



# SOCIAL COMMUNICATION CLASSROOMS

## Student Handbook



2026 – 2027 School Year

Western Row Campus  
755 Western Row Road  
Mason, OH 45040  
(513) 695-2736

**School Hours: Monday- Friday 8:00 am – 2:30 pm**

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## **WELCOME**

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

## **ABOUT WARREN COUNTY ESC**

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

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

### **Warren County Educational Service Center Vision Statement**

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

### **Warren County Educational Service Center Mission Statement**

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

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

### **Social Communication Classrooms Program Mission Statement**

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

- Educate the whole student to improve academic skill sets, social skills, leisure skills, and functional skills.
- Implement established evidence-based practices across the curriculum.
- Fully involve and engage families in the education of their child through effective communication, family education, and shared goals and visions.
- Provide meaningful and functional activities that create skill sets that will generalize to environments outside of the school walls.
- Treat every student, family member, school personnel, and community representative with respect and dignity.

### **SOCIAL COMMUNICATIONS**

#### **Warren County Educational Service Center’s Social Communication Program:**

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

### **WCESC Governing Board**

Fred Anness, President  
Chad Bridgman, Vice President  
John Lazares, Board Member  
Nona Cress, Board Member  
Sally Williams, Board Member

## WCESC Senior/Executive Leadership



Tom Issacs  
Superintendent



Cary Furniss  
Treasurer



Christina Even  
Assist. Superintendent



Pat Pare  
Assist. Superintendent



Kara Dirksing  
Assist. Superintendent



Shawn Lenney  
Assist. Superintendent



Scott Wilson  
Assistant Treasurer



Katie Brown  
Assistant Treasurer



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



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



Katie Strubbe  
Sr. Exec. Director  
Of Western Row



Kari Burris  
Sr. Exec. Director of  
Related Services &



Jared Kaiser  
Sr. Exec. Director of  
Human Resources

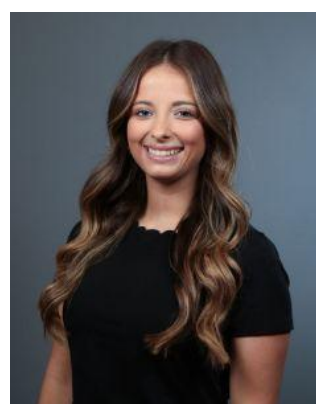
## **Social Communication Program Leadership**



Supervisor: Kelly Buelt  
(Grades K-5)



Supervisor: Rachelle Yakumithis  
(Grades 9-PATH)



Assist Supervisor: Ashley Haley  
(Grades 6-8)

## **Building Staff**

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

## **Equal Education Opportunity**

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

Any person who believes that they have been discriminated against on the basis of their race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status,

ancestry, or genetic information (collectively, Protected Classes) while at school or a school activity should immediately contact the School District's Compliance Officer(s):

Christina A. Even  
Assistant Superintendent  
513.695.2900 ext. 2917  
513.695.2961 – Fax  
1879 Deerfield Rd.  
Lebanon, Ohio 45036

[Christina.even@warrencountyesc.com](mailto:Christina.even@warrencountyesc.com)

Pat Pare  
Assistant Superintendent  
513.695.2900 ext. 2314  
513.695.2961 – Fax  
1879 Deerfield Rd.  
Lebanon, Ohio 45036  
[pat.pare@warrencountyesc.com](mailto:pat.pare@warrencountyesc.com)

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

## **ATTENDANCE**

### **Arrival and Dismissal Times**

Ohio state law requires daily attendance of all students. Regular attendance is essential for success in school. School hours are Monday – Friday from 8:00-2:30pm. Students arriving after 8:15am will be reported tardy. The administrative assistants will track tardies and report to administration. Tardies related to transportation issues will be excused.

### **Arrival Procedures**

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

### **Attendance & Tardiness**

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

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

### **Absence Reporting**

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

- Families should contact the school within 1 hour from the start of the school day on the day of the absence
- ***There are two ways to let us know if your child is absent:***
  - *Call: 513-695-2736.*
  - *Email: WRFrontOffice@warrencountyesc.com*
- It is encouraged that a medical excuse is submitted whenever possible
- The parent/guardian should provide written documentation to the main office (notifying the child's teacher does not excuse the absence) in advance in regard to any absences due to upcoming out of town or vacation trips
- The parents (and not the school) maintain responsibility to make certain the doctor's note and/or vacation note is submitted to the main office in a timely manner
- If the parent/guardian fails to contact the school and school personnel have to initiate contact with the parent/guardian via phone and school personnel DO NOT make contact with a parent/guardian the absence is considered unexcused until a parent/guardian makes direct contact with the main office to verify the student's attendance.
- ***The parent/guardian is responsible for contacting the transportation provider to inform them of the absence.***

### **Excused Absences**

- Personal illness or injury
- Medical excuses are acceptable documentation of an absence from school following a personal, in-office or hospital examination by a physician, nurse practitioner or physician assistant
- Physicians may only excuse absences from school for the specific date(s) the student was under his/her direct medical care- during which the student was medically unable to attend school. Excessive medical excuses might result in the school contacting the physician's office for additional medical documentation
- Medical or Dental appointments
- Illness or death in the family

- Military Excused: Students may receive additional excused absences per school year for the purpose of attending the deployment or return of a military parent/sibling
- Funeral of immediate family member or relative
- Religious holiday
- Appointments for court
- Pre-approved absences by Program Supervisor and/or Director
- Emergencies and other reasons deemed appropriate by the Program Supervisor and/or Director

### **Unexcused Absence**

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

### **Board Policy on Absences**

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

Legal Requirement: Ohio Revised Code, Section 3321.01: All children between ages six (6) and eighteen.

(18) are of compulsory school age and must attend school. Ohio Revised Code, Section 3321.03: It is the parent's responsibility to cause the child to attend school.

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

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

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

The foregoing general rule is for the convenience of school officials in the administration of this attendance regulation. This rule does not create an entitlement for a student to be absent from school 12 times. Application of this general regulation may be waived by school officials where circumstances indicate that its application does not serve the student's best interest. Those circumstances include but are not limited to the student's attendance in the current or prior school years; instances

where students/parents have been adjudicated guilty of truancy-related offenses or are currently under active supervision or probation. Excused occurrences from school shall be granted only on the condition of a note from a physician, nurse practitioner, physician's assistant, or excused by the school Principal.

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

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

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

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

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

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

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

Once the referral is made to the county's attendance officer, an Absence Intervention Team Meeting is scheduled in order to develop an attendance plan. The attendance officer covering the Social Communication Program is Mary Beth Garner. She can be reached at 513.695.2900 or [mary.garner@warrencountyesc.com](mailto:mary.garner@warrencountyesc.com)

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

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

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

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

### **School Closing/Delay Announcement**

The Warren County Social Communication Program utilizes Tech 911 and Final Forms for direct notification of school closing and delays. Parents/guardians may subscribe to receive direct text messages or email alerts from Tech 911 by:

- Visiting <http://teclogin.com/tec/cpcl/wcesc> and subscribe to receive direct text message or email alert
  - Social Communications are listed under **WCESC WESTERN ROW LOCATION; FAMILIES**

Parents/guardians will receive an email from Final forms to set up/create an account. Social Communications Program will notify parents/guardians via final forms via text and/or email when the program is delayed or closed.

WCESC is not included on media broadcasted school lists for closings and delays (i.e. TV, web, radio, etc.). However, the Western Row Campus follows Mason City School closing for the majority of the time.

If a student's home school district is closed, we will leave school attendance up to the parent and/or legal guardian. Students will not be held accountable to the attendance policy for days that their home school is not in session.

## **REQUIRED SCHOOL FORMS**

The following forms are required to be on file for each student attending the Warren County Social Communication Program through Final Forms:

- Contact Information
- Health History and Medical Profile
  - Medications
  - Past and Ongoing Health Conditions
  - Immunizations
- Emergency Medical Authorization
- Annual Notice of Health Care Services
- Notice of Curriculum
- Student/Guardian Handbook
- Community Outing
- Acceptable Use Policy
- Mental Health History
  - Limits of Confidentiality
  - Consent for Treatment
  - Financial Agreement
  - Notice of Privacy
  - Release of Information
  - Student Rights and Responsibilities
- Restraint and Seclusion Policy
  - Formal Complaint Process
  - Behavior Management Strategies
- Student Media Release
- Academic Calendar
- Child Abuse Prevention
- Erin's Law
- TANF Application
- Device Monitoring Notice

## **ACADEMIC CURRICULUM AND SUPPLEMENTAL RESOURCES**

All SCC Classrooms will follow the BASES Curriculum for academic instruction. BASES is an acronym for Balanced Academics for Supported and Engaged Students. This SCC Curriculum directly focuses on Ohio's Learning Standards

and incorporates Ohio's Standards – Extended (OLS – E) so that student's can demonstrate mastery at their level. These standards help to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. At the same time, the extended standards are designed to maintain the rigor and high expectations of Ohio's Learning Standards.

| Content Area   | Curriculum                           | Additional Resources                                                         |
|----------------|--------------------------------------|------------------------------------------------------------------------------|
| Reading        | Grades K-2 ULS<br>Grades 3-12 BASES* | ULS<br>Learning A-Z<br>Readworks<br>Teachers Pay Teachers<br>Dolch/Fry Words |
| Math           | Grades K-2 ULS<br>Grades 3-12 BASES* | ULS<br>Teachers Pay Teachers                                                 |
| Writing        | Grades K-2 ULS<br>Grades 3-12 BASES* | ULS<br>Learning A-Z<br>Readworks<br>Teacher Pay Teachers                     |
| Science        | Grades K-2 ULS<br>Grades 3-12 BASES* | ULS<br>Learning A-Z<br>Readworks<br>Teacher Pay Teachers                     |
| Social Studies | Grades K-2 ULS<br>Grades 3-12 BASES* | ULS<br>Learning A-Z<br>Readworks<br>Teacher Pay Teachers                     |

|                            |                                                                                                                                                              |                                                                                 |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Social Emotional Learning  | K-8 THRIVE<br>(Tools, Habits for Resiliency, Inspiring, Victories, Everyday)<br><br>Grades 9-12 SPARK<br>(Supportive, Proud, Adaptable, Resilient, and Kind) | Teachers Pay Teachers<br><br>Social Behavior Mapping<br><br>Zones of Regulation |
| Positive Behavior Supports | SCC PBIS Curriculum<br>(Safe, Ready to Learn, Responsible)                                                                                                   | Committee created materials and matrix<br><br>Teacher Pay Teachers              |

## **Grading Procedures**

### **Instructional Model**

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

- Math
- English Language Arts
- Social Studies
- Science
- Social Skills
- Physical Education/Health
- Visual Arts
- Work Force Development (grades 7<sup>th</sup>-12<sup>th</sup> grade)

### **Grading for Student Grades K-6 Policy**

The Elementary Report Card has been revised for the 2026-2027 school year.

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

The scale below is used for the content areas of reading, writing, math, science and social studies:

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

| <b>Scale</b>                  | <b>Academic Grade Scale Description</b>                                                                                                                                                                                                                                                         |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4: Advanced</b>            | A student demonstrates <b>Advanced</b> skills when they independently demonstrate understanding of core concepts and essential skills with minimal adult support. The student is able to communicate their thinking, apply strategies across settings, and generalize skills to new situations. |
| <b>3: Proficient</b>          | A student demonstrates <b>Proficiency</b> when they show clear understanding of core concepts and essential skills with structured support and scaffolding. They can apply learning in familiar contexts and demonstrate growing independence.                                                  |
| <b>2: Progressing</b>         | A student demonstrates a <b>Progressing</b> level of proficiency when they show partial understanding of core concepts but require significant support to access instruction and demonstrate learning.                                                                                          |
| <b>1: Growth Area</b>         | A student demonstrates <b>Growth Area</b> when they are primarily developing foundational or prerequisite skills needed to access grade-level content.                                                                                                                                          |
| <b>NYA: Not Yet Addressed</b> | The student has not yet been assessed on the identified standard.                                                                                                                                                                                                                               |

**WCESC Social Communication Program: Grades 9-12**

## **Grading Policy**

A student's schedule may include coursework in the following areas:  
Mathematics, English Language Arts, Social Studies, Science, Social Skills,  
Transition, and Elective Courses.

## **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  
A letter grade at the end of the semester

For Transition and Social Skills courses, 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. These grades will not be included in the students' GPA.

## **Grading Scale**

90-100 – A (4.0 Points)

80-89 – B (3.0 Points)

70-79 – C (2.0 Points)

60-69 – D (1.0 Points)

0-59 – F (0.0 Points)

## **Interim Progress Reports and Semester Grade Cards**

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

## **Key Grade Dates**

1<sup>st</sup> Quarter Grades: October 23<sup>rd</sup>

2<sup>nd</sup> Quarter Grades: January 8<sup>th</sup>

3<sup>rd</sup> Quarter Grades: March 12<sup>th</sup>

4<sup>th</sup> Quarter Grades: June 1<sup>st</sup>

## **Monitoring Student Grades**

Warren County ESC Social Communications uses Final Forms as the primary tool for parents and guardians to monitor students' grades and report cards. Students' grades and progress reports are uploaded and shared via Final forms quarterly.

### **Progress Reporting**

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

| <b>Quarter</b>      | <b>End of Quarter Date</b> | <b>Progress Reports/Grades Due</b> | <b>Progress Reports/Grades Distribution Date</b> |
|---------------------|----------------------------|------------------------------------|--------------------------------------------------|
| Quarter 1 (39 days) | 10/22/2026                 | 10/23/2026                         | 10/30/2026                                       |
| Quarter 2 (34 days) | 12/17/2026                 | 12/18/2026                         | 1/8/2027                                         |
| Quarter 3 (46 days) | 03/11/2027                 | 03/12/2027                         | 3/19/2027                                        |
| Quarter 4 (49 days) | 05/27/2027                 | 05/28/2027                         | 6/4/2027                                         |

### **Parent/Teacher Conferences**

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

### **Western Row conferences:**

October 14<sup>th</sup> & October 15<sup>th</sup> 2026 from 3:00pm-7:00pm

### **STUDENT RECORDS/CONFIDENTIALITY (FERPA)**

One area of concern for students and staff alike is confidentiality. If our school and therapy programs are to be successful, we must protect the integrity and rights of the

students we serve. To accomplish this objective, the following statements should clarify which information is kept in confidence and which is released.

- All school records on a student will be subject to review by the home school and Warren County Social Communications personnel, including IEPs.
- Any clinical information concerning a student (the content of therapy sessions) will not be released without a signed, written release of information by the student and legal guardian.
- All personal information about a student will be held in strict confidence, except in the following situations:
  - If a student makes a direct threat to the life of another person, or to his own life.
  - In cases of child abuse or neglect.
  - The courts are subpoenaing case records.
  - During an emergency where the life of a student is in danger.
- Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.
- Students and parents have the right to review and receive copies of all educational records. To review student records, please provide a written notice identifying the requested student records to the Building Administration. You will be given an appointment with the appropriate person to answer any questions and review the requested student records.
- Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading, or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of his/her right to a hearing on the matter.

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

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

[or appropriate school official], clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Optional, upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

[NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the parent or eligible student.]

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

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

- In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.
  - See the list below of the disclosures that elementary and secondary schools may make without consent.
  - FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student. 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student
  - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
  - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
  - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf if applicable requirements are met. (§§ 99.31(a)(3) and 99.35) 26

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## **PROTECTION AND PRIVACY OF STUDENT RECORDS**

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

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

## **DIRECTORY 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.

### **Recording and Monitoring Devices in Schools**

Parents 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.

## **BEHAVIOR/DISCIPLINE**

### **PBIS Overview**

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

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

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

### **SCC PBIS Matrix**

A PBIS matrix is utilized by school programs to outline specific observable expectations that are targeted for instruction, practice, and acknowledgment. The Social Communication Classroom program will focus on the expectations of “I am safe.” “I am ready to learn.” “I am responsible.” And “I am respectful.” Please see example Matrix’s under Miscellaneous.

### **PBIS Acknowledgement System**

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

### **Therapeutic Environment and Prevention Strategies**

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

#### **Tier 1 Supports**

Tier 1 supports are provided to all students. As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure

helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere, such as, physical organization of the classroom, visual schedules, structured work systems, systematic instruction, leveled emotional regulation supports and instruction, general sensory supports, communication instruction and supports, and visual supports. All students also receive instruction related to PBIS expectations and social-emotional learning.

### **Tier 2 Supports**

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

### **Tier 3 Supports**

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

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

### **Restraint and Seclusion Policy**

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

environment. Please refer to Final Forms for a copy of: Restraint and Seclusion Policy for more information.

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

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

The complete WCESC directives on appropriate use of restraint and seclusion can be found on Final Forms.

### **Student Code of Conduct**

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

### **Code of Conduct Violations:**

#### **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.

1. 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.
2. Students are prohibited from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus that is indistinguishable from a firearm, whether or not the object is capable of being fired, and indicating they are in possession of such an object and that it is a firearm or knowingly displaying or brandishing the object and indicating it is a firearm.

## **4. Use and/or possession of a weapon**

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

**5. Use of an object as a weapon**

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

**6. Knowledge of dangerous weapons and/or threats of violence**

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

**7. Physically assaulting a staff member/student/person**

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

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

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

**8. Verbally threatening a staff member/student/person**

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

When a threat is made, it is our responsibility to differentiate between discipline violations vs. an imminent threat to school safety. An imminent threat maybe defined as an indicated desire to harm individuals, which would cause supervisors to investigate the context and the meaning of the threat. Potential consequences for threats may include a Mental

Health Assessment, involvement of law enforcement (with possible legal consequences), and school disciplinary action.

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

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

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

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

**10. Extortion**

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

**11. Gambling**

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

**12. Falsification of schoolwork, identification, forgery**

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

**13. Academic Dishonesty, cheating, plagiarism**

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

**14. False alarms and false reports**

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

### **15. Explosives and Arson**

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

### **16. Trespassing**

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

### **17. Theft**

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

### **18. Insubordination**

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

### **19. Damaging property**

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

### **20. Persistent absence and/or tardiness**

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

### **21. Unauthorized use of school or private property**

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

### **22. Displays of affection/sexual activities**

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

### **23. Possession of electronic equipment**

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

personal headphones is at the discretion of the Building Administrator but we are not liable for any lost or stolen property. At the beginning of each day, electronics will be collected and stored in a safe place. Failure to comply with electronic policy may result in confiscation and loss of electronic privileges.

#### **24. Violation of individual school/classroom rules**

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

#### **25. Violation of bus/van rules**

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

#### **26. Dress code Violations**

Any actions or manner of dress that materially and substantially disrupts or interferes with school activities or the educational process or which threatens to do so are unacceptable.

#### **27. Harassment and/or bullying**

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

#### **28. Hazing**

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

#### **29. Bomb Threats**

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

#### **30. Gangs**

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

## **BULLYING 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:

- physical violence and/or attacks;
- threats, taunts, and intimidation through words and/or gestures;
- extortion, damage, or stealing of money and/or possessions;
- exclusion from the peer group or spreading rumors;
- 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:
  - posting slurs on web sites where students congregate or on web logs (personal on-line journals or diaries);
  - sending abusive or threatening instant messages;
  - using camera phones to take embarrassing photographs of students and posting them on-line/or otherwise distributing them;
  - using web sites to circulate gossip and rumors to other students; and,
  - excluding others from an on-line group by falsely reporting them for inappropriate language to Internet Service Providers.
- violence within a dating relationship.

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

### **Complaint Procedures**

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

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

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

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

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

### **Step I**

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

veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

## **Step II**

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

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

## **Step III**

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

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

## **Publication of the Prohibition Against Harassment, Intimidation, and Bullying**

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

conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

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

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

### **Retaliation/False Charges**

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

### **Remedial Actions**

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to provide that the

prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

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

### **Non-Disciplinary Intervention**

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

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

### **Disciplinary Interventions**

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

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

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

### **Reporting Obligation**

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

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

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

### **Intervention Strategies**

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

- A. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents, or school personnel.
- B. Planned professional development programs addressing targeted individuals' problem, including what is safe and acceptable Internet use.
- C. Data collection to document victim problems to determine the nature and scope of the problem.
- D. Use of peers to help ameliorate the plight of victims and include them in group activities.
- E. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough).
- F. Awareness and involvement on the part of all school personnel and parents with regard to victim problems.

- G. An attitude that promotes communication, friendship, assertiveness skills and character education.
- H. Modeling by school personnel of positive, respectful, and supportive behavior toward students.
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines).
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- K. Form harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

### **Intervention Strategies for Protecting Victims**

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

### **Training**

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

Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees and volunteers with direct contact with students. The in-service education provided to

middle and high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or Center-mandated continuing education requirements.

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

### **Police and Child Protective Services**

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

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

### **Technology Use**

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

### **Bullying**

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

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

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

## **Discipline Framework**

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

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

*Examples Include:*

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

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

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

### **Dangerous behaviors that are potentially harmful.**

*Examples Include:*

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

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

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

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

*Examples Include:*

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

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

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

**Child Abuse/Neglect**

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

**Abuse**

For purposes of this policy, an abused child includes any child who: Is the

victim of sexual conduct or sexual conduct with an adult or is otherwise the victim of criminal sexual activity; exhibits evidence of physical or mental injury which is not the result of an accident or is not consistent with the explanation of the cause or circumstances, with the possible explanation of a minor injury arising from an altercation between students or otherwise suffers physical or mental injury caused by child's parent(s), guardian, custodian.

### **Neglect**

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

### **Bullying and Hazing Policy**

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

### **Search and Seizure**

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

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

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

- Turning pockets inside out
- Emptying pockets
- Checking coat/jacket pockets

- Removing shoes
- Looking in book bags, backpacks, etc.
- Looking in/at anything a student brings into the building

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

### **Video Surveillance**

Per Board policy adopted July 28, 2009:

#### **7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

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

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

The Superintendent is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the Center. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a

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

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

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

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

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

Recordings of students will be treated as confidential. Consequently, because the Board is bound by Ohio's Student Records Statute and the Family Educational Rights and Privacy Act (FERPA), copies of video

recordings containing personal identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released through subpoena or court order.

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

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

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

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

## **Student Dress Code**

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

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

## **FINAL FORMS**

Warren County ESC has partnered with Final Forms, an online form and data management system, to simplify the onboarding process for families and reduce

paper usage. Final Forms provides a one-stop solution for electronic forms, including emergency medical information, computer/network permissions, and other required documentation.

Final Forms 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 Final Forms, 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. Final Forms documents for returning students should be completed by **Friday, September 4, 2026**.

## **NEW STUDENTS**

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

## **MEDICAL INFORMATION & INJURIES**

### **Chronic Health Conditions**

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

### **Injuries**

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

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

## **Illness**

All WCESC programs adhere to the Ohio Department of Health Communicable Disease Chart guidelines for exclusion from school for symptoms of specified illnesses. If a student becomes ill or appears to have a communicable disease, school staff will contact the parent or person listed on the Emergency Medical Authorization form by telephone to pick up the student from school. If the student appears to have a communicable disease, the parent or guardian should take him/her to be evaluated by a physician and inform the nurse/school staff of any diagnosis.

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

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

## **Diarrhea / Loose Stools**

If a student has three or more loose stools (bowel movements with increased water content and/or decreased form) in a 24 hour period, they will be sent home and will not be able to return to school until diarrhea free for 24 hours or the student has been evaluated medically to be non-infectious and it can be contained. Please plan all bowel treatments your student receives at home, such as for the prevention or treatment of constipation, so that the effects occur outside of school hours and the student can be cared for more appropriately at home.

To avoid loss of instruction time for your student and your student's classmates, your child may be sent home for excessive time spent in the bathroom by your student and classroom staff, even if the cause is a known side-effect of medications or other treatments. We request parents to submit a note to school from the student's physician if the student routinely has loose stools due to a

medical condition or treatment, but please be aware that this note does not exclude the student from the policies listed above related to lost instruction time.

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

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

### **Immunizations**

Students must show proof of having all immunizations required by the Ohio Department of Health no later than 14 days of the first day of school or when

enrolling if the student is new to the district or program. For the safety of all students and staff, the school principal may be required to remove a student from school if the student does not have the required immunizations or authorized exemption waiver on file at school. Immunization listed will be submitted via Final Forms.

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

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

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

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

### **Immunization Exemption:**

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

### **Emergency Medical Authorization**

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

### **Medications**

The administration of medication at school is discouraged unless it is medically necessary or is required for educational performance. Every effort should be made to arrange dose times around school hours if possible. When medication administration is necessary during school hours, it must be delivered to school by a parent or other designated adult other than the student or intern and the following rules and procedures apply:

#### **Authorization Form:**

A School Medication Administration Authorization Form must be filled out and signed by the licensed prescriber and signed by the parent/guardian before staff can administer prescription medications (ORC 3313.713 C 2). *It is the parent/guardian's responsibility to provide the school with the completed school*

*medication administration authorization (order form) filled out and signed by the prescriber.* A separate form is required for each medication. New forms must be submitted for each school year and for each change in medication, administration time and/or dosage. The medication will be administered exactly as written by the licensed prescriber's instructions on the form. No medication will be administered unless the completed form is on file. A parent may come to school to administer the medication to their child until they are able to provide the completed authorization form authorizing school staff to administer the new or revised medication or procedure.

#### **Non-Prescription Medication Form:**

A form can be filled out by parents who may authorize the administration of a non-prescribed, over-the-counter medication such as acetaminophen, ibuprofen, antibiotic ointment to a skin abrasion, cough drops, etc. to their student as needed. Physician authorization or signature is **not** required in such cases. Please deliver over-the-counter medication to school in its original, unopened packaging/container with administration instructions intact. The bottle/package will be labeled with the student's name (such as with a permanent marker). If a student requests the use of a non-prescription medication at school, the parent will be notified of the time the medication was administered. All over-the-counter medications will be administered according to the manufacturer directions on its packaging according to age and weight. If a different dosage or interval between doses is desired for an over-the-counter medication, or if it is given as a scheduled dose, the parent must submit a School Medication Administration Authorization Form signed by a licensed physician.

#### **Medication**

Must be delivered to school by a parent/guardian (or by another adult designated by the parent/guardian.) *All medications must be in its original packaging or container with the original label as dispensed by the pharmacy\* (ORC 3313.713 C 5).* Staff will count or measure the amount of medication delivered with the person dropping it off and document the information. Using a recycled container is unacceptable even if the instructions are the same. Parents are advised to request a second empty bottle with an identical label from their pharmacy when filling prescriptions or at pickup if dividing the doses between home and school is necessary.

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

with notifying the parent/guardian that the quantity at school is low, but this is ultimately the responsibility of the parent/guardian.

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

### **Students May Not Carry or Administer Their Own Medication**

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

### **Self-Carry Exceptions**

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

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

### **End of School Year and Discontinued Doses:**

***Medications not picked up by the end of the school year will be discarded.***

It is the parent/guardian’s responsibility to make arrangements with the school prior to the end of the school year to pick up their child’s medication. Medications **cannot** be sent to or from school via the student (backpack or carried) on school transportation in Ohio for the safety of your child and others. Since the school cannot store medications over the summer, all medications left at school will be discarded.

### **Health Screenings**

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

an exam with a physician will be mailed or sent home if the student does not pass one or more of the required screenings.

### **Hearing and Vision Screening Program**

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

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

#### **Chicken Pox**

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

#### **Common Cold**

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

#### **COVID-19**

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

#### **Fever**

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

#### **Flu**

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

#### **Head Lice**

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

### **Impetigo**

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

### **Pain**

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

### **Pinkeye/Conjunctivitis**

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

### **Ringworm**

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

### **Skin Rashes**

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

### **Strep Throat/Scarlet Fever**

Strep throat usually begins with fever, sore and red throat, pus spots on the back of the throat, and tender swollen glands of the neck. A red skin rash and/or strawberry appearance of the tongue (scarlet fever), high fever, nausea and vomiting may also occur. Your child should remain home from school until receiving a full 24 hours of antibiotic therapy and until fever free and without vomiting for 24 hours. Most physicians will advise 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 11/20) Academic Curriculum and Supplemental Resources*

## **TRANSPORTATION**

### **Student Transportation**

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

concerns about your child's transportation, contact your child's home school and speak with the transportation department.

If at dismissal or pick up it is determined that the student cannot be safely put on school transportation, the school will make attempts to contact the legal guardian as soon as possible to arrange other transportation. If no transportation arrangements can be made within a reasonable time period, the school will contact Mason City police department and /or Children's services. The school cannot continue to hold students after working school business hours. While the school makes every effort to keep students in school, it is important to have a working contact number in case emergencies arise.

### **Behavior Expectations**

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

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

### **Limitations to Transportation**

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

## **MISCELLANEOUS**

### **School Meals**

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

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

All meals will meet the National School Breakfast and/or Lunch meal pattern requirements. Menu planning will also strive to meet the latest nutrition recommendations in the *U.S. Dietary Guidelines for Americans*. Snacks served

during the school day will be based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

### **Family Engagement Events**

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

- September 23<sup>rd</sup>, 2026
- December 2<sup>nd</sup>, 2026
- February 17<sup>th</sup>, 2026
- May 5<sup>th</sup>, 2026

### **Parent & Classroom Visitors**

The WCESC Social Communication Program is committed to providing a safe school environment. For the safety of students & staff and to minimize disruptions in the classroom, we ask that all visitors, including parents, obtain prior approval before visiting during the school day. If you would like to observe in a classroom, please make arrangements at least 3 days in advance by contacting the SCC Supervisor. All classroom visitors will be accompanied by a Social Communication Supervisor or other staff member.

## **VISITOR CHECK-IN AND SAFETY**

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

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

### **What This Means for Families and Visitors**

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

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

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

### **Why We Use Raptor**

Raptor helps us:

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

### **Your Privacy Matters**

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

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

### **A Shared Commitment to Safety**

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

Ohio Revised Code 3319.327

## **APPENDIX**

Receipt/Review of the School Handbook Acknowledgement Form will be available electronically on the final forms website for parent/guardian to review and sign.

Copy of School Calendar 26.27 SY is below.

Examples of PBIS Matrix included

Sample of Classroom Scheduled included

Notice of Governing Board of WCESC Monitoring or Accessing Student Activity on School-Issued Device

## **26.27 SY PROGRAM CALENDAR**

**26/27 WCESC Academic Calendar**  
**Western Row Campus (SCC/MD)**  
**755 Western Row Rd.**  
**Mason, Ohio 45040**

Hours: 8:00 am - 2:30 pm

Total Days: 167

Total Hours: 1043.75

| August 2026 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

| September 2026 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | T  | F  | S  |
|                |    | 1  | 2  | 3  | 4  | 5  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |
| 27             | 28 | 29 | 30 |    |    |    |
|                |    |    |    |    |    |    |

| October 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |
|              |    |    |    |    |    |    |

| November 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    |    |    |    |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 |    |    |    |    |    |

| December 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 | 31 |    |    |
|               |    |    |    |    |    |    |

| January 2027 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    | 1  | 2  |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| February 2027 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            |    |    |    |    |    |    |
|               |    |    |    |    |    |    |

| March 2027 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 | 31 |    |    |    |
|            |    |    |    |    |    |    |

| April 2027 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    | 1  | 2  | 3  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 |    |
|            |    |    |    |    |    |    |

| May 2027 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |
|          |    |    |    |    |    |    |

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

**First Semester Dates of Importance**

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

August 31<sup>st</sup> -First Day of School

September-7<sup>th</sup> -NO SCHOOL

October 14<sup>th</sup> and 15<sup>th</sup> – Fall Conferences

October 22<sup>nd</sup> -End of First Quarter (39 days)

October 23<sup>rd</sup> -NO SCHOOL

November 2<sup>nd</sup> -NO SCHOOL

November 23<sup>rd</sup> through 27<sup>th</sup> -NO SCHOOL

December 17<sup>th</sup>-End of Second Quarter (34 days)

December 18<sup>th</sup> through January 4<sup>th</sup> -NO SCHOOL

**Second Semester Dates of Importance**

January 4<sup>th</sup> -NO SCHOOL

January 5<sup>th</sup> -First Day Back from Winter

January 18<sup>th</sup> -NO SCHOOL

February 12<sup>th</sup> & 15<sup>th</sup> -NO SCHOOL

March 11<sup>th</sup> -End of Third Quarter (46 days)

March 12<sup>th</sup> - NO SCHOOL

March 26<sup>th</sup> through April 5<sup>th</sup> - NO SCHOOL

May 27<sup>th</sup> Last day of school/End of Fourth Quarter (49 days)

**Family Engagement Nights**

September 23<sup>rd</sup>, 2026  
 December 2<sup>nd</sup>, 2026  
 February 17<sup>th</sup>, 2027  
 May 5<sup>th</sup>, 2027

|  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                |                                                                                                                                                                                    |                                                                                                                                                                                                                          |                                                                                                                                                                                                      |                                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | Classroom                                                                                                                                                                                                                                                        | Arrival/<br>Dismissal                                                                                                                                                                                                                                                        | Bathroom                                                                                                                                                                                                                                                       | Hallway                                                                                                                                                                            | Cafeteria<br>Lunch                                                                                                                                                                                                       | Physical<br>Education                                                                                                                                                                                | Playground                                                                                                                                                      | Motor<br>Room                                                                                                                                                                                                        | Transportation                                                                                                                                                                       |
| <b>I am Safe</b><br><br><b>Quiet voice, Safe hands, Walking feet</b>              | I will:<br><br>Use items as the teacher shows me<br><br>Put items where they belong<br><br>Use an inside voice, hands to self and walking feet<br><br>Be aware of others around me.<br><br>Find my safe people<br><br>Use my strategies to keep a calm/safe body | I will:<br><br>Put items from home away and go to my safe area<br><br>Use an inside voice, hands to self and walking feet<br><br>Be aware of others around me<br><br>Either wait for my safe person or find my safe person<br><br>Use my strategies to keep a calm/safe body | Use items correctly<br><br>Use an inside voice, hands to self and walking feet<br><br>Use my strategies to keep a calm/safe body<br><br>Find my safe people if needed<br><br>Be aware of what is around me<br><br>Take turns<br><br>Flush, wash, and dry hands | I will:<br><br>Stay in my space<br><br>Use an inside voice, hands to self and walking feet<br><br>Be aware of what is around me.<br><br>Use my strategies to keep a calm/safe body | I will:<br><br>Eat my own food<br><br>Clean my messes and throw trash away<br><br>Use an inside voice, hands to self and walking feet<br><br>Stay in area<br><br>Be aware of others around me<br><br>Find my safe people | I will:<br><br>Use and put away items correctly as the adult shows me<br><br>Use an inside voice, hands to self and walking feet<br><br>Take turns<br><br>Use my strategies to keep a calm/safe body | I will:<br><br>Use items correctly as the adult shows me.<br><br>Use hands and feet to self<br><br>Take turns<br><br>Use my strategies to keep a calm/safe body | I will:<br><br>Use items as the adult shows me<br><br>Use an inside voice, hands to self and walking feet<br><br>Take turns<br><br>Be aware of others around me.<br><br>Find my safe people<br><br>Use my strategies | I will:<br><br>Keep all items inside the vehicle<br><br>Use inside voice<br><br>Keep hands and feet to self<br><br>Stay in my seat with my feet on the floor<br><br>Wear my seatbelt |

|  |                                                 |                                                                      |                           |                                                 |                                                 |                                                                                               |                                                         |                                                         |                                       |
|--|-------------------------------------------------|----------------------------------------------------------------------|---------------------------|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------|
|  | calm/safe body<br><br>Ask for help if I need it | strategies to keep a calm/safe body<br><br>Ask for help if I need it | Ask for help if I need it | calm/safe body<br><br>Ask for help if I need it | calm/safe body<br><br>Ask for help if I need it | Use my strategies to keep a calm/safe body<br><br>Ask for help if I need it<br><br>Take turns | body<br><br>Ask for help if I need it<br><br>Take turns | body<br><br>Ask for help if I need it<br><br>Take turns | body<br><br>Ask for help if I need it |
|--|-------------------------------------------------|----------------------------------------------------------------------|---------------------------|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------|

|                                                                                   |                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                     |                                                                                                                                                                     |                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Classroom</b>                                                                                                                                                 | <b>Arrival/Dismissal</b>                                                                                                                                                                        | <b>Bathroom</b>                                                                                                                                                                     | <b>Hallway</b>                                                                                                                                                      | <b>Cafeteria Lunch</b>                                                                                                                                           | <b>Physical Education</b>                                                                                                                                                                            | <b>Playground</b>                                                                                                                                                                                     | <b>Motor Room</b>                                                                                                                                                                                    | <b>Transportation</b>                                                                                                                                                            |
| <b>I am Ready to Learn</b><br><br><b>Look, listen, and think</b>                  | I will:<br><br>Set up my space<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a | I will:<br><br>Put items from home away/collect items to go home and go to my area<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my | I will:<br><br>Use items correctly<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a calm/safe body | I will:<br><br>Stay with my group<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a | I will:<br><br>Set up my space<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a | I will:<br><br>Use items correctly as the adult shows me<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a calm/safe | I will:<br><br>Use items correctly as the adult shows me.<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a calm/safe | I will:<br><br>Use items correctly as the adult shows me<br><br>Use an inside voice, hands to self and feet on the floor<br><br>Look, listen, and think<br><br>Use my strategies to keep a calm/safe | I will:<br><br>Buckle my seatbelt<br><br>Stay inside the vehicle<br><br>Keep my belongings with me<br><br>Only touch my belongings.<br><br>Use my strategies to keep a calm/safe |

|                                               | Classroom                                                                                                                                                                                    | Arrival/Dismissal                                                                                                                                                                                                                       | Bathroom                                                              | Hallway                                                                                                                                                                                                          | Cafeteria Lunch                                                                                                                                                                      | Physical Education                                                                                                                   | Playground                                                                                                                                                     | Motor Room                                                                                                                                                                     | Transportation                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>I am Responsible</b></p> <p><b>I have my schedule, I know what I am working for, I know where I am suppose to be</b></p> | <p>I will:</p> <p>Complete and turn in my assignment</p> <p>Participate in class by answering questions and making on topic comments</p> <p>Have my tools ready (Get my workspace ready)</p> | <p>I will:</p> <p>Walk safely</p> <p>Carry my backpack, put my things away, get my things ready to leave</p> <p>Follow my classroom's arrival and departure routines</p> <p>Organize and clean up materials used throughout the day</p> | <p>I will:</p> <p>Use equipment correctly</p> <p>Throw trash away</p> | <p>I will:</p> <p>Follow adult directions (Look and listen to teachers)</p> <p>Keep the hallways clean (pickup items on the ground and trash)</p> <p>Walk to my destination without stopping in other places</p> | <p>I will:</p> <p>Be prepared</p> <p>Wait in line</p> <p>Gather correct items for a meal</p> <p>Keep food in my area</p> <p>Throw away trash, put tray on cart, clean table area</p> | <p>I will:</p> <p>Be aware of personal space</p> <p>Share equipment with others</p> <p>Put equipment away when finished using it</p> | <p>I will:</p> <p>Take care of the playground equipment</p> <p>Stay on the playground</p> <p>Listen for staff directions</p> <p>Be aware of personal space</p> | <p>I will:</p> <p>Follow my schedule (Look at my schedule to check my next activity)</p> <p>Put items back where they belong</p> <p>Complete the activities on my schedule</p> | <p>I will:</p> <p>Wear my seatbelt.</p> <p>Greet my driver.</p> <p>Use an inside voice.</p> <p>Throw away my trash.</p> <p>Only touch personal belongings</p> <p>Use my coping strategies (ask for help, ask for a break, find my safe person)</p> |

## SAMPLE CLASSROOM SCHEDULE

### SCC Classroom Schedule Example

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

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

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

Required Pursuant to Ohio Revised Code §3319.327

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

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

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

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

As part of this notice, the ESC is providing you with advance notice that it or one of its technology providers intends to electronically access or monitor your student’s school-issued devices for reason #1 above. This electronic access or monitoring can occur only when advance notice is provided, and it shall be done only for educational purposes as outlined. If the ESC is triggered to electronically access your student’s school-issued device for reasons #2 through #6 above, the District will provide you with a 72-hour notice that includes a description of the features of the device that were accessed, a written description of the triggering circumstances, and a description of the threat, if any. If the notice itself could pose a threat to life or safety, the 72-hour notice will be provided within 72 hours after the threat ended.