



**WEST CLERMONT
LOCAL SCHOOL DISTRICT**

4350 AICHOLTZ ROAD, CINCINNATI, OHIO 45245-3501

Building Futures

WEST CLERMONT BOARD OF EDUCATION

4350 Aicholtz Road, Suite 220 • Cincinnati, Ohio 45245 • (513) 943-5000

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Mission

Our mission is to provide a safe, united, academically challenging environment where all students achieve excellence.

Vision

We are a state-of-the-art world-class educational provider recognized for developing future leaders and productive citizens.

School Directory

School Hours: 9 a.m.-3 p.m.

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General Information

The West Clermont Local School District does not discriminate on the basis of race, color, national origin, sex, or disability in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Albert L. Delgado, Assistant Superintendent
Human Resources/Pupil Personnel
4350 Aicholtz Road, Suite 220
Cincinnati, OH 45245
(513) 943-5032

The West Clermont Local School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The West Clermont Local School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

Name and Title: Laura Nazzarine, Director of Special Education
Office Address: 4350 Aicholtz Road, Suite 220
Cincinnati, OH 45245
Phone Number (Voice/TDD) (513) 943-5029
Days/Hours Available 8:00 AM-4:00 PM Monday through Friday

❖ PARENT AND STUDENT NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's records within 45 days of the day the school receives a request for access.

- Parents or eligible students should submit to the school principal or Assistant Superintendent Human Resources/Pupil Personnel a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

- Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal or Assistant Superintendent of Human Resources/Pupil Personnel, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in 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. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the

requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

❖ DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity. Such information includes:

- Student's name
- Student's address
- Student's date of birth
- Student's extracurricular participation
- Student's achievement awards or honors
- Student's weight and height, if a member of an athletic team
- Student's photograph

Within the first three weeks of each school year, the District publishes the above list, or a revised list, of the items of directory information, which it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment. After the parent(s) or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the school Superintendent's office) of any or all of the items which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items which the District designates as directory information about that student. These designations remain in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

❖ INCLEMENT WEATHER

Please listen to your local radio station or watch the local news for school closing information. Cancellations will be announced by the school district.

❖ LICENSING

The Ohio Department of Early Learning and School Readiness conducts site visits to ensure that the preschool programs meet the criterion set out in Chapter 3301-37 of Ohio Operating Standards. Copies of compliance reports may be obtained from the preschool supervisor, 513-943-5011 and are posted in the classroom.

❖ ATTENDANCE

The preschool classes will operate all day, every other day. Mondays will be enrichment day and students do not attend. Staff will use this day for meetings, in-service training, home visits, setting the classroom environment, and assessments. Preschool classes follow the school district calendar as far as holidays. The preschoolers' first day of school is approximately two weeks later than the rest of the school. This allows the staff time to make home visits, assess new students, and prepare the children for their entry into school. Regular attendance and on time arrival assures that children have maximum access to the curriculum provided.

Reporting Absences: All absences are to be called in to the school office. Calls should be made as early as possible. Please contact the school office when your child is ready to return to school, preferably the day before his/her scheduled return.

❖ PHONE CALLS

Phone calls will be returned before and after school. Messages may be left on the teacher's voice mail during class time. If your need to speak to the staff is urgent, call the school office.

❖ CENTRAL ENROLLMENT CENTER

In order to provide parents with an enrollment process that is as quick and simple as possible, West Clermont Local Schools created a new Central Enrollment Center that is located in the district office of the West Clermont Local School District at 4350 Aicholtz Road. The Central Enrollment

Center provides one stop enrollment for students entering preschool through the 12th grade. For more information on how to enroll your student, go online to www.westcler.org or call 943-5032.

Preschool Program Philosophy

The philosophy of the West Clermont Local School District Preschool Program is based on the belief that all children are competent and resourceful learners.

Each child is unique and special, deserving of respect, nurturance, continuity and safety. Young children can make meaning of complex ideas and concepts. The motivation to learn is intrinsic and children contribute to their own learning.

We believe that young children learn through play and social interaction. The adults arrange the environment to maximize the learning of each child. Learning experiences take place in the context of play, and play is the primary vehicle of learning for young children. Adults facilitate the play and the learning across all developmental areas, including cognitive, motor, language, social/emotional, and behavioral. Learning is an interactive process, with children learning through active exploration and interactions with peers, adults, and materials in the environment.

We believe that families are the child's first teachers and have the right to participate in the education of their children. We believe in establishing relationships and partnerships with families to enhance the learning of each child. We believe in honoring the cultural, linguistic, and racial identity of each child. We believe that all children, those who are typically developing and those with special needs, have gifts to bring to the classroom and to teach each other.

We believe that it is the role of all adults to work together to create a framework and learning opportunities in which children have some control, input, and can make choices based on their interests and abilities. Adults cooperatively working together ensure continuity in program planning and contribute to the balance, sense, and security that all children need. Child-directed activities are provided as well as teacher-directed activities. The West Clermont Local School District is committed to providing excellent early childhood services to the families and young children of West Clermont.

GOALS

- To provide, or to assist in developing, an environment that is safe for our children.
- To nurture the development of self-esteem, independence and self-assurance in each child.
- To promote and enhance growth in all areas of development for each child.
- To provide, or assist in providing, an environment that is responsive to and celebratory of individual differences, learning styles, interests, family backgrounds, gender, race, and religion.
- To provide materials and activities that are relevant to every child's age, interests, and abilities and which provide opportunity for movement on to more difficult levels of mastery based on the unique strengths, needs, learning characteristics, and individual pace of each child.
- To ensure that families have information regarding, and access to, all appropriate services for which they are entitled.
- To provide a variety of service delivery options to insure that appropriate choices for families are available based on individual family desires as they pertain to their child and within the context of their community.
- To provide an environment that supports and nurtures cooperative and collaborative relationships between and among staff, families, outside agencies, administrators, school district personnel, and any other adults pertinent to the well being of every child.
- To promote open, ongoing evaluation of the Early Childhood Program to ensure excellence in all areas of service delivery.
- To explore and research new methods and state-of-the-arts practices in the field of early childhood education to insure that the young children of Clermont County and their families receive the best services available.

Curriculum

The West Clermont Local School District's preschool program has adopted the Creative Curriculum to meet the needs of all children. All activities are aligned with the Ohio Early Learning Content Standards and the Early Learning Initiative Guidelines. The principle components of these guides are based on best practices in early childhood education as defined by the National Association of Education of Young Children and the Council for Exceptional Children. Key components of best practices for early childhood education as outlined in the guide are listed below. Strategies and accommodations and modifications are used to address the needs of individual children.

Curriculum for young children is comprehensive, addressing all aspects of development through a program that is both age and individually appropriate.

- The curriculum addresses affective, cognitive, language, and physical development.
- Academic instruction addresses the English language, Arts, Math, Science, and Social Studies.
- Goals, processes, content, and learning experiences are based on established developmental norms.
- The curriculum allows for expansion or contraction of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child.
- Assessment and curriculum development are both an ongoing and an integrated process.
- Standardized assessments, including Get It Got It Go and the Ages and Stages and the Direct Math Assessment.

The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities, and to make appropriate choices.

- The curriculum provides a balance of teacher-directed and child-chosen activities daily.

Learning is integrated throughout the day.

- Teaching isolated skills and concepts is avoided. The curriculum stresses processes and content that incorporate skill development.
- Content selection is based on criteria that include interest, (both developmental and cultural) appropriateness, and potential for enhancing life skills.
- Curriculum stresses thinking and problem solving.
- Story books, themes, or units are used as a framework for organizing and integrating the content.

The learning environment promotes conceptual development in all children.

- Art activities focus on the process, not the product. Craft activities teach sequencing and direction following.
- The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, demonstrate problem solving skills, transform from real to pretend, and collaborate with others in developing play themes.
- Play materials avoid stereotypic play themes; rather, they encourage children to explore a variety of roles and themes. Materials provide a multiethnic, multicultural, and non-stereotypic emphasis.
- A variety of sensory materials are available to the children, including sand, water, paint, and a variety of textures.
- Children have substantial uninterrupted blocks of time to engage in self-selected activities.
- All learning styles are honored and provided for daily.

Interactions between adults and children and among children are a central component of an early childhood curriculum.

- Adults are responsive to child-initiated communication, engage in meaningful talk, and encourage meaningful conversations.
- Learning takes place in a social context; children have many opportunities to learn and practice social and problem solving skills with their peers.
- Communication using a variety of modes is encouraged.

Curriculum development is an interactive process involving children, families, teachers, administrators, and the community. Rather than being predetermined, curriculum evolves for each group of children.

- Children's ideas are solicited and valued.
- Observational strategies assess the children's progress. For example, ECOSF (Early Childhood Observation Survey Form).
- Families have meaningful opportunities to provide input regarding their children's goals.
- The curriculum reflects the diverse cultural groups and individuals in the community and society.
- The curriculum reflects and acknowledges the multiple contexts in which children and families function.
- Families and teachers regularly confer about children's developmental progress.
- Direct instruction is provided in balance with facilitated exploration.

Assessment is an ongoing process of gathering information relative to children's development. That information is coupled with norms for child development in planning an appropriate curriculum.

- Assessment procedures involve utilizing multiple information sources about the child's development.

- The range of normative development is considered.
- Each child's rate and expression of development serve as a base for planning an appropriate program.
- Results of ongoing assessment of the individual child are communicated to families on a regular basis.
- Standardized assessments (Get It Got It Go, Ages and Stages Questionnaire: Social Emotional, Early Childhood Outcomes form) are administered in the Fall and the Spring according to the State's indicated schedule. The Direct Math Assessment is administered in the spring of the year of your child's transition to Kindergarten.

Staff

The preschool classes are an interdisciplinary model. Teaching and therapy is provided through a team model. The team consists of a special education teacher and a teaching assistant. The following specialists also serve as team members and serve the children with special needs: Speech Pathologists, Occupational Therapists, Physical Therapists, Audiologists, Sign Language Interpreter, and Supplemental Services Teacher for Visually and/or Hearing Impaired.

All preschool teachers shall hold a valid Ohio Early Intervention Specialist license; or a valid Ohio special education or pre-kindergarten teacher's certificate, with a supplemental Early Childhood Special Education validation. All preschool teachers meet or are working toward the designation of highly qualified. A minimum of 15 hours of continuing education is required on an annual basis.

Therapists all hold current licenses as mandated by their specific area and certificates issued by the Ohio Department of Education in their respective areas.

Teaching assistants all hold current teacher aide permits issued by the Ohio State Department of Education and meet the criteria of highly qualified.

Classes

Our preschools are currently moving to an all day, every other day model. Students will attend Tuesday and Thursday or Wednesday and Friday. All classes are assigned a full time teacher and a full time assistant.

Eligibility: An Evaluation Team Report by the local school district will determine eligibility for children with disabilities. Eligibility is determined using the guidelines and rules in the Ohio Operating Standards (Chapter 3301-31). School districts are mandated to locate, identify, and evaluate children with disabilities within their attendance area. Referrals for the program may come from various sources, but the most common is the child's parents. Initial preschool referrals are handled and recorded through the West Clermont Local School District office. After referral, a developmental screening determines if a child has a potential disability that requires further evaluation. Evaluations may include speech, fine motor, gross motor, and/or school psychological evaluations. All evaluations are free to qualifying children. After a full evaluation determines whether a child is eligible for any preschool services, an Individual Education Program (IEP) is developed to meet the child's needs. All evaluators, teachers, and parents are involved in this process.

Transition from EI to Preschool: The Clermont County Board of DD/Help Me Grow Early Intervention Program and the West Clermont Local School District have an agreement that establishes procedures for the transition of children with disabilities who are reaching their third birthday. The purpose of this agreement is (1) encourage cooperation and communication between agencies and families to assure the provision of a Free Appropriate Public Education from a child's third birthday, (2) to insure cooperation between agencies in order to reduce the stress on children and families inherent in the transition process, and (3) to identify the responsibilities of each agency during the transition process to all involved parties.

Selection of Typically Developing Peers: Selection of typically developing preschoolers will be completed by the school which houses the preschool program. Children must reside in the West Clermont Local School's district. Children must be at least 3 years of age by the first day of school and must be toilet trained to be considered as a typically developing child.

Tuition: Typically developing children who are selected for the program pay a monthly tuition. This money is collected by the school. Please call the school to obtain specific information about tuition.

Withdrawal: Notify the school office and teacher as soon as your plans are definite. Give us the name and address of your child's new school, if possible. Inform the school of the last day the child will be in attendance. Return any materials belonging to the school. Pay all outstanding debts to the school or academic records will not be released.

Parent Involvement

Parent involvement is a vital component of a child's school experience. Parent involvement and participation in their child's program is encouraged and supported. The list that follows identifies some of the ways that this might occur:

- Completion of a parent questionnaire, prior to entry into the program, provides important information about each child.
- Completion of the Ages and Stages Questionnaire: Social Emotional
- Participation in the development and implementation of the child's IEP.
- Attend conferences to review your child's progress and/or IEP.
- Home visits for the purpose of exchanging information between teachers and parents.
- Classroom visits and observations by parents are encouraged and invited.
- Child progress reports will be shared with parents three times a year; in the fall, winter, and spring, or as requested by the parent.
- Inspection reports of the program are available and posted in the classroom.

Additional information is available from the Preschool Supervisor.

❖ SHARING INFORMATION

Events and changes in their environment often affect young children. Children may not be able to express their feelings or relay significant information. In order to help your child deal with changes, please keep us informed of any events such as:

Illness or hospitalization of family members

Pregnancies and births

Deaths of family members or close friends

Changes in family structure within the home

Plans for moving

Extra stimulation such as visitors or celebrations

Change of address or phone number

Classroom Management/Discipline

The goals of discipline in early childhood are to help children develop self-control and problem solving techniques. Children develop these skills by experiencing opportunities to make decisions and learning from their consequences. The classroom staff act as facilitators, helping young children express their feelings appropriately and generate solutions.

Classroom management is designed to respect the emotional needs and feelings of each child. Classroom management is non-threatening and respects the dignity of each child. Limits and boundaries are structured in a clear, consistent, and fair manner. Rules are taught, practiced, and reinforced on a regular basis. In addition to the rules, children are taught the rationale for those rules, which aids in the development of their personal judgment.

Our staff is proactive and establishes appropriate expectations in children regarding their physical, cognitive, social, and emotional behavior. Interventions are implemented as potential problems arise and used as

learning experiences for the children.

As needed, individual behavior management programs will be developed with the involvement of the parent to meet the individual needs of a child. Specific strategies used include:

Positive Modeling

- Staff will model behavior consistent with the behavior that is expected from the children at all times. This includes all interaction that children may witness as well as participate in.

Developmental Appropriateness

- Redirect child to another activity.
- Give child a choice of two acceptable activities.
- Give descriptive feedback of desirable behaviors without value judgment.
- Discuss child's feeling and help child express them verbally or in pictures.
- Explain expected behavior to children and provide immediate, consistent, and relate consequence for unacceptable behavior.
- Establish routines and rituals that make the day predictable.
- Anticipate and eliminate potential problems by physical environment.
- Ensure that children and staff have an environment and activities that are safe and accessible.
- Plan the daily schedule.
- Plan adequate time, space, and material daily for gross motor play.
- Ignore attention-gaining behaviors when appropriate.

Use of Attention to Teach

- Pay attention to positive activities.

- Comment on desired behavior.
- “Catch the child” being good.

Verbal Intervention

- Set clear expectations and remind the children frequently.
- Arrange compromises, first ____ then ____.
- Positive rewards for behavior.
- Discussion of consequences of behavior with other children as in “Tell Sam how it made you feel when he took your toy”.

Physical Intervention

- Provide physical proximity to teacher by moving next to child, holding child’s hand, allowing child to sit on lap, or placing hand lightly on child’s shoulder.
- Positive replacement of behavior by asking child to play with teacher, to accomplish a task, or hold a position or responsibility for the teacher.
- Model appropriate behavior.
- Removal of dangerous or misused objects or toys until child can agree on and/or demonstrate appropriate use of object.
- Physical calming techniques such as rubbing child’s back, slow rocking, soothing voice, or firm pressure.
- Ask child to choose another area to play.
- Set up natural consequence for behavior.

Physical Management Techniques

- Offer child choice of appropriate behavior or consequence.
- Keep child from engaging in a favored activity because of contingency.

Separation

- The child’s return to the group must be contingent upon the child’s bringing the behavior under control.
- The child must be returned to the group as soon as the behavior stops or lessens to a sufficient degree.
- Document any separation.

Safe Hold

- Used only when necessary.
- Preschool teachers and full-time aides are trained and certified in Crisis Prevention Intervention.
- Will consist of holding the child for a short period of time to ensure safety.
- Last resort.

❖ BEHAVIOR MANAGEMENT RULES FOR THE PRESCHOOL FROM OHIO DEPARTMENT OF EDUCATION

A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

The center shall have a written discipline policy describing the center’s philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance, and management techniques are to be used at all times and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

The center’s actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

1. There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.

2. No discipline shall be delegated to any other child.
3. No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
4. No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
5. No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
6. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
7. Techniques of discipline shall not humiliate, shame, or frighten a child.
8. Discipline shall not include withholding food, rest, or toilet use.
9. Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
10. The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
11. The parent of a child enrolled in a center shall receive the center's written discipline policy.
12. All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

❖ WEST CLERMONT CODE OF CONDUCT – Type of conduct prohibited

1. Truancy.
2. Chronic misbehavior which disrupts or interferes with any school activity.
3. Fighting.

4. Damage or destruction of school property on or off of school premises.
5. Theft or possession of stolen goods.
6. Use, possession, sale or distribution of a firearm – A firearm is any weapon which will, is designed to, or may readily be converted 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 machine gun. This includes zipguns, starter guns, and flare guns.
7. Use, possession, sale or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length (18 U.S.C. section 930).
8. Use, possession, sale or distribution of any explosive, incendiary or poison gas – Any destructive device, which would include a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
9. Buying, selling, transferring, using, or possessing any substance containing tobacco, including, but not limited to, cigarettes, cigars, a pipe, a clove cigarette, chewing tobacco, snuff, and dip, or using tobacco in any other form.
10. Buying, selling, transferring, using, possessing, or being under the influence of any alcoholic beverage or intoxicant of any kind.
11. Buying, selling, transferring, using, possessing, or being under the influence of any drug, medication, inhalant or other controlled substance.
12. Buying, selling, transferring, using, or possessing any drug or alcoholic paraphernalia to include instruments, objects, papers, pipes, containers, etc.
13. Buying, selling, transferring, using, possessing, or being under the influence of any controlled substance (drugs, narcotics, marijuana, etc.),

inhalants, or buying, selling, using, possessing, or being under the influence of any counterfeit controlled substance. (Any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that is believed to be a controlled substance.)

14. Turning in false fire, tornado, bomb, disaster, or other alarms.
15. Refusing to take detention or other properly administered discipline.
16. Falsifying of information given to school personnel.
17. Disrespect to a teacher or other school authority.
18. Disregard of reasonable directions or commands by school authorities including school administrators and teachers.
19. Abuse of another. No student shall use or direct to, or about a school employee, or student, words, phrases, or actions which are considered to be slanderous or degrading in nature, words, or phrases which could be considered threatening, menacing, or indicate an intent to cause harm to person or property, and/or words or phrases which are obscene or profane as defined by the majority of our society. Name calling and negative, uncomplimentary and offensive remarks related to physical handicaps or defects, mental handicaps, race, religion, nationality, appearance, or other.
20. Firearm look-a-likes – Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring-loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, bb guns, pellet guns).
21. Unwelcome Sexual Conduct – Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment (i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity).
22. Forgery of school or school-related documents.
23. Cheating or plagiarizing.
24. Assault.

25. Possession of matches or lighters or other similar devices.

26. Possession of electronic communication devices. Students may possess wireless communication devices (WCD's) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school related functions, provided that during school hours the WCD's are powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. The use of WCD's in locker rooms, classrooms, bathrooms and hallways is prohibited.

27. Use of indecent, obscene language, or gestures.

28. Publication of obscene, pornographic, or libelous material.

29. Skipping any part of the school day.

30. Tardiness.

31. Leaving school during school hours without permission of the proper school authority.

32. Presence in areas during school hours or outside school hours where a student has no legitimate business without permission of the proper school authority.

33. Failure to abide by reasonable dress and appearance codes set forth in student handbooks or established by administration or the Board of Education. This includes the prohibition of all clothing, jewelry, signs, etc., which at the discretion of the administration is reasonably related to or represents gang or gang-like activity.

34. Indecent exposure.

35. Engaging in sexual acts, displaying excessive affection, or other inappropriate behavior with a person of the same or opposite sex.

36. Failure to abide by rules and regulations set forth by administration for student parking.

37. Any disruption or interference with school activities.

38. Willfully aiding another person to violate school regulations.

39. Using Computer/On-Line Services for illegal, harassing, vandalizing, inappropriate, or obscene purposes, or in support of such activities is prohibited. Illegal activities shall be defined as:

- a. Abusive conduct or violation of the conditions of use set forth or in the Computer//On-Line Services.
- b. Transmission of unlawful information on the network.
- c. The improper access, misappropriation, or misuse of information/files of other users.
- d. The use of obscene, abusive, or otherwise offensive or objectionable language in either public or private messages.
- e. The opening of computers and adding or removing parts of computers without express authorization of district staff.

40. Commission by a student of any crime in violation of the Ohio Criminal Code, Ohio Traffic Code, or the Ohio Juvenile Code.

41. Any other activity by a student which the student knows or should know will disrupt the academic process or a curricular or extracurricular activity.

❖ BULLYING

Bullying behavior by any student in the West Clermont Local School District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" shall mean any overt acts by a student or group of students directed against other student/school personnel with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Bullying means any written, verbal, or physical act taking place 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:

- Placing a student in reasonable fear of physical harm or damage to the student's property.
- Physically harming a student or damaging student's property.
- Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school educational mission or the education of any student.
- Being sufficiently severe, persistent, or pervasive.

Students and parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school personnel and administrators. Any report of suspected bullying behavior would be promptly reviewed. If acts of bullying are verified, prompt disciplinary action will be taken against the perpetrator, consistent with his/her rights of due process.

❖ STUDENT CONDUCT ON SCHOOL BUS

Transportation is provided for students who live in the West Clermont Local School District in accordance with the provisions established by state statute and Board regulations. Continued provision of this transportation service for individual students is dependent upon the ability of the student to obey regulations necessary for safety and good conduct.

Since young people have duties and obligations which contribute to their safety and orderly bus riding, the following rules are to be followed by bus riders:

- The bus driver is in charge of the passengers on his bus at all times. He is responsible for safely transporting students and should be obeyed at all times.
- The driver must not allow smoking or use of tobacco products on the bus.
- While riding on a school bus, reasonable conversation is permissible and may be regulated by the school bus driver. However, there must be absolute quiet at railroad crossings and other places of danger.
- Littering and eating are not permitted on buses.
- Load and unload from the bus at the designated stop in an orderly manner.
- Ride the assigned bus and unload at the regular stop, unless the principal signs a note to give to the driver stating otherwise. A child who is not a regular bus rider must have a permission note from his/her principal.
- Use of abusive language will not be tolerated at any time.
- Students must sit in assigned seats.

- Students must not throw anything while on the buses.
- Students must not hang any object or part of the body out of the window.
- Animals or pets of any kind are not permitted on the bus.
- Students must show their bus pass to the driver on request.
- Public displays of affection will not be permitted.
- Students may be seated in special seats upon the request of the driver.
- Horseplay will not be permitted.
- Parents shall be responsible for any damage to buses caused by their child.

❖ **Transportation for special needs students**

Transportation is provided for students with special needs. All questions and concerns must be addressed with the Principal or Transportation Director.

School Nutritional Services

❖ **Lunch Program**

Students may purchase lunch in the cafeteria, where all students are expected to eat. No food or beverages are to leave the cafeteria. Students are responsible for removing their dishes, and litter from the tables when they finish lunch and for placing them in the proper receptacles.

Students are not permitted to leave school grounds during their lunch period. No outside deliveries of food, flowers, or novelties are permitted.

❖ **Food Allergies**

If your child has a **life threatening food allergy** and requires a meal substitution, please contact the health aide or district nurse. A medical statement signed by a physician must be completed with a specific meal substitution listed and returned to the food service director so that the accommodation can be made. The school cannot make meal substitutions without a physician's written statement.

❖ **Free/Reduced**

West Clermont participates in the National School Lunch Program. Free or reduced price meals are made available to students whose families meet certain income criteria. Applications are available at each school and at the Board Office. Applications for free/reduced meals must be filled out each year for each family. A free/reduced meal for each child/children does not carry over from year to year.

❖ **Computerized Lunch Program**

Your child's cafeteria has a computerized point-of-sale system that makes paying for lunch easier. Each child enters his/her own student ID number on a numeric keypad to access their account. The child's name and photo appears on the screen. The account is then reduced by the amount of the sale.

We encourage you to prepay for your child's lunch. This will eliminate you having to send money each morning or the possibility of your child losing his/her money. The prepaid accounts will also save your child time in the lunch line leaving them more time to eat. You can prepay for the week, the month or for the entire year. The system also offers you detailed information on what your child chooses to eat.

In accordance with the district's Wellness Policy, fast food and carbonated drinks (soda) are not permitted in the cafeteria during lunch time.

❖ **Lunch Charges**

In an emergency situation elementary students may charge their lunch. Students will receive the entire lunch with the first charge. This charge must be paid in full before another lunch may be charged. If a student has an unpaid charge and needs to charge again, the student will be given a peanut butter/jelly sandwich and juice for \$1.00. All charges must be paid as soon as possible. Also, no extra items may be purchased (drinks, snacks, etc.) if the student has an outstanding charge.

❖ **Student Wellness**

The link between nutrition, physical activity and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for healthy weight, are also linked to reduced risk for chronic diseases, like Type 2 Diabetes. Schools share in the responsibility

to help students learn, establish and maintain lifelong, healthy eating and activity patterns.

Well planned and effectively implemented school nutrition and fitness programs have been shown to enhance students overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment since staff can be daily role models for healthy behavior. All students in the West Clermont Local School District shall possess the knowledge and skills necessary to make nutritional food choices and enjoyable physical activity choices for a lifetime. All staff in the West Clermont Local School District are encouraged to model healthful eating and physical activity as a valuable part of daily life. Therefore, the West Clermont Local Board of Education directs the Superintendent to develop and maintain a Student Wellness Program.

The Student Wellness Program shall:

- include setting goals for nutrition education, physical activities and goals for other school-based activities designed to promote student wellness,
- establish nutrition standards for all foods available on school campus during the day,
- provide assurances that district guidelines for reimbursable school meals are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture and,
- establish a plan of implementation and evaluation, including designating one or two persons within the district with the responsibility for ensuring that the district is compliant with federal law.

Student Safety & Wellness

❖ SAFETY OF CHILDREN

- A staff member will supervise children at all times throughout the day.
- Children are walked to and from the bus daily.
- A staff member trained in first aid and recognition of communicable diseases is available at all times. A first aid kit is always on site.

- Grounds, play areas, and other facilities will be supervised when in use by the children.

- A child will be released only to persons listed on the Child Release Form. Proof of identity may be required.

- Procedures for emergency situations, including fire drills, tornado drills, and lock downs will be posted in the classroom. Records of actual fire drills, tornado drills, and lock down drills are posted in the office of each school. The annual fire inspection report is available in the office of each school.

❖ ACCIDENTS AND INSURANCE

The school is responsible only for immediate first aid. The Board of Education does not pay for any medical or hospital bills incurred as a result of an accident to the pupil at school. The parent or guardian is responsible for the payment of such bills. The student should report any accident, no matter how minor, to a teacher immediately. In the case of severe accidents or acute illness, emergency care will be given and the parents will be notified.

Schools have no insurance to cover the loss or damage to student's property such as musical instruments, coats, damage to vehicles on school grounds, etc.

Students are advised not to bring large sums of money or valuable items to school.

❖ SEXUAL HARASSMENT

Sexual harassment will not be tolerated in the West Clermont Local School District between employees and students, between students, or between any student or employee and a member of the public visiting the school.

The Board opposes sexual harassment in any form and has developed complaint procedures which will be available to victims.

Sexual harassment is an unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature.

If the student has questions or concerns about possible harassment, please contact your principal, assistant principal or guidance counselor.

❖ MEDICAL POLICY & PROCEDURES

The Ohio Department of Education Rules for Preschool Program requires that each child have on file in the classroom:

- A medical form completed by a licensed physician prior to the date of admission.
- Physician's and dentist's authorization and written instructions to administer prescription medication to a child enrolled in the program.
- Immunization record as required by section 3313-67 of the Revised Code; record shall include immunization required by section 3313.671 of the Revised Code.

Fall 2011 Immunizations for Pre-school attendance:

- DTaP/DTP – Four doses of DTaP, DTP or DT or any combination
- Polio – Three doses of OPV or IPV or any combination of OPV or IPV
- MMR – One dose of MMR administered on or after the first birthday
- Hib – Three or four doses depending on the vaccine type, the age when the child began the first dose and the last dose must be after 12 months **or** one dose if given on or after 15 months of age
- HEP B – Three doses of Hepatitis B
- Varicella – None

Each child is required to have a current emergency card and an emergency medical authorization form on file. These forms must be completed and returned by the first day of school. They will be kept on file in the classroom. In the event of an emergency, the following procedures will be taken:

- Parents will be contacted immediately unless the situation is life threatening. In this case, 911 will be called before attempting to reach the parents.
- If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the Emergency Medical Form.

- If a medical plan has been developed to address a specific medical concern, such as seizures, that plan will be followed in lieu of the above.

❖ GUIDELINES FOR ILLNESS and MEDICAL CONCERNS

Children perform best in a healthy, germ free environment and when they feel rested and well. It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others and to prevent your child from acquiring any other illness while his/her resistance is lowered. Hand washing is taught to the children and conducted by staff frequently and consistently.

When children become ill at school, the school nurse or other staff member will determine if the child is well enough to stay at school. If it is determined that the child is ill and should go home, then school personnel will contact the parents/guardians of the child to come and get him/her. State guidelines mandate that any child with the following signs of communicable disease or illness must be immediately isolated. The child will wait in the nurse's office or other area separated from the other children. Parents are to be notified immediately to come and pick up the child.

Signs/Symptoms of communicable disease as stated in the PRESCHOOL RULES from the Department of Education are:

- Diarrhea (More than one abnormally loose stool within a twenty-four hour period).
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound.
- Difficult or rapid breathing.
- Yellowish skin or eyes.
- Conjunctivitis (pink eye).
- Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness.
- Untreated infected skin patch(es).
- Unusually dark urine and/or grey or white stool.
- Stiff neck.

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the staff and the parent or guardian. The child,

while isolated at the program, shall be carefully watched for symptoms listed previously as well as the following:

- Unusual spots or rashes.
- Sore throat or difficulty in swallowing.
- Elevated temperature.
- Vomiting.
- Evidence of lice, scabies, or other parasitic infection.

Children must be free of the above symptoms for 24 hours before returning to school. In the case of lice, children must be checked by the school nurse or health aide before returning to school as West Clermont has a “no nit” policy.

Programs shall follow the Ohio Department of Health, “Child Day Care Communicable Disease Chart” for appropriate management of suspected illnesses.

❖ Administration of Medications

Sometimes it is necessary to administer medications, food supplements, modified diet, or fluoride supplements at school. If this is necessary, the district nurse will contact the parents regarding the situation. The nurse will secure the written instructions of a licensed physician or licensed dentist as appropriate for the administration of any medication, food supplement, modified diet, or fluoride supplement. Each time medication is administered, a written record or log including dosage, date, and time shall be made. That record or log shall be kept on file for one year.

❖ Diapering

For the purpose of diapering, topical ointments and creams provided by parents shall include written instructions. Such instructions shall include the name of the ointment, cream, or lotion; name of the child; birth date of the child; date; and signature. Written instructions shall be valid for no longer than three months. Authorization for administration of the ointment, cream, or lotion may be cancelled by written request of the parent at any time.

❖ Asbestos Hazard Emergency Response Act

A federal law titled the “Asbestos Hazard Emergency Response Act (AHERA) requires that all schools be inspected for asbestos containing building materials, subsequently developing management plans. The

Management Plan includes information regarding inspection activities, re-inspection, response action plans, post response actions, and so forth. This plan is available for public inspection during regular working hours. To make an appointment, call our Asbestos Planning Manager, G. Edward Dyer at 943-5014 at least one day in advance.

❖ RULES FOR CELLULAR TELEPHONES & ELECTRONIC COMMUNICATION DEVICES

A student may possess a cellular telephone or other electronic communication devices (ECD) in school, on school property, at after school activities and at school-related functions, provided that during school hours and on school vehicles the cellular telephone or other ECD remains off (not just placed into vibrate or silent mode) and stored out of sight. Students may not use cellular telephones or ECDs on school property or at a school sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school or take part in any activity prohibited in the district's Board of Education policy.

The requirement that cellular telephones and ECDs must be turned off will not apply to the following circumstances:

- The student is using the cellular telephone or ECD during an emergency situation involving the immediate health/safety of themselves or other individual(s).

The use of cellular telephones and other ECDs that contain built-in cameras is prohibited, at all times, in locker rooms, bathrooms and/or locations in which inappropriate or privacy violating images may be obtained.

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the cellular telephone or ECD. If the cellular telephone or ECD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequence that is imposed. The building principal may also refer the matter to law enforcement if the violation involves any illegal activity.

❖ ENFORCEMENT AND PENALTIES

Each school will designate staff to monitor student violations of the cell phone policy.

Penalties for students found to be in violation of the policy will be as follows:

- First offence: Student's cell phone will be confiscated and returned to the student at the end of the school day.
- Second and subsequent offences: Student's cell phone will be confiscated and returned only to the student's parent or guardian. The student will be prohibited from bringing a cell phone to school or the remainder of the school year and disciplinary action will be taken.

Students committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the Code of Conduct.

The student who possesses a cellular telephone or ECD is responsible for its care. The Board of Education is not responsible for preventing theft, loss, damage, or vandalism to cellular telephones or ECDs brought onto its property.

Parents/guardians are advised that the best way to get in touch with their child during the day is by calling the school office.

Students may use designated school phones to contact parents/guardians during the school day.

❖ RULES FOR CONFISCATING CELL PHONES

If a student is discovered to be using a cell phone or other electronic communication devices (ECD) in violation of the Board of Education policy.

1. The staff member will ask the student to turn off the phone and hand the phone to them (if the student does not comply, they will be immediately sent to an Administrator or the main office for disciplinary action).
2. The staff member will not turn on or view the contents of the phone.

3. The student will be sent to an Administrator, or their designee, who will notify them of their discipline for violation of school rules concerning cell phone use.

4. The phone will be transported to the office where the phone will be placed in an envelope and sealed.

5. On the envelope, the Administrator or their designee will record the date and time at which the phone was placed in the envelope along with their signature confirming the reception of the phone.

6. The Administrator or their designee will determine if there is any reasonable suspicion that the cell phone has been used in a way that possibly violates state or federal laws and may at their discretion turn said cell phone or other device over to local or state authorities for further investigation. If they feel that there is no probable cause the phone will be stored at the school until a parent or legal guardian of the student retrieves it.

7. To retrieve the phone, a parent or legal guardian of the student will need to come to the main office of the school between the hours of 7:45a.m. and 2:45p.m. The School may ask the person to provide written positive identification and make a copy of the ID for its records.

8. The parent or legal guardian will be given the envelope. They will then be required to open the envelope and record the date and time they received the phone and provide their signature. The school, as evidence of a completed chain of custody, then retains the envelope.

Disciplinary action may include alternative assignment, out of school suspension or expulsion.

Thanks

This is our handbook. Thanks for reading it. If you have any questions or concerns, please contact your child's teacher.