th-12th grade
 - Dialectical Behavioral Therapy (DBT)
 - Character Effects
 - Life Skills
 - AIM (Accept, Identify, Move)
 - Drug and Alcohol Prevention

Course Name	Phoenix Curriculum	Deerfield Curriculum
Personal Development	Zones of Regulation	DBT
Mindset + Identity	Character Effects	Character Effects / AIM
Social & Life Skills	Little Spot Second Step	Life Skills
Intervention Skills Workshop	Exact Path: Intervention (if applicable) SEL Catch-Up	Exact Path: Intervention (if applicable) SEL Catch-Up Financial Literacy (12 th Grade)

Academic Curriculums:

- K-5th Grade: Math- Ohio's Learning Standards using supplemental materials (Edmentum Courseware, Eureka)
- K – 5th Grade: English Language Arts- Ohio's Learning Standards using supplemental materials (Heggerty, Phonics Dance, Next Step Guided Reading)
- 6th - 12th Grade: Math and English Language Arts: Ohio's Learning Standards using supplemental materials (Edmentum Courseware, Edmentum Exact Path)

Testing Windows:

Exact Path Diagnostic Testing	Fall Window- Sept 8 th – 5 th (1 st – 12 th grades) Winter Window- Jan 5 th – 29 th (1 st – 9 th grades) Spring Window: May 17 th – 25 th (1 st - 11 th)
3rd Grade ELA State Testing	October 26 th – 30 th
Fall End of Course Exams- (10th – 12th Grades)	Dec 1 st – Jan 6 th
Spring Ohio State Testing (3rd – 12th Grades)	ELA: April 12 th – April 23 rd (Make-ups April 26 th – 30 th) Math/Science/Social Studies: April 26 th – May 7 th (Make-ups May 10 th – 14 th)

Student Records/Confidentiality (FERPA):

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

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

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

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

Parents and adult students have the right to amend a student's 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's record in writing, and if the request is denied, the parent or adult student will be informed of his/her right to a hearing on the matter.

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate, educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an

attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

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

ATTENDANCE

Daily Arrival (8:00am to 8:30am):

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

Arrival Procedures:

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

Students Entering & Exiting School Building:

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

Attendance Policy:

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

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

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

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

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

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

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

Absence Reporting:

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

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

Excused/Unexcused Absences:**Excused Absences:**

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

Unexcused Absence:

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

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

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

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

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

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

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

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

Injuries:

All injuries will be reported to a teacher. The teacher will notify the program supervisor and the on-site clinic nurse, if applicable, or the nursing supervisor. If the injuries are minor, the student will be treated and may return to class. If

medical attention is required, the teacher will follow the school's emergency procedures and attempt to make contact with the students' parent(s)/guardian(s). Injuries will be reported to parent/guardians via an 'Incident/Injury Report'.

In the event of an incident that requires emergency medical services, the classroom staff will call the emergency number (911) then call the parent(s)/guardian(s) listed on the Emergency Medical Authorization form. If the parent/guardian cannot be reached, the staff will call the emergency contacts listed on the Emergency Medical Authorization form. The program supervisor will also be notified. A staff member might travel with the student to the hospital and stay with the student if a parent/guardian or emergency contact cannot be reached.

Illness:

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

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

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

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

Immunizations:

Students must show proof of having all immunizations required by the Ohio Department of Health no later than 14 days of the first day of school or when enrolling if the student is new to the district or program. For the safety of all

students and staff, the school principal may be required to remove a student from school if the student does not have the required immunizations or authorized exemption waiver on file at school.

Immunization Requirements for School Attendance:

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

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

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

Immunization Exemption:

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

Emergency Medical Authorization:

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

Health Screening:

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

Hearing and Vision Screening Program:

The Ohio Department of Health requires hearing screenings for grades PS, K, 1, 3, 5, 9, 11 and vision screenings for grades PS, K, 1, 3, 5, 7, 9, 11. These screenings are not complete medical exams, but are designed to identify deficiencies in hearing or vision that may be impacting a student's educational success. Referrals for an exam with a physician will be mailed or sent home if the student does not pass one or more of the required screenings. You may opt your student out of the Hearing and Vision Screening Program by submitting a request in writing to your student's school's clinic nurse.

Medications:

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

Authorization Form:

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

A Non-Prescription Medication:

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

Administration:

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

Medication:

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

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

STUDENTS MAY NOT CARRY OR ADMINISTER THEIR OWN MEDICATION:

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

Self-Carry Exceptions:

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

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

Discontinued Doses:

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

Guidelines for Keeping Students Home from School**Chicken Pox:**

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

Common Cold:

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

COVID-19:

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

Fever:

If your child’s temperature is 100° or greater, they should remain at home until they have been without fever for a

full 24 hours without the aid of fever reducing medication (such as acetaminophen or ibuprofen).

Flu:

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

Head Lice:

Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits are firmly attached to the hair shafts, close to the scalp. Nits are much easier to see and detect than lice. They are small white specks which are usually found at the nape of the neck and behind the ears. Following lice infestations, your child may return to school after receiving treatment with a lice-killing shampoo, nit removal attempted, and the building nurse has been contacted.

Instructions on how to properly treat head lice are available from the shampoo product and should be followed carefully to eliminate possible re-infestation and to minimize your child's absence from school. Nits need to be removed from the hair shaft and might require multiple sittings on multiple days to complete if there are many. If nits are allowed to remain, lice may hatch from them in 1-10 days as the nits can protect the unhatched lice from the shampoo treatment. Students found with live lice will be sent home and must be treated before returning to school. If your child has been treated for head lice, they must be checked by the nurse or other school personnel before returning to class.

Impetigo:

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

Pain:

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

Pinkeye/Conjunctivitis:

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

Ringworm:

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

Skin Rashes:

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

Strep Throat/Scarlet Fever:

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

Vomiting and Diarrhea (Intestinal Viral Infections):

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

Whooping Cough:

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

CONSULT YOUR PHYSICIAN FOR DIAGNOSIS AND TREATMENT:

[Ohio Department of Health Communicable Disease Chart](#) (updated 10/2025)

COVID-19 Information:

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

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

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

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

- Assess your child's temperature every morning before school. Keep your child home if they have a temperature of 100 F or higher. The duration of home stay for a child sent home with a fever is fever free (without medication) for 24 hours and improvement of symptoms.
- Assess your child for illness that could be contagious and keep them home from school if they have experienced any of these in the past 24 hours: fever, cough, difficulty breathing, sore throat, body aches or chills, vomiting, diarrhea, rash, eye infection, head lice, or open wound that cannot be covered by a bandage.
- Call your child's school to notify the office if your child will stay home or experiences any symptoms of illness.
- **If a student is sent home because of fever, vomiting, diarrhea, or because of an infection requiring antibiotics such as pink eye or impetigo, they may NOT return to school the next day, because they must be symptom free for at least 24 hours or receive 24 hours of antibiotic treatment for bacterial infections diagnosed by a practitioner before returning to school.** We will follow the guidelines set by the Ohio Department of Health for school attendance.

Our Health and Safety Practices:

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

BEHAVIOR/DISCIPLINE

Positive Behavior Interventions and Supports (PBIS) Overview:

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

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

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

PBIS Wellness Center Matrix:

	School Wide	Hallway	Outside	Gym
MINDFUL	★ Use polite and school appropriate language ★ Be kind to everyone ★ Follow adult directions ★ Use voice level 1 or 2 (whisper or quiet conversation) ★ Quiet body ★ Ask permission to leave designated areas	★ Use polite and school appropriate language ★ Use voice level 1 or 2 (whisper or quiet conversation) ★ Wait to the side of the doorway to allow adult to unlock doors ★ Leave personal space for everyone	★ Use polite and school appropriate language ★ Show good sportsmanship ★ Use items as intended ★ Stay away from building windows	★ Use polite and school appropriate language ★ Use voice level 2 or 3 (quiet conversation or conversational) ★ Show good sportsmanship ★ Use items as intended
RESPONSIBLE	★ Follow school dress code ★ Be an active participant ★ Ready to learn bodies and active listening ★ Follow adult directions ★ Ignore misbehaviors	★ Follow adult directions ★ Ignore misbehaviors ★ Stay with an adult ★ Go directly to destination	★ Transition inside when directed ★ Return balls and supplies to the bin ★ Keep items inside the fence ★ Put trash in the trash can ★ Follow adult directions	★ Transition inside when directed ★ Return balls and supplies to the bin ★ Put trash in the trash can ★ Follow adult directions
SAFE	★ Keep hands, feet, and items to yourself ★ Calm body ★ Safe language ★ Stay in designated areas	★ Keep hallways clean ★ Look where you're going ★ Let others pass ★ Keep hands, feet, and items to yourself ★ Use walking feet	★ Keep hands, feet, and items to yourself ★ Stay in green to stay outside ★ Stay off the fence and tree	★ Keep hands, feet, and items to yourself ★ Stay in green to stay in the gym ★ Stay off the elevator

Acknowledgement System

School Wide PBIS:

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

Strategies include:

- Daily instruction around expected school behaviors
- Strategic noticing strategies
- Unconditional positive regard for students
- Empower students-validate feelings and concerns using Reflect, Honor and Connect

- Decreasing trigger words by using yes/when instead of no
- Connecting expectations to the why and how the expectation keeps students safe
- Safety plan that details the coping strategies that the student/staff can use at any time
- Create calming corner or spot in the classroom that can be included on the safety plan
- Community Meeting-a routine way to check-in with students and staff each day
- Cope Ahead-a way to cope before a difficult activity or transition
- Check-In Check-out (CICO), a daily point sheet (see description below)
- Predictable routines-visual/written schedules posted, agenda for bell communicated to students through “Nows and Later’s”
- Classroom organization that includes visuals, organized spaces, posted rules and routines, posted Zones of Regulation
- Timers or other means to prepare students for transitions
- Sensory/movement breaks and brain breaks
- Prompt, provide help or wait utilized for non-threatening behaviors, intervening early when a student becomes anxious
- Use of gentle guidance interventions and argument shields to avoid power struggles
- Utilize procedural and delayed learning opportunities to teach students how to demonstrate positive, pro-social behaviors

CICO:

All students at the Wellness Center participate in the intervention called Check In and Check Out (CICO). Staff complete a daily credit sheet for each student in the classroom and show the credit sheet to the student as the day progresses. At check in, staff greet the student happily through an ESPN greeting, remind the student of the behaviors expected, role-play if needed, give opportunities to practice if needed. Students are rated on their performance demonstrating the three school wide expectations during each period of the day. There are 10 periods in the day. Students earn a rating of 2, 1 or 0. 2=behavior was appropriate, student managed own behavior, 1=behavior was somewhat appropriate, student needed 2 reminders or demonstrated the skill for 20 of the 30 minutes, 0=behavior was inappropriate, student continued problem behavior after prompts or a more serious incident occurred. All students have a goal of earning 80% of their points.

Tier One Support:

Tier 1 supports are delivered within a structured therapeutic classroom environment designed to provide both academic and social-emotional stability. Students receive instruction in small groups with a low student-to-teacher ratio to ensure targeted support and individualized attention. Academic instruction for students in grades K–6 is provided by a general education teacher, while students in grades 7–12 access curriculum through a Courseware virtual model with support from Intervention Specialists, General Education Teacher and classroom staff as needed. Consistent routines and structured lesson plans are implemented across all subjects to promote predictability and engagement. Each classroom integrates a social-emotional curriculum, and students receive a minimum of 30 minutes per week of individual therapy from a licensed mental health therapist. Individual therapy provides a confidential setting to build a trusting one-to-one relationship, address personal concerns, and receive individualized support outside of peer influence. Students also participate in regularly scheduled Social Emotional Learning focused on developing social skills, coping strategies, problem-solving abilities, communication skills, independent living skills, community skills, academic engagement, and self-esteem. Within the classroom, staff implement behavioral leadership strategies aligned to the Classroom Behavior Manual by Scott Ervin to promote consistency and skill development. These strategies include the use of noticing statements to intentionally recognize and reinforce expected behaviors, provide positive redirection, and increase student awareness of appropriate choices. A structured reward system is implemented in 30-minute intervals to provide frequent feedback and reinforcement. The program incorporates “Now and Later” reinforcers, including the use of “Mystery Later” incentives, to build motivation, strengthen delayed gratification, and reinforce goal-directed behavior. Staff also emphasize procedural learning opportunities and delayed learning opportunities to explicitly teach, practice, and reinforce the skills students need to be successful in the classroom.

Restraint and Seclusion Policy:

Warren County ESC implements Ohio rule 2201-35-15, standards for the implementation of Positive Behavior Intervention Supports (PBIS) and the use of restraint and seclusion which was revised and re-approved on June 24, 2021. WCESC uses PBIS to create a school environment that is focused on the care, safety, and welfare of all students. In response to behavioral escalation, WCESC is trained in QBS. Safety Care Crisis Prevention. As a part of this law, WCESC is committed to the use of preventive evidence-based strategies to decrease escalation. As the last possible

resort, when there is an immediate risk of harm to the students and/or others, and no other safe alternatives are available, staff may use approved restraint or seclusion to maintain a safe environment. See attached Appendix: *Restraint and Seclusion Policy Manual 5000 Students for more information.*

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

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

Code of Conduct:

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

1. Use of drugs and/or alcohol

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

2. Use of tobacco and/or e-cigarette

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

3. Use and/or possession of firearms

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

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

Use and/or possession of a weapon:

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

Use of an object as a weapon:

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

Knowledge of dangerous weapons and/or threats of violence:

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

Physically assaulting a staff member/student/person:

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

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

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

Verbally threatening a staff member/student/person:

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

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

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

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

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

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

Extortion:

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

Gambling:

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

Falsification of schoolwork, identification, forgery:

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

Academic Dishonesty, cheating, plagiarism:

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

False alarms and false reports:

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

Explosives and Arson:

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

Trespassing:

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

Theft:

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

Insubordination:

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

Damaging property:

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

Persistent absence and/or tardiness:

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

Unauthorized use of school or private property:

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

Displays of affection/sexual activities:

Sexual contact in any form is prohibited. This includes personal self-stimulation as well as sexual contact with others

during any school activities or traveling to/from school. Engaging in any sexual activity will result in disciplinary action.

Possession of electronic equipment:

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

Violation of individual school/classroom rules:

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

Student Dress Code:

- No clothing or accessories that detract from or interfere with any phase of the educational program, environment, general morale, or general image of the school as determined at the discretion of the administration.
- All dresses, skirts and shorts must be fingertip length (3 inches inseam). No bodycon, No tight workout/yoga shorts
- No midriff or stomach area revealing clothing.
- No sagging of pants. All pants must be pulled up to the student's waist. If belts are worn, they must be buckled.
- No spaghetti-strap tops, tank tops or basketball jerseys without a t-shirt worn underneath.
- No clothing depicting obscene or profane pictures, words, images, or song lyrics. Examples would be, but not limited to, guns, swords, blood, gore etc.
- No clothing depicting drug, alcohol or tobacco slogans or advertisements.
- No jewelry for ears or other body piercings and/or modifications that disrupt the learning process, all jewelry will be approved per discretion of building administration.
- No hats, scarves, bandannas, or other headgear will be worn in school.
- No bandanas worn on any parts of the body, i.e., tied around legs arms etc.
- No face coverings unless deemed medically necessary

Harassment and/or bullying:

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

Hazing:

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

Bomb Threats:

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

Gangs:

Gangs, which initiate, advocate, or promote activities that threaten the safety or well-being of persons, or which are

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

Due Process Rights:

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

Bullying and Hazing Policy:

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

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

Definitions of Terms:

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

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

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

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

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

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Governing Board.

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

Types of Conduct:

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

- A. physical violence and/or attacks;
- B. threats, taunts, and intimidation through words and/or gestures;
- C. extortion, damage, or stealing of money and/or possessions;
- D. exclusion from the peer group or spreading rumors;
- E. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/on-line sites (also known as "cyber-bullying"), such as the following:

1. posting slurs on web sites where students congregate or on web logs (personal on-line journals or diaries);
2. sending abusive or threatening instant messages;
3. using camera phones to take embarrassing photographs of students and posting them on-line/otherwise distributing them;
4. using web sites to circulate gossip and rumors to other students; and,
5. excluding others from an on-line group by falsely reporting them for inappropriate language to Internet Service Providers.

F. violence within a dating relationship.

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

Complaint Procedures:

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

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

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

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

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

Step I:

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

Step II:

The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) workdays after receipt of the information or complaint. The

parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate.

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

Step III:

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

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

Publication of the Prohibition Against Harassment, Intimidation, and Bullying:

At least once each year, a written statement describing the policy and the consequences for violations of the policy shall be sent to each student's custodial parent/guardian. The prohibition against harassment, intimidation, or bullying shall be publicized in student handbooks and in Educational Service Center publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

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

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

Retaliation/False Charges:

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

Remedial Actions:

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

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

interventions for building principals to enforce the Board's prohibition against "harassment, intimidation, or bullying."

Non-Disciplinary Intervention:

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

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

Disciplinary Interventions:

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

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

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

Reporting Obligations:

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

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

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

Intervention Strategies:

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

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

Intervention Strategies for Protecting Victims:

- A. Supervise and discipline offending students fairly and consistently.
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition.
- C. Maintain contact with parents and guardians of all involved parties.
- D. Assist the victims to obtain counseling if assessment indicates that it is needed.
- E. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed.
- F. Check with the victim daily to verify that there 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 the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 7-12, written or verbal discussion of the consequences for violations of Policy 5517.01, and their rights and responsibilities under this and other Center policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other Center and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and parent handbooks.

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

School personnel members are encouraged to address the issue of harassment, intimidation, and bullying in other 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), according to the prescribed timelines. The School Center shall also investigate for the purpose of determining whether there has been a violation of Center Policy, even if law enforcement or CPS officials are also investigating. All School Center personnel shall cooperate with investigations by outside agencies.

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

Discipline:

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

Disruptive Behaviors that interfere with learning and functioning.**Examples Include:**

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

Staff Response Options include but are not limited to-

- Help/ Wait/ Prompt Strategies
- Incident report sent home to parents
- Loss of credit points (CICO points)
- Apology
- Restorative time increments to rebuild peer/staff relationships
- Delayed Learning Opportunities to practice specific skill to reduce unexpected behaviors
- Restorative school time in 1:1 setting to focus on missed academic assignments & rebuilding communication.

Dangerous Behaviors that are potentially harmful.**Examples Include:**

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

Staff Response Options include but are not limited to-

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

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

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

Staff Response Options include but are not limited to-

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

Search and Seizure:

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

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

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

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

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

Video Surveillance:

Per Board policy adopted July 28, 2009:

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

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

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

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

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

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

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

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

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

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

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

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

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

FERPA 20 U.S.C. 1232g

34 C.F.R. 99.1-99.67

Title I of the Electronic Communication Privacy Act of 1986

18 U.S.C. 2510-2521

EQUAL EDUCATION OPPORTUNITY

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

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

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

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

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

FINAL FORMS

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

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

Returning Students

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

New Students

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

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

GRADING PROCEDURES

Grading Policy:

At the Warren County ESC Wellness Center, students participate in academic instruction for 20% of their school day and social emotional learning for 80% of their school day. A student's individual schedule can include courses in the following content areas:

- Math
- English Language Arts
- 9th-12th Intervention Math and English Language Arts (Elective)
- Social Emotional Learning

Credits and Grading:

Students earn credits on a semester basis. For each academic course, students will receive:

- An interim grade issued at the end of each quarter (Q1 and Q3)
- A letter grade at the end of the semester (Q2 and Q4)

For non-academic courses, K-6th grade students will receive a grade based on the Social Emotional Grade Scale (see below). For non-academic courses, 7th-12th grade students will receive a Pass/Not Pass designation each semester. This designation is based on student engagement, active participation, and adequate progress toward course objectives each week. Non-academic courses will not count towards the students' GPA.

Academic Grading Scales:

K-5th Academic Grading Scale:

- 4 – Mastery of Standards-Based Learning Goals
- 3 – Proficiency with Core Concepts and Standards
- 2 – Basic Understanding and Progressing towards the Core Concepts and Standards
- 1 – Identified Area of Growth, Below Grade-Level Standard Expectations
- NYA - Not Yet Assessed

Scale	Academic Grade Scale Description
4: Mastery	A student demonstrates Mastery when, by the end of a unit or semester, they show strong understanding of core ideas and essential skills, can think critically, make reasoned inferences, and apply learning in new contexts. This means they can complete all or nearly all standards-aligned work accurately and with minimal support.
3: Proficient	A student demonstrates Proficiency when, by the end of a unit or semester, they show understanding of core ideas and essential skills, generally think critically, and begin applying learning in new contexts. They can complete nearly all standards-aligned work with support and scaffolding, typically with 70–85% accuracy.
2: Progressing	A student demonstrates a Basic level of proficiency when, by the end of a unit or semester, they show partial understanding of core ideas and essential skills, with some gaps. They engage in critical thinking and make inferences with guidance, completing most standards-aligned work with significant support and typically demonstrating 60–75% accuracy.
1: Growth Area	A student demonstrates Below Grade-Level proficiency when they are primarily developing prerequisite skills and require consistent, significant support and scaffolding to access most grade-level core ideas and essential skills.

6th -12th Academic Grading Scale (English and Math):

- 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)

Percentage on Courseware	Grade	Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0.0

Non-Academic Grading Scales:

K- 12th Social Emotional Learning Grading Scale:

The scale for social emotional learning grades focuses on whether a student demonstrates behaviors expected at their age, and the impact of their behavior on learning and their social interactions with peers.

Scale	Pass/Not Pass	Social Emotional Grade Scale Description
1: Progressing toward Proficiency and/or Mastery	Pass	The student is making active progress toward demonstrating age-appropriate behavior expectations aligned with state SEL standards, supporting productive learning, and positive social engagement. They may occasionally need individual reminders, but behavior issues are minor, corrected with prompting, and positive behaviors are sustained most of the day, most days.
0: Not Progressing toward Proficiency and/or Mastery	Not Pass	The student requires ongoing reminders and re-teaching throughout the day to support expected behaviors and engage in learning and positive social interactions. Behaviors regularly interfere with learning or social engagement, and the teacher and family are collaborating on a support plan outlining expectations and interventions.

Interim Progress Reports and Semester Grade Cards:

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

Key Grade Dates

- 1st Semester Interim Reports (5th-12th), Quarter Grades (K-4th): October 23rd
- 1st Semester Report Card (5th-12th), Quarter Grades (K-4th): December 18th
- 2nd Semester Interim Reports (5th-12th), Quarter Grades (K-4th): March 12th
- 2nd Semester Report Card (5th-12th), Quarter Grades (K-4th): May 28th

Special Circumstance:

An **In Progress (IP)** is issued when a student is currently enrolled and actively working in an academic 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.

Interims or Quarter Grade Reports:

End Of	Date	Date Report to Be Sent
Quarter 1	10/22/26	10/30/26
Quarter 2	12/17/26	01/08/27
Semester 1	12/17/26	01/08/27

Quarter 3	03/11/27	03/19/27
Quarter 4	05/27/27	06/04/27
Semester 2	05/27/27	06/04/27

PROTECTION AND PRIVACY OF STUDENT RECORDS

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

Directory Information:

Each year, the Superintendent shall provide public notice to students and their parents of the Center's intent to make available, upon request, certain information known as directory information. The Board designates as student directory information: a student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities; dates of attendance; date of graduation; and/or awards received.

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

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

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

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

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

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

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

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

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

Technology Use:

Before any student can use the school's computer network and the Internet, an agreement must be signed by the

parent/guardian & student that defines the conditions under which the student may use such equipment and services. Failure to abide by all the terms of the agreement may lead to termination of the student's computer account and/or possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities.

Recording and Monitoring Devices in Schools:

Parents/guardians and students are not permitted to use covert audio, video, voice-monitoring and recording devices such as AngelSense, spy audio, video recorders, cameras, and similar devices at school without the written consent of the Superintendent. Requests to use devices like this must be submitted in writing to the 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 and/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.

Parent/Teacher Conferences:

- Fall Conference Date- October 14th & 15th, 2026

TIERED THERAPEUTIC AND PREVENTION STRATEGIES

The Wellness Center strives to provide proactive support to students to prevent potential behavioral and/or safety concerns. The proactive supports and interventions provided to students are organized into three tiers.

Tier 1 Supports:

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

Tier 2 Supports:

Tier 2 supports are data driven interventions that target a specific skill set for a smaller set of students. The students who qualify for tier two interventions have demonstrated a need for targeted support more than what is offered in Tier 1 support. The purpose of Tier 2 support is to provide interventions that help a student make progress toward academic and/or behavior goals. These supports may include but are not limited to targeted learning groups, ARCs behavior model, 5-Point Scale, check/connect with a Good Day Plan or Goal Plan, focus-self-regulation-coping menu cards, and visual schedules. Students receiving Tier 2 support will continue to receive all Tier 1 supports as well.

Tier 3 Supports:

Tier 3 supports are utilized for students that present with the most intensive needs and would benefit from individualized support. Interventions at Tier 3 include functional behavior assessment/analysis, behavior intervention support plans, crisis plans, and/or individualized student programming outside of the typical classroom environment. A multi-disciplinary team meets to develop behavior plans and support for students who would benefit from Tier 3 interventions. If a behavior or academic concern were to arise for a student, an educational team meeting including the parent/guardian may convene to discuss the concern and develop a plan to address the needs identified so that all stakeholders can be present to determine if Tier 3 supports need to be added and/or adjusted. Students receiving Tier 3 supports will continue to receive all Tier 1 supports and applicable Tier 2 supports in place.

TRANSPORTATION

Explanation of Transportation:

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

If at dismissal or pick up, it is determined that the student cannot be safely put on school transportation; the school will make attempts to contact the legal guardian as soon as possible to arrange other transportation. The school day ends at 2:30 pm, and the school administration will make every effort to arrange transportation. If no transportation arrangements can be made, the school will have to make contact with Deerfield Township police and /or Children's services. The school cannot continue to hold students after working school business hours. While the school makes every effort to keep students in school, it is important to have a working contact number in case emergencies arise.

Behavior Expectations:

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

Limitations to Transportation:

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

Lunch:

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

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

Family Engagement Events:

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

VISITORS TO PROGRAM

The Wellness Center is committed to providing a safe school environment. For the safety of students & staff and to minimize disruptions in the classroom, we ask that all visitors, including parents, obtain prior approval before visiting during the school day. If you would like to observe a classroom, please plan at least 7 days in advance by contacting the school administrator(s). All visitors entering the building must enter through the front lobby and sign in at the front desk with the receptionist.

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.