



2025-2026

Parent Student Handbook

Shelby County Office

129 East Court St. Sidney, OH 45365

Phone: (937) 498 1354 ext. 6005

www.mresc.org

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Meaghen Tidwell, Executive Director of Special Education
Doug Adams, Director of ED Programming, North
Kristina Baughman, Asst. Director of ED Programming
Amy Simindinger, School Liaison
Ashley Cyrus, Licensed Social Worker

Welcome to the Midwest Regional Educational Learning Center, better known as Resilient Heights! We are pleased to have you as a student and will do our best to help make your experience here as enjoyable and successful as you wish to make it. This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures.

To help provide a safe and productive learning environment for students, staff, parents and visitors, the Board of Education publishes this updated Student/Parent Handbook annually to explain students' rights, responsibilities, and consequences for misbehavior.

Parents are encouraged to review and discuss information in this handbook with their school-age children. The MRELC staff will also review this handbook with students at the beginning of the school year. If you have any questions that are not addressed in this handbook, you are encouraged to talk to the Executive Director of Special Education.

In addition to reviewing this handbook, students and parents also should review and familiarize themselves with applicable board adopted policies and procedures. Throughout this handbook there are references to board policies, where this occurs the applicable policy code(s) also are included. Board policies will periodically be updated and, when revised, supersede any conflicting language in this handbook. The most current policies are available on the district website.

Thank you for taking the time to become familiar with the important information in this handbook. If you have any questions, please contact the Executive Director of Special Education, Meaghen Tidwell.

STAFF DIRECTORY

MRELC North and South Administrative Staff:

Superintendent: Dr. Rick Smith, rsmith@mresc.org
Assistant Superintendent: Shawn McElroy, smcelroy@mresc.org
Executive Director of Special Education: Meaghen Tidwell, mtidwell@mresc.org
Director of ED Programming (North): Doug Adams, dadams@mresc.org
Assistant Director of ED Programming (South): Kristina Baughman, kbaughman@mresc.org
School Liaison: Amy Simindinger, asimindinger@mresc.org
Licensed Social Worker (South): Ashley Cyrus, acyrus@mresc.org

MRELC North Teaching Staff:

Mark Brunswick: mbrusnwick@mresc.org
Dr. Denise D'Arca: ddarca@mresc.org
Boris Pattison: bpattison@mresc.org
Rick Reed: rreed@mresc.org

MRELC South Teaching Staff:

Kendra Berryman: kberryman@mresc.org
Sarah Liggett: sliggett@mresc.org
Sierra Peyton: speyton@mresc.org
Tina Rose: trose@mresc.org
Ciara Sweeting: csweeting@mresc.org
Paul Wick: pwick@mresc.org

MRELC North Instructional Assistants:

Lori Tenaglia: ltenaglia@mresc.org
Gianna Varian: gvarian@mresc.org

MRELC South Instructional Assistants:

Kylene Jenkins: kjenkins@mresc.org
Brandy Luckey: bluckey@mresc.org
Amanda Morris: amorris@mresc.org
Alisha Robinson: arobinson@mresc.org
Marah Sanders: msanders@mresc.org
Dakota Stanley: dstanley@mresc.org
Josie Winemiller: jwinemiller@mresc.org
Kris Wolaver: kwolaver@mresc.org

MRELC North Support Staff:

Attendance/Truancy Officer: Leah Archer, larcher@mresc.org
School Psychologist Case Manager: Hunter Atherton, hatherton@mresc.org
Licensed School Psychologist: Dr. Maggie Beard, mbeard@mresc.org
Office Manager: Chelsea Miller-Goeke, cmiller-goeke@mresc.org
School Resource Officer: Kylie Puckett, kpuckett@mresc.org
Licensed Social Worker (North): Sarah Whitt, swhitt@mresc.org

MRELC South Support Staff:

Food Service and PE Teacher: Doris Abbott, dabbott@mresc.org
Licensed School Psychologist: Dr. Maggie Beard, mbeard@mresc.org
Licensed Occupational Therapist: Lindsay Tuente, ltuente@mresc.org
Office Manager: Misty Eckenwiler, meckenwiler@mresc.org
Licensed Speech and Language Pathologist: Aimee Rodeghero, arodeghero@mresc.org
Art Teacher: Marah Sanders, msanders@mresc.org
School Resource Officer: Deputy Jacob Rindler, jrindler@mresc.org

SCHOOL CALENDAR: SOUTH LOCATION

2025-2026 Resilient Heights Calendar with spring break

July 2025						
Su	M	Tu	W	Th	F	Sa
	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		
July 4 Independence day School day 8:00-2:30 (pickup between 2-2:30) Teachers = 184 Aides = 181 (no 8/13, 5/20, 5/21) Sept-April is a 12:30 dismissal on Wed. Students =173 Hours 1054.5						
August 2025						
Su	M	Tu	W	Th	F	Sa
					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						
August 5-7th Teacher/Aide work day 11 Opening Day (MRESC) 12-13 Student Inake Meetings/PDWork day 14 First Day of School 14 Beginning of 1st nine weeks 29 Staff safety mtg - No School for Students						
September 2025						
Su	M	Tu	W	Th	F	Sa
	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				
September 1 Labor Day - no school						
October 2025						
Su	M	Tu	W	Th	F	Sa
			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	
October 17 End of 1st nine week 17 Early Dismissal (12:30) 20 Begin 2nd nine weeks						
November 2025						
Su	M	Tu	W	Th	F	Sa
						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						
November 2 Daylight Saving 5 P/T Conferences 12 P/T Conferences 26-28 Thanksgiving Break						
December 2025						
Su	M	Tu	W	Th	F	Sa
	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			
December 19 Early Release 12:30 19 End of 2nd nine weeks 22 Begin Christmas Break (through Jan 2, 2026) 25 Christmas Day 31 New Year's Eve						
January 2026						
Su	M	Tu	W	Th	F	Sa
				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 1 New Year's Day 5 Begin 3rd Nine Weeks 19 Martin Luther King Jr. Day - No school						
February 2026						
Su	M	Tu	W	Th	F	Sa
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
February 11 P/T Conferences 16 President's Day - No School 18 P/T Conferences						
March 2026						
Su	M	Tu	W	Th	F	Sa
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				
March 6 Early Dismissal (12:30) 6 End of 3rd Nine weeks 9-13th Spring Break 16 Beginning of 4th nine weeks						
April 2026						
Su	M	Tu	W	Th	F	Sa
		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		
April 3-6 Easter break						
May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
May 4-8 District/Parent/Student Meetings 15 Last day of school (12:30 early release) 15 End of 4th nine weeks 18-21 Teacher work day 25 Memorial Day						
June 2026						
Su	M	Tu	W	Th	F	Sa
	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				

Students follow Resilient Heights Schedule Only:
If home district delays or cancels for weather the buses will be delayed or not run.

2025-2026 MRELC North Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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August 2025						
Su	M	Tu	W	Th	F	Sa
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31						

September 2025						
Su	M	Tu	W	Th	F	Sa
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28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	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 2026						
Su	M	Tu	W	Th	F	Sa
					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 2026						
Su	M	Tu	W	Th	F	Sa
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 2026						
Su	M	Tu	W	Th	F	Sa
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 2026						
Su	M	Tu	W	Th	F	Sa
		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 2026						
Su	M	Tu	W	Th	F	Sa
					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						

June 2026						
Su	M	Tu	W	Th	F	Sa
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				

SCHOOL CALENDAR: NORTH LOCATION

Students follow Resilient Heights Schedule Only:
If home district delays or cancels for weather the buses will be delayed or not run.

Daily Schedule

Arrival: 7:45 - 8:00 AM

Tardy Bell/Instruction Begins: 8:00 AM

Dismissal: 2:00 - 2:30 PM, Determined by the District of Residence

Grade	Breakfast	Lunch
Elementary (K-6)	8:35 – 8:50	11:00 – 11:30
Middle School (7-8)	8:50 – 9:05	11:30 – 12:00
High School (9-12)	9:05 – 9:20	12:00 – 12:30

**Bell schedule by period is available by request or in the main office.

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I. INTRODUCTION AND GENERAL INFORMATION

Welcome to the Midwest Regional Educational Learning Center (MRELC), often referred to as Resilient Heights. This program provides a structured, supportive environment for students identified with behavioral and interpersonal needs to better access their education while receiving individualized supports that promote social-emotional growth and academic success. Our goal is to help students learn how to manage their responses to external and/or internal stimuli for the opportunity to transition back to the general education setting. The ultimate purpose of education is to help each student become an effective citizen in our society. By developing and accepting the responsibilities and obligations of good citizenship, students will be better able to participate successfully in the world of tomorrow. It is our hope that each student will participate in the varied activities offered within the school.

The program addresses behavioral and emotional concerns that interfere with the students' abilities to learn in a general education setting. The MRELC provides small group instruction on social-emotional skills, academic skills aligned to the Ohio Learning Standards, and life skills, in addition to direct instruction to address Individualized Education Plan (IEP) goals and objectives. Lastly, students receive direct therapy and/or ongoing therapeutic support from a licensed therapist. Each classroom is staffed with one licensed teacher, houses no more than 12 students, and at least one instructional assistant. The MRELC also staffs a full-time School Resource Officer, a Food Service Coordinator, a licensed social worker/licensed counselor, and a certified art teacher.

School information and forms can be accessed on our website at www.mresc.org/resilient-heights-school

Mission:

Our mission is to provide a safe, nurturing, and highly structured therapeutic learning environment where students can grow academically, socially, and emotionally.

Our Core Values – or Mission Action Steps

1. Personalized Learning
2. Integrated Therapy
3. Strong Family and Community Partnership
4. Empowering Students to Build Skills, Reach Their Potentials and Succeed Beyond the Classroom

Disclosure: School rules published in this handbook are subject to such changes as may be needed to ensure compliance with federal, state or local regulations. They are subject to review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in a handbook. Behaviors not specifically mentioned will still be addressed appropriately.

ANTI-BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The MRELC is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. In Accordance with O.R.C. 3313.666, harassment, intimidation, or bullying means any intentional written, verbal, graphic, or physical act that a student or group of students exhibits toward another particular

student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s). For the complete policy, reporting process, etc., please refer to “Bylaws and Policies of the Midwest Regional Educational Service Center Board of Education,” section 5517.01. Students who bully others may be subject to discipline from the school administration to include emergency removal, suspension, expulsion or dismissal from programming. This clause also includes cyberbullying. Any student or student’s parent/guardian who believes they have been or is the victim of aggressive behavior should immediately report the situation to the Executive Director of ED Programming.

BUILDING HOURS

Students are permitted in the building at 7:45 a.m. Except for cases of inclement weather or when attending a scheduled meeting, all students are expected to remain outside the building until 7:45 a.m. Time schedules will be given to each student at the start of each school year. Likewise, students are expected to exit the building by 2:30 p.m., unless supervised by an adult.

BUILDINGS AND GROUNDS

Everyone appreciates a clean building and orderly landscape. Please utilize trash cans that are provided to help maintain a pleasant atmosphere for everyone. Keeping restrooms in good order helps reduce odors, makes them a more desirable place to utilize, and promotes good, clean, and hygienic practice.

Students who cause damage to school property shall be subject to disciplinary measures, and their parents shall be financially liable for such damage to the extent of the law, except that students over eighteen (18) years of age shall also be liable for damage they cause. The Board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings.

The Board may report to the appropriate juvenile authorities any student whose damage to school property has been serious or chronic in nature. A reward may be offered by the Board for the apprehension of any person who vandalizes school property. The Board will assume no responsibility for any personal property that students bring on to District premises.

CLINIC USE

The clinic is to be used only as special cases of sickness arise. It is not to be abused. Permission to use the clinic will come from the program director(s). Students are limited to one period of occupancy in the clinic unless otherwise permitted by the program director(s).

CLOSED CAMPUS

The MRELC has adopted a closed campus policy. Students must remain at school for the entire school day unless released by the appropriate school authority.

ELECTRONIC DEVICES

Students attending the MRELC are provided a school-owned Chromebook to use for school purposes. Students may take them home (provided all forms have been completed) and the student has been given permission by the program director(s). Students must connect to the school student network only. Student’s utilizing the staff or guest networks will result in disciplinary action to include lose of access

to internet privileges. Students/families are responsible for the safekeeping of the device and are responsible for the cost of any required repairs or replacement.

Monitoring of School-Issued Devices

In accordance with school board policy, the District may access school-issued devices if a safety concern or threat arises. Parents will receive written notice within 72 hours including:

- The circumstances prompting the access
- What features were accessed
- A description of the potential threat.

Student Cell Phone Use

In accordance with House Bill 250 (signed May of 2024), the MRELC has elected to prohibit student cell phone usage while on campus. To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the MRELC has determined that the use of cell phones by students during school hours is strictly prohibited. The objective of this rule is to strengthen the MRELC's focus on learning and engagement.

All cell phones and electronic devices (including Smartwatches, Ear Pods, and Air Tags, etc...) must be turned off upon entering the building and voluntarily surrendered to the MRELC staff to be placed in a "Yondr pouch" to be stored in the Main Office, or designated area.

The Midwest Regional Educational Service Center Board of Education assumes no responsibility for theft, loss, damage, or vandalism to the electronic equipment and device brought onto its property or unauthorized use of such devices. Students who take unauthorized pictures or videos, while on school grounds, of other students, school employees (including volunteers), visitors, etc. are subject to possible disciplinary consequences.

Students may use office phones for emergency reasons only during the school day. Parents/Guardians should not call/text students on their cell phones during school hours, or expect their student to correspond via text messaging or other modes of communication from their personal cell phone. If a parent/guardian needs to contact their student, they can do so by calling the school office at (937) 498 – 1354 Ext. 6005.

Please note – Any violation that is deemed illegal will also be referred to law enforcement. In addition, more severe violations may result in an immediate out-of-school suspension.

Students with documented medical conditions or needs (via IEP/504) can use cell phones as part of their special education or health plans. Usage may include medical tracking applications (diabetes monitoring, seizure tracking) as prescribed in writing by the treating physician. Additional uses may include assistive technology as described in the student's IEP/Section 504 Plan for needs related to communication and executive functioning. Devices are expected to be stored in close proximity to the student, with alerts on, while in the possession of an adult staff member.

ENROLLMENT

Enrollment at the MRELC is overseen by a committee. Placement is determined by a multifactored

evaluation in accordance with **Ohio Administrative Code 3301-51-06**. Placement in this program is made by the IEP team based on Least Restrictive Environment (LRE) considerations. The District of Residence continues to be responsible for the Annual Review of the IEP and ongoing Progress Monitoring.

The student's District of Residence must complete the referral process to include the following:

- Release of Records Consent
- Referral
- Consent of Observation given by the legal guardians
- Completion of observation by staff at the MRELC
- Completion of a Clinical Mental Health Assessment
- Amendment of the IEP to address the Change of Placement

A student at the time of his/her initial entry to the MRELC, shall present to the person in charge of admission a copy of his/her certificate of birth. Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers and home addresses, as well as emergency telephone number within the Emergency Medical form required for placement.

EXTRA CURRICULAR ACTIVITIES

Students attending the MRELC should defer to the Student Handbook from their District of Residence for board policy and procedures.

Parent/Guardians should be aware that in accordance with the Individuals with Disabilities Education Act (IDEA, 34 CFR § 300.117), Section 504 of the Rehabilitation Act, and the Ohio Operating Standards for the Education of Children with Disabilities, students with disabilities have the right to participate in extracurricular and nonacademic activities that are made available to nondisabled students.

Students with disabilities must be provided an equal opportunity to participate in activities such as:

- Athletics
- Clubs and student organizations
- Performing arts and music programs
- School-sponsored social events
- Enrichment and leadership opportunities

The district of residence must ensure that students with disabilities (OAC) 3301-51-07(H)(2)(b)(ii):

- Are not denied access to extracurriculars solely based on disability status.
- May receive accommodations or supports necessary for participation as determined by their IEP or Section 504 Plan.
- Are provided meaningful opportunities to participate with peers in their district of residence unless otherwise specified in the IEP.

Parents/guardians or students may contact the superintendent, building principal, athletic director, or school counselor at their home district to discuss participation in extracurriculars. Any needed supports should be addressed in the IEP/504 meeting.

FERPA and CONFIDENTIAL RECORDS

Confidential records contain educational and behavioral information that has restricted access based on the Family Education Rights and Privacy Act (FERPA) and Ohio law. This information can only be released with the written consent of the parents, or the adult student. The only exception is to comply with State and Federal laws that authorize the release of such information without consent.

Confidential records include test scores, psychological reports, behavioral data, disciplinary actions, and communications with family and outside service providers. The school must have the parents' written consent to obtain records from an outside professional or agency. Confidential information that is in a student's records that originates from an outside professional or agency may be released to the parent through the originator and parent should keep copies of such records for their home file. Parents may also provide the school with copies of records made by non-school professional agencies or individuals.

Students and parents have the right to review all educational records generated by the school district, request amendment to these records, and obtain copies of such records. To review records, please submit written records request stating the desired records.

FIELD TRIPS

The MRELC recognizes the benefits of extending the school classroom with worthwhile field trips. All students taking part in field trips must have written permission from parents or guardians, and a copy of Emergency Medical Authorization Forms. The adopted MRELC Student Conduct Code will be the standard for all participants during the fieldtrips and during times of transportation. Bussing to and from off campus activities are procured by our partner districts, contingent on availability. Field trip participation is a privilege and may be revoked for disciplinary reasons.

GRADING AND ACADEMIC REQUIREMENTS

Kindergarten, first and second grade students will be issued a Standards Based Grade Card noting the following remarks:

- ✓ = Meets grade level expectations
- P = Progressing towards grade level expectations
- - = Needs improvement to meet grade level expectations

Graded courses will be figured in Grade Point Averages and Honors for grades 3-12. The Honor Roll (Grades 3-12) is achieved with a minimum of 3.00 GPA and no grade below "C" or "incomplete" grade. Honor Roll is figured each 9 weeks. Interim reports are available at the midpoint of each grading period and report sheets are available through FACTS and/or ProgressBook following each nine-week period.

Each pupil is graded in each of his/her subjects according to the following scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59-lower
- P/F -Pass/Fail classes must have administrative approval prior to taking the class.

Any other class grading procedure must be approved by the administration, written, handed out and posted in a highly visible area.

An Incomplete, “INC” may be earned by a student at the end of a grading period when the student has not demonstrated sufficient evidence of earning a specific letter grade. The student has the opportunity to complete the evidence needed; once completed, the teacher will document the letter grade earned on the next grade card. If a student does not complete the required evidence by the end of the next quarter or end of the school year, the teacher will change all documented “INC” to an “F”.

Absence & Make-Up Work Policy

Students who are absent for any reason are required to complete all missed assignments, assessments, and classwork in a timely manner in order to receive credit.

- Students will be given one day for each day absent to make up missed work, unless otherwise approved by the program director(s).
- It is the student’s responsibility to communicate with teachers and request missed assignments upon return to school.
- For long-term *excused* absences (e.g., hospitalization, more than 5 days), the school may coordinate modified timelines or home instruction in accordance with Ohio law and district guidelines. The MRELC program director(s) reserves the right to prioritize quality assignments that maximize learning and select which assignments students can be exempt from.

Work Refusal

All students are expected to engage in and complete assigned academic work as part of their educational responsibilities. Refusal to complete assigned work is not an acceptable reason for exemption and will result in the following:

- Students who refuse to complete work will receive a grade based on the work submitted, which may result in a zero (0) if nothing is turned in.
- Teachers will make reasonable attempts to encourage and support completion, but it remains the student’s responsibility to engage with and complete assigned tasks.
- Repeated work refusal may result in parent contact, academic interventions, loss of privileges, or behavior referrals.
- Students receiving special education or 504 services must follow their IEP/504 Plan, but are still expected to complete work as outlined in their plan.

Grade Cards and IEP Progress Reports

Grade Cards and Progress Reports will be sent to the guardians of each student quarterly. IEP Progress reports are sent home to inform guardians of the progress the student is making toward IEP goals and objectives. These reports provide information on the academic and behavioral progress of the student during the previous period.

Graduation Requirements/State Testing Requirements for High School:

*****Each student will follow their district of residence’s high school requirements for graduation.**

A student must successfully complete all graduation requirements in order to participate in graduation

and receive a diploma. This includes successfully completing all local and state requirements. To be eligible for graduation, all required credits must be completed and you must successfully meet the specific cohort graduation requirements.

State law introduced new, permanent graduation requirements for students in the class of 2023 and beyond. Students entering ninth grade after July 1, 2019, must meet the new requirements outlined in state law. All details can be found on the Ohio Department of Education's website under graduation requirements.

There are three areas students have to meet criteria to fulfill graduation requirements. They are course completion, demonstrate competency, and demonstrate readiness (seals).

Course Completion:

Subject	Credit
English	4.0 credits
Social Studies (including 0.5 credit World History and Civilizations; 0.5 credit American Government; 0.5 credit American History)	3.0 credits
Science (Physical, Life, and Advanced)	3.0 credits
Mathematics (Must include 1 credit of Alg. II)	4.0 credits
Health	0.5 credit
Physical Education	0.5 credit
Fine Art	1.0 credit/2 semesters
*Electives (includes Fine Art requirement, 0.5 Financial Literacy)	5 credits
	Total 20.0 credits

*An elective is any course beyond those specifically listed under the graduation requirements.

Ohio laws require the school to notify students and their parents that one consequence of failure to complete core curriculum will result in the student's ineligibility to enroll in most state universities in Ohio without further coursework.

Demonstrate Competency:

Ohio's State Tests are mandated by the Ohio Department of Education. Review the link on the Ohio Department of Education's website under end-of-course exams for specific test requirements for your graduation co-hort.

Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment. Department of Education and Workforce, after gathering feedback from education stakeholders and business communities of Ohio, determined that "competency" would be set at a score of 684 for both the English language arts II and Algebra I tests.

Demonstrate Readiness (Seals):

State law created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state-defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school. Schools use End-of -course testing to help meet qualifications for seals. End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government.

State Testing for Elementary and Middle School Students:

Students in grades 3 through 8 are given Ohio's State Assessments annually to check their progress as a student and how they rate with their peers in school and across the State. These tests are given during three weeks in the spring and are mandated as to which test is to be given on which date. Students that miss a day of testing due to illness or emergency will be given a chance to make up that test as long as it is done within the time period allowed by the State for make-up testing. All students will be notified by mail as to when/where they must arrive in order to complete the State Tests. Families will receive state test results via email, U.S. mail, or through a secure online portal no later than June 30 each year.

Test Security

The MRELC will administer all required state tests each school year. Students are required to participate in the required tests at their grade level. Some tests are tied to grade level passage or graduation requirements. State tests (both paper materials and online content) are to remain secure and not be accessed by students except during administration of the assessment by a licensed teacher/test administrator. Students are to practice ethical behavior before, during, and after the administration of any state test. Cheating, taking photographs of test materials, or discussing the test with anyone is strictly prohibited. These behaviors could result in the invalidation of the test and/or disciplinary measures.

HOME INSTRUCTION AND TUTORING

Home instruction and home tutoring are educational services that may be provided by the district of residence for students who are temporarily unable to attend school due to medical, behavioral, or other documented needs. These services are considered on a case-by-case basis and are **not automatically granted**—they are offered **at the discretion of the district of residence**. For students with disabilities, decisions must be made by the IEP team in accordance with Ohio Administrative Code 3301-51-08. Documentation from a licensed professional may be required, and instruction is typically limited in hours and duration.

IMMUNIZATIONS

Students must be current with all immunizations as required by law, including but not limited to: poliomyelitis; measles; diphtheria; rubella; pertussis; tetanus; and mumps and others legally designated in accordance with the State of Ohio. For the safety of all students, a student may be removed from school if he/she does not have the required immunizations unless specifically exempt for medical or other reasons.

LOST AND FOUND

Articles found in and around the school should be turned in at the main office where the owners may

claim their property by identifying it.

MEALS/CAFETERIA

Students are not to leave the school during breakfast or lunch as all meals are provided, free of charge, through the partnership between the Midwest Regional Educational Service Center and Wilson Memorial Hospital. Students are expected to follow the rules for the cafeteria and cooperate with the supervisors during lunch. Students can access lunch items and eat during their assigned time only. Lunch items – food and beverages - are not to be taken from the cafeteria. When students are finished with lunch, they are to carry trays to the window and put trash in the proper place. Trash or leftover food items should not be left on the table. Students who misbehave during lunch may be assigned lunchroom duties (cleaning tables, picking up trash, etc.) or other consequences such as lunch detentions or eating in a designated area away from peers.

In accordance with ORC 3313.814/817, students are required to be served a fruit, vegetable, grain, meat/meat alternate, and milk (low-fat or fat-free) during lunch. Students are permitted to bring a nutritious and balanced packed lunch that aligns with the USDA requirements for school lunches. Students are discouraged to bring multiple items of candy or dessert-like items (Takis, chips, cookies, cupcakes, brownies, Hostess or Little Debbie snacks, etc.).

Deliveries to School

Deliveries (flowers, etc.) made to the school for students are strictly prohibited. Any delivery which is made will be kept in the office until a parent can retrieve the delivery/parcel. Food and beverage delivery services are included in this policy.

Food, Beverages, and Gum

Students are not to bring food (except a packed lunch) and beverages with them to school. Students are not to have caffeinated drinks, soda pop or energy drinks during the school day. Items that are not permitted will be confiscated by school personnel and discarded. Students are not to have food or snacks in classes. A packed lunch may have a juice item, sports drink, or water as a beverage. Any sports drink, water, or juice brought to school by a student MUST be unopened in its original container, no larger than 24 ounces, when the student arrives at school. Students will not have access to a refrigerator to store their lunch or a microwave to heat their lunch. Please keep this in mind when packing.

Gum chewing may be permitted in some classes with the permission of the teacher. Gum chewing is not permitted in rooms with carpeting. Students are to chew and dispose of gum in an appropriate manner.

Disclaimer: Student's at the MRELC have access to a number of tangible items through our comprehensive PBIS incentive programs to include Bucket Fillers, Classroom of the Week, and Classwide token systems. Tangible rewards include soda pop, candy, popsicles, and other sugary options.

MEDICAL SERVICES AND MEDICATION USE

Administering Medicines to Students

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that will not hinder the health or welfare of others. All medications,

prescription and non-prescription, including over-the-counter products and vitamins, given at school require written consent from the student's physician, issuance of orders, and parent consent in accordance to Ohio Revised Code 3313.713. All medication must be brought to school **by the parent** in the **original labeled container or bottle**, prepared by the pharmacy, doctor, or pharmaceutical company. Medications will only be administered at school with proper documentation and must be delivered to the school by an adult in the original container. No medication should be brought to school in envelopes, foil, pill dispensers, or baggies or should be transported by the student.

If possible, all medication should be given by the parent at home. If this is not possible, it must be done in accordance with the following:

1. The appropriate person appointed by the program director(s) will supervise the secure and proper storage and dispensing of medications. **The drug must be received in the container in which it was dispensed by the prescribing physician or licensed pharmacist and delivered by the parent.**
2. Written permission must be received from parent or guardian of the student, requesting that the school district comply with the physician's order with the following information:
 - a. The name and address of the student
 - b. The name of the drug and the dosage to be administered.
 - c. The name of doctor, who ordered the medication.
 - d. The times or intervals at which each dosage of the drug is to be administered.
 - e. The date the administration of the drug is to be administered.
 - f. The date the administration of the drug is to cease.
 - g. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency.
 - h. Special instructions for administration of the drug, including sterile conditions and storage, in addition to route to give the medication, for example by mouth, rectally, or under tongue.
3. The parent, guardian, or other person having care or charge of the student, agrees to submit a revised statement signed by the physician who prescribed the drug to the Board, or a person designated by the Board, if any of the information provided by the physician as described above changes.
4. The designated individual must receive and retain a statement, which complies with O.R.C.3313.713 and is signed by the physician who prescribes the drug.
5. The parent, guardian or other person having care or charge of the student must agree to submit a revised statement signed by the physician who prescribed the drug to the designated individual if any of the information originally provided by the physician changes.
6. No employee who is authorized by a Board to administer a prescribed drug and who has a copy of the most recent physician's statement would be liable in civil damages for administering or failing to administer the drug, unless he/she acted in a manner that would constitute "gross negligence" or wanton or reckless misconduct.
7. No person employed by the Board of Education will be required to administer a drug to a student except pursuant to requirements established under this policy. The Board of Education shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Over-The-Counter products and medications will not be given by school officials without signed consent

from the parent/guardian, which is listed on the Emergency Medical Form.

****Benadryl or other allergy medications will not be given unless otherwise prescribed by a physician****

Excess medication **MUST** be picked up by the parent or guardian at the end of the school year or the end of the medication, whichever comes first. No medications will be transported home with the student. All expired or excess medications will be disposed of by two school personnel and documented in the medication log with two signatures within 10 days of the end of the school year or the end of the medication. The school will communicate with parents or guardians about expired or excess medications that need to be replaced.

****Field trips** - On school field trips, your child's medication will be transported, stored, and given properly by school personnel.

Care of Students With Chronic Health Conditions

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designated instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the classroom, curriculum, or activity (i.e., the school setting) so that they have the same access to an education as students without disabilities. Such accommodations/ modifications/ interventions will be provided pursuant to a Section 504 Plan or IEP.

Chronic health conditions, for the purposes of this policy, shall include:

- All nuts (including peanuts) and all other food allergies.
- Environmental allergies (ex : pollen, poison ivy, poison oak, etc.)
- Asthma
- Diabetes
- Seizures
- Other Injuries/Ailments

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information.

Medical Forms

Emergency Medical forms are required to be completed for each student at the time of enrollment and annually at the start of the new school year. These forms are provided to parents/guardians during Open House. Whenever a child becomes ill or has an accident that may require attention, we will call the guardians, or the alternate person listed on the emergency medical form. It is very important that the school has at least two (2) numbers available in order to contact you or an alternate person. Parents are asked to fill in the form promptly. The school will adhere to the instructions on the authorization form.

****Students cannot participate in fieldtrips or off campus activities if the Emergency Medical Form is not completed and returned.**

MENTAL HEALTH SERVICES

Students having difficulties emotionally coping with various situations that arise in their lives may need the services of a counselor. Should your student have an immediate need, or your student is experiencing a mental health crisis, our licensed therapist is available 24 hours a day, 7 days a week at (937) 774 – 0257. You may also call the MRELC Office line at (937) 498 – 1354 ext. 6005 during regular school hours.

As part of their educational programming at the MRELC, all students will receive and engage in therapeutic support and/or individualized psychotherapy sessions. If your student is already engaged with a licensed therapist, counselor, psychologist or other certified mental health provider, please communicate this information to our licensed therapist. If a student is receiving therapy through another organization, the MRELC will request a Release of Records for the purpose of care coordination and a summary of past care.

NON-DISCRIMINATION

The Midwest Regional Education Service Center will provide equal admission opportunities, equal educational opportunities, and equal employment opportunities to all people regardless of race, color, national origin, sex or handicap. In cases of alleged discrimination, a grievance procedure has been adopted which begins with the student presenting, in writing, his or her alleged grievance to the appropriate compliance officer. A copy of the complete grievance procedure is available upon request in the main office. The Midwest Regional Education Service Center is working to be in compliance with Title II, Title VI, Title IX, and Section 504 regulations.

To carry out this policy statement, persons, and offices as identified herein shall be responsible for compliance within designated areas.

Title II Coordinator:

Dr. Rick Smith, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 5000

Title VI Coordinator

(non-discrimination on the basis of race, color, or national origin)

Shawn McElroy, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 5503

Sybil Truster, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 7003

Title IX Coordinator: (non-discrimination on the basis of sex)

Shawn McElroy, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 5503

Sybil Truster, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 7003

Section 504 Coordinator:

Meaghen Tidwell, Midwest Regional Education Service Center, Phone (937) 498 – 1354 ext. 6014

NOTICE OF PARENTAL RIGHTS – SURVEYS AND INSTRUCTIONAL MATERIALS

Parents have the right to:

- Request to review textbooks, reading lists, and academic curricula used in the program.
- Inspect instructional materials used as part of the curriculum.

- Review and opt their child out of any non-emergency, invasive physical exam or personal information surveys not required by law.

For questions, please contact the program director(s). Requests should be submitted in writing.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) AND RESTRAINT/SECLUSION

PBIS includes a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish recurrences of challenging behaviors, and teach appropriate behaviors to students. PBIS emphasizes prevention of student behavior problems using non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or timeout.

Restraint

Every staff member serving in MRESC programs are trained within the principles of Crisis Prevention Intervention and Nonviolent Crisis Intervention. In accordance with the Ohio Administrative Code 3301-35-15, trained staff members are permitted to physically restrain under the following conditions:

- The student's behavior **poses an immediate risk of physical harm** to themselves or others
- As **a last resort** after less restrictive interventions have failed
- And used only **by trained staff** following approved procedures

Physical Escort: The temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: Any physical or mechanical method that restricts a student's freedom of movement, physical activity, or normal access to their body.

Seclusion

Seclusion means the involuntary isolation of a student in a room or area from which the student is prevented from leaving. In accordance with the Ohio Administrative Code 3301-35-15, trained staff members are permitted to utilize seclusion under the following conditions:

- The student **poses an immediate risk of physical harm** to self or others
- As **a last resort**, after less restrictive interventions have been tried
- The seclusion environment is **safe, supervised, and free of dangerous objects**
- The student is **constantly monitored** by staff
- And it is **documented and reported** to parents/guardians

Seclusion does not include a "timeout". A timeout can be described as "a behavior intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers."

Requirements

In the event that trained staff members are required to utilize restraint and/or seclusion, the following must occur:

- Parents must be **notified within 24 hours**
- A **written report** must be completed
- If a student is secluded **more than twice** in a school year, a **behavior intervention plan** may be required

POLITICAL STATEMENTS

All materials or activities proposed by outside political sources for display on school property or at school events or for student or staff use or participation shall be reviewed by the Superintendent related to the educational contribution to part or all of the school program and benefit to students, and no such approval shall have the primary purpose of advancing the special interest of the proposing group.

RIGHTS OF THE PROGRAM DIRECTOR

The program director(s) retains the right to issue penalties for violations not stated in this handbook and to alter penalties as deemed appropriate by the director(s).

SCHOOL RESOURCE OFFICER (SRO)

LAW ENFORCEMENT OFFICERS & CHILDREN'S SERVICES

The School Resource Office is in school to assure the peaceful operation of school-related programs. The School Resource Officer is, first and foremost, a police officer and must fairly and consistently enforce laws. With regular attendance in schools, the officer may become more involved in student discipline and take legal action in incidents such as assaults, thefts, harassments, drug related offenses, etc. The net effect is a safer school environment but the punishment for misbehavior on certain offenses may increase with both the school officials and law enforcement officers taking action.

While the School believes these agencies should conduct their investigations off school property if possible, investigations can take place at school in emergency situations or if the violation being investigated occurred on school property. Any time the School Resource Officer questions a student, the parent is contacted to request their presence. If a parent cannot be reached, or refuses to come to the school to speak with the SRO, a school administrator will serve as the in loco parentis.

School Resource Officers may make presentations to classes and act as resources for administrators and teachers. The officers, while not professional counselors, may work with students showing signs of extreme stress, anger, and peer conflicts as officers will notify school officials and parents that danger signs are evident and the student needs some personal attention.

If a student is questioned as the subject of alleged child abuse or neglect, the building administrator will attempt to contact a parent prior to questioning, and s/he (or a designated guidance counselor) will remain in the room during questioning. If the agency investigating the alleged child abuse or neglect suspects the parent is the perpetrator, neither parent will be contacted prior to questioning, but the building administrator (or a designated guidance counselor) will remain in the room during questioning. If law enforcement or children's services agency removes a student from school, the building administrator will notify a parent.

SEARCHES

The MRESC governing board acknowledges the need for in-school storage of student possessions. Such spaces remain the property of the MRESC governing board and, in accordance with the law, may be the subject of random searches. Students are responsible for securing their possessions in their personal space and the school is not responsible for lost, stolen, or damaged belongings. Administrators may search a student or his/her property (including vehicles, purses, backpacks, gym bags, etc.) with or without the student's consent whenever they reasonably suspect that a search will lead to the discovery of evidence of a violation of law or school rules. School authorities may conduct random searches of students, property, and/or contents of bags at any time without announcement. Unannounced and random canine searches may also be conducted. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection.

Additionally, students have NO reasonable expectation of privacy in their actions in public areas including but not limited to, common areas, hallways, cafeterias, classrooms and gymnasiums. The Educational Service Center may use video cameras in such areas. Anything that is found in the course of a search may be used as evidence of a violation of school rules or the law and may be taken, held or turned over to the police. The School reserves the right not to return items that have been confiscated.

SEXUAL HARASSMENT

Sexual harassment is improper, immoral, illegal, and will not be tolerated within the district. Ohio and Federal laws define sexual harassment as unwanted sexual advances, or unwanted visual, verbal, or physical conduct of a sexual nature. Such offensive behavior includes, but is not limited to the following:

1. Unwanted touching, holding, grabbing, hugging, patting, fondling, kissing, or pinching.
2. "Accidental" collisions, brushing up against someone or blocking movements.
3. Non-verbal conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, cartoons, or posters.
4. Verbal conduct: making or using derogatory comments, epithets, slurs, or jokes; making remarks about another person's sexual behavior.
5. Explicitly or implicitly offering benefits in exchange for sexual favors.
6. Making or threatening reprisals after a negative response to sexual advances.
7. Verbal abuse of sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations.

The term "sexual harassment" is intended to mean sexual harassment in the broadest meaning of that term in current popular as well as legal usage. *What matters most is how the behavior makes another person feel.* When unwelcome activities like those described occur, the best thing to do is to say that you are uncomfortable with the behavior and ask that it cease. If the behavior does not cease, recourse should be sought through a school counselor, teacher, or program director.

STUDENT APPEARANCE AND DRESS

It is the policy of the Board of Education to recognize the rights and privileges of each student in the matters of dress and appearance to the extent that the exercise of those rights and privileges do not interfere with the orderly process of education. Student dress should not cause a safety hazard. Clothing may not include words or visuals that are lewd, obscene, disruptive, abusive or discriminatory or that

advertise drugs, alcohol or tobacco. Dress or grooming that is disruptive of the classroom or school atmosphere is not allowed. Shoes must be worn at all times for health and safety reasons.

Footwear Policy

Students must wear footwear that is safe and appropriate for school activities at all times. The following guidelines apply:

- Shoes must have a back or heel strap to ensure they stay securely on the foot.
- No roller-type shoes (e.g., Heelys) are permitted on school grounds.
- No open-toe shoes in science labs or physical education for safety reasons.
- Footwear should not have cleats or hard soles that may damage floors or create safety hazards.

*Exceptions to dress code items for religious reasons should be brought to administration at the beginning of the school year by parents and will require written documentation.

The program director(s) will make the final decision regarding dress code violations.

- a) Cut offs of any kind (shirts, pants/shorts) are not permitted.
- b) All tops must have a sleeve and be of a length that can be tucked in. Bare midriff or visible undergarments are not permitted. See-through apparel or similar items of clothing which are deemed to be too revealing are not permitted. Tank-tops are not permitted.
- c) Headgear and head coverings (hats, beanie, bandana, etc...) will not be worn in the building except for special days or activities.
- d) No signs or phrases on clothing that infers or references to obscenity, derogatory remarks, racism, unlawful behavior, or advertises/promotes drug or alcohol use.
- e) Skirts and shorts must be loose fitting and no shorter than straight arm knuckles length.
- f) Jewelry and other decorative items that are hazardous are not permitted (spike wristbands, chains, etc.)
- g) Gangs, gang-related clothing, gang-related symbols, and other gang-related references and activities are prohibited.
- h) No pajamas are allowed.
- i) Any clothing items or accessories deemed distracting or unnecessary to the learning environment are prohibited. *The program director(s) reserves the right to determine whether an item of clothing is distracting or inappropriate.*

School staff may determine if dress is presentable for school. If a student disagrees with the staff member and feels that his/her dress is not a violation, the student may immediately confer with the program director(s) for a ruling. If a violation exists, the student will need to correct the violation before returning to class by changing or covering up, or spend the remainder of the school day working on coursework in an individualized work area.

The program director(s) reserves the right to interpret, modify, or make exceptions to the dress code policy as necessary to address emerging issues, ensure a safe and respectful environment, or respond to unique circumstances. Decisions made by directors regarding the appropriateness of clothing are final. Any updates or temporary changes to the dress code will be communicated in a timely manner to students, staff, and families.

Personal Items Policy

To maintain a safe and orderly learning environment, students are not permitted to bring personal items that are not necessary for the school day. This includes, but is not limited to:

- Blankets
- Fanny packs, crossbody bags, and other similar personal bags
- Pillows, stuffed animals, or other comfort items

If book bags and lunch bags are brought to school, they must be stored in a designated storage area during the school day. Students may retrieve these items at designated times, only when given permission from the program director(s). Students should bring only essential educational materials and approved items as needed for classroom activities. Unauthorized personal items may be confiscated and held in the office until the end of the school day or until a parent/guardian can retrieve them. ***Disclosure:*** *The MRELC is not responsible for any lost, stolen, or damaged items that are brought to school.*

STUDENT TRANSPORTATION AND PARKING

Driving to school is considered a **privilege**, not a right. Students who wish to drive to the MRELC must follow all school and district policies, as well as local and state laws, to ensure the safety of all students, staff, and visitors. Driving to school is considered a privilege, not a right. Students who are permitted to drive to and from school must provide the MRELC with a photocopy of the student's drivers license, in addition to providing proof of insurance.

Student Parking

- Students are to park only in designated student parking areas and may not park in visitor, staff, or reserved spaces. Students will be given an assigned parking space.
- The school reserves the right to inspect vehicles parked on school grounds when there is reasonable suspicion of prohibited items or violations of school policy.

Expectations for Student Drivers

- Drive safely and follow all traffic laws on and around school property.
- Adhere to all posted speed limits and traffic signage in parking lots and surrounding areas.
- Vehicles must remain parked during the school day. *Students are not permitted to sit in or visit their vehicles during school hours without permission and direct supervision of program director(s).*
- Leaving campus without permission during school hours is strictly prohibited and may result in disciplinary action.
- Upon arrival at school each day, **students are required to turn in their car keys** at the time their personal electronic devices are surrendered. Car keys will be kept in a lockable fabric pouch to be stored in the Main Office, or designated area. Items will be securely stored and returned at dismissal. This policy helps maintain focus on learning, reduce distractions, and ensure student safety.

Ohio Law Restrictions for Probationary Drivers

To help protect the safety of all students and to comply with Ohio probationary driver laws, students under 18 with a probationary license are restricted by state law from transporting more than one non-family passenger under age 21 unless accompanied by a parent or guardian (Ohio Revised Code § 4507.071).

In addition to state requirements, and to further ensure student safety and reduce liability, the MRELC policy prohibits all students — regardless of age — from transporting other students to or from school or school-related activities. This rule applies even if the driver has a full license, is 18 or older, or has received parent/guardian permission.

Violations of this policy may result in disciplinary action, including loss of parking privileges.

Transporting Other Students

To help protect the safety of all students and to reduce liability risks, **students are strictly prohibited from transporting other students to or from school or school-related activities, regardless of age.** This rule applies even if the driver has a valid license, is over 18, or has permission from another student's parent or guardian.

Violations and Consequences

Violations of driving or parking policies may result in disciplinary actions, including but not limited to:

- Warnings or citations issued by school administration.
- Temporary or permanent loss of parking and driving privileges.
- Parent/guardian notification and required meetings.
- Additional disciplinary consequences under the Student Code of Conduct if violations involve reckless driving, endangering others, or other serious infractions.

Important Notice

MRELC is not responsible for any damage to or theft from vehicles parked on school property. Students park at their own risk.

By driving to school, students and their families acknowledge and agree to comply with all policies and understand that failure to do so may result in loss of driving privileges and additional consequences.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) prohibit discrimination against persons with a disability in any program receiving Federal financial assistance. This protection applies not just to students, but to all individuals who have access to the District's programs and facilities.

The laws define a person with a disability as anyone who:

- a) Has a mental or physical impairment that substantially limits one or more major life activities;
- b) Has a record of such an impairment; or
- c) Is regarded as having such an impairment.

The District has specific responsibilities under these two laws, which include identifying, reviewing and, if the child is determined to be eligible, affording access to appropriate educational accommodation. Additionally, in accordance with State and Federal mandates, the District seeks out, assesses and appropriately services students with disabilities. Staff members use a comprehensive child study process to systematically screen, assess and, if appropriate, place students in special education and related services. Students are entitled to a free appropriate public education in the "least restrictive environment." A student can access special education and related services through the proper evaluation

procedures, Parent involvement in this procedure is important and required by Federal (IDEA), ADA Section 504 and State law. Contact the office at (937) 498 - 1354

TECHNOLOGY & ACADEMIC INTEGRITY

The MRELC recognizes the growing presence of Artificial Intelligence (AI) in academic and creative spaces. Students are prohibited from using AI tools and search browsers to complete assignments, projects, assessments and tasks within the online learning platform unless expressly permitted by a teacher and under direct supervision of a teacher or program director. Use of AI-generated content must be cited appropriately. Unauthorized use may result in the tasks being “reset” and/or work being redistributed/reassigned for completion.

Academic Integrity and On-site Work Completion

To uphold academic integrity and ensure that all student work reflects individual effort and understanding, all assignments, assessments, and academic tasks must be completed on school premises unless otherwise directed by a program director. This policy helps maintain a fair academic environment and minimizes opportunities for unauthorized assistance or plagiarism. Exceptions to this rule may be granted on a case-by-case basis with prior approval from school staff.

TELEPHONE

If a student has an emergency call to make, he/she should request permission to use the office phone by asking the program director(s). *Classroom extension phones are for employee use ONLY.*

VIDEO SURVEILLANCE

All students, parents and staff are advised that as a public school facility, students, parents, staff and building visitors do not have to expect privacy in connection with their actions and activities while in, on or about the campus. In an effort to increase school district security, provide greater safety for students, parents, staff and building visitors, and to reduce vandalism and theft, many areas of the campus, both internally and externally, shall be subjected to video surveillance 24 hours a day, 7 days a week. The recordings of such observations shall be available for use by the administrative staff if necessary to enforce the student Code of Conduct provisions by the school district and the law.

VISITORS

Visitors must report to the Main Office immediately upon entering the building. Students are not to bring visitors with them without prior approval by the program director(s). Examples of cases in which a visitor’s pass will be considered for a student include a visit by a foreign exchange student, partner agencies, community partners, guest speakers, and guest observers for a school purpose.

II. ATTENDANCE REGULATIONS

The MRELC follows all attendance requirements and laws as set forth by the State of Ohio. This includes tracking attendance by the hour (including tardies and early dismissals), adhering to all definitions of excused and unexcused absences, and complying with Ohio House Bill 410 regulations regarding habitual and excessive absences. The MRELC also meets all requirements under the Alianna Alert law to notify parents or guardians promptly if a student is absent without prior notice. By following these state laws and guidelines, we support student safety, encourage consistent attendance, and promote academic success.

ABSENCE PROCEDURE AND RETURNING TO SCHOOL

1. Parents/Guardians need to phone the school office at (937) 498 – 1354 ext. 6005 (South, Sidney Location) or ext. 3000 (North, Kenton Location), before 9:00 A.M. on the day of the student's absence.
2. Upon returning to school, the student must provide a **written note** from a parent, guardian, or medical provider within **two school days**. This note should include the student's name, date(s) of absence, reason for the absence, and a parent or guardian signature. Failure to provide a written excuse within this timeframe will result in the absence being recorded as unexcused in accordance with Ohio law, per Ohio Administrative Code 3301-69-02.
3. Students are responsible for obtaining and completing any missed work promptly upon their return. Assignments that are not made up will be reflected in the student's grades.

Attendance Reporting

Parents or guardians are required to call the school to report a student's absence on the day of the absence. **Calls from students will not be accepted** under any circumstances. Accurate and timely communication helps ensure student safety and compliance with state attendance laws.

- ☐ Absences Hours 1–38 in a month (or Hours 1–65 in a year): can be excused via parent call or note.
- ☐ When a student accumulates **38 or more hours** of absence in a month (**or 65 or more hours** in a year): must be supported by a **medical professional's note** to be excused.

Note: For attendance purposes, the term "month" refers to any rolling 30-day period, not a traditional calendar month. Absences beyond these thresholds without proper medical documentation will be recorded as unexcused and may result in additional interventions as outlined under House Bill 410.

Work Commitments

While we encourage students to gain valuable experience through employment, **absences due to scheduled work shifts are not considered excused**. It is the responsibility of both the student and their parent or guardian to communicate the school's daily schedule to employers and ensure that work commitments do not interfere with school attendance.

Work Release Opportunities

Students who participate in an **approved work release or school-to-work program** through the district may be granted excused time away from school as part of that program. These opportunities must be formally approved by school administration of their home district, and students must meet all eligibility criteria, including maintaining good attendance and academic standing, in accordance with Ohio Revised Code (ORC) 3313.5311 and related state guidelines. Time away for work release must align with the documented program schedule; any absences outside of approved work release hours will be considered unexcused.

Time away for work release must strictly align with the documented program schedule, and participation records must be verified by the employer or program supervisor. Any absences occurring outside of the approved work release schedule will be considered unexcused and will be recorded as such per Ohio law and district policy.

ABSENCES

Ohio law allows students to be excused for legitimate reasons like illness, family emergencies,

medical appointments, religious observances, and other specified situations when properly documented. The district's policy will specify what documentation is required. Pre-arranged, superintendent-approved absences (e.g., farm work, family business) may be excused up to 60 hours. All other absences—such as work, vacations, or appointments without documentation—are unexcused unless explicitly permitted by local policy or law. The Midwest Regional Educational Service Center considers the following factors to be reasonable excuses for time missed at school.

- Personal illness (a written physician's statement verifying the illness may be required)
- Illness in the family (the absence under this condition shall not apply to children under 14 years of age)
- Medical, dental, or mental health appointments
- Quarantine of the home
- Death of a relative, limited to 18 school hours unless extended for a valid reason (§3301-69-02(B)(2)(d))
- Deployment activities of a military parent/guardian
- Necessary work at home due to the absence or incapacity of parent/guardian
- Observation or celebration of a bonafide religious holiday.
- Emergency or other serious reasons and such good cause as may be acceptable to the superintendent of the student's district of residence.

Note: Approval of special absences, such as extended family responsibilities or work-related requests, is the responsibility of the superintendent of the student's **district of residence**, in accordance with Ohio law; Ohio Revised Code (ORC) 3321.04 and Ohio Administrative Code (OAC) 3301-69-02.

Absence & Make-Up Work Policy

All students are required to complete missed assignments, assessments, and classwork following any absence in order to receive credit. Students will have one day per day absent to make up work (unless otherwise approved), and it is their responsibility to request assignments upon returning. For long-term excused absences, modified timelines or home instruction may be arranged, but students are still expected to complete prioritized assignments.

Important: An absence does not exempt students from completing work.

Excused Absences

An excused absence will generally be granted for valid and necessary reasons with a note from a parent/guardian up to a maximum number of 38 hours per month, or 65 hours per school year. Beyond this 38 hour per month (or 65 hour per school year) threshold, administration will require official documentation for any absence (doctor's statement, court summons, funeral service, etc.)

Unexcused Absences

An absence is **unexcused** if it does not meet state or district guidelines, or if you do not turn in a required note within two school days after you return.

What happens if you have an unexcused absence?

- You may not receive credit for any classwork, assignments, or tests you missed that day (unless approved by the program director).
- Your parent or guardian will be told about each unexcused absence.

- If you meet the criteria for Habitual Truancy, as defined by House Bill 410 and Ohio law (ORC 3321.04 & OAC 3301-69-02), a special Absence Intervention Plan (AIP) will be created to help improve your attendance.
- Failure to improve attendance on the AIP can lead to loss of privileges, meetings with parents, school discipline, or even a court referral (as required by Ohio law).

Note: A referral to juvenile court will be made in accordance with House Bill 410 requirements.

Unexcused Tardies

A tardy is when a student arrives late to school or to class after the scheduled start time. A tardy is considered unexcused if it does not meet the criteria set by Ohio law or district policy (for example, oversleeping, missing the bus, or unapproved personal reasons).

If a student is tardy to school, students must report directly to the office or designated check-in area upon arrival.

One Tardy	No Consequences
Second Tardy	No Consequences
Third Tardy	Parent/Guardian Notification
Fourth Tardy	Attendance Phone Conference Required
Fifth Tardy	Attendance Intervention Contract
Additional tardies	Attendance Intervention Contract Reviewed; may result in loss of privileges, detention, or additional interventions to support on-time arrival.

This is for each nine-week grading period. Students are expected to be in the classroom by the designated start time.

Excessive Absences

Under Ohio House Bill 410, attendance is now tracked by the hour rather than by the day to better support early identification and intervention for attendance issues. Excessive absences are defined as 38 or more hours in a 30-day period or 65 or more hours in a school year, regardless of whether the absences are excused or unexcused. Parents or guardians will receive written notification within seven days when their child meets these thresholds. If a student becomes habitually truant, the school will form an Absence Intervention Team and create an Absence Intervention Plan to help improve attendance. If the plan is not successful, per House Bill 410 guidelines, the MRELC may file a truancy complaint with juvenile court. Students cannot be suspended or expelled solely for attendance violations, and excessive truancy is no longer included in zero-tolerance discipline policies. Additionally, the district is required to report attendance milestones and interventions to the Ohio Department of Education as outlined in the law.

Habitually Truant

A student is considered **habitually absent (habitually truant)** when they have unexcused absences totaling 30 or more consecutive hours, 42 or more hours within a rolling 30-day period, or 72 or more hours in a school year, as defined by Ohio House Bill 410. When a student reaches these thresholds, the district is legally required to notify parents or guardians in writing within seven days. The school must

then assemble an **Absence Intervention Team** (AIT), which includes school staff, the student, and the parent or guardian, to develop a personalized **Absence Intervention Plan** (AIP). This plan is designed to address barriers to regular attendance and provide supports and strategies to help the student return to consistent, on-time attendance. The goal of these procedures is to engage families early, provide intervention rather than punishment, and help all students succeed academically. It is important to understand that habitual absenteeism can have serious legal and academic consequences and may lead to loss of credit, missed instructional time, and involvement with juvenile court if not addressed.

VACATIONS

Family vacations and trips are generally considered unexcused absences under Ohio law and district policy. While we understand that travel can provide valuable family time and experiences, it is important to prioritize regular school attendance to support academic success and meet state attendance requirements. If a family chooses to schedule a vacation during the school year, parents or guardians must notify the school in advance; however, these absences will still be recorded as unexcused unless they meet specific criteria approved by the superintendent of the student's home district (such as pre-approved educational travel or special circumstances). Students are responsible for making up all missed assignments, tests, and classwork upon return, but the absence itself will not be excused. Families are strongly encouraged to plan vacations during scheduled school breaks to avoid disruption to learning and potential attendance-related consequences under House Bill 410.

III. EMERGENCY AND SAFETY INFORMATION

SCHOOL CLOSINGS

Should it be necessary to close school for an emergency, an announcement will be made utilizing the school's mass notification system (*Remind*). **DO NOT CALL THE SCHOOL OR SCHOOL OFFICIALS.**

In the event of inclement weather or other emergencies, students will follow the delay and cancellation schedule of their district of residence. If the weather results in a school delay or cancellation, the MRELC will follow the Hardin-Houston Schools (South, Sidney Location) or the Kenton City Schools (North, Kenton Location) calamity day schedule. If school is delayed two hours, students should not arrive before 10:00 a.m. This includes both students who walk to school and those who are dropped off by guardians. If the MRELC would be dismissed early due to inclement weather, we will follow the Hardin-Houston Schools (South, Sidney Location) or the Kenton City Schools (North, Kenton Location) Procedures.

Families should monitor local news outlets, district websites, and automated phone or text alerts from their home district for up-to-date information regarding delays and school closures. It is the responsibility of each family to remain informed of their home district's announcements to ensure student safety and proper attendance.

Note: If your student's home school is delayed or closed **due to weather** but the MRELC is in session, there will be no district provided transportation to the MRELC and **your student is excused that day**. However, if parents/guardians elect to self-transport their students, students are encouraged and welcome to attend.

FIRE AND EARTHQUAKE PROCEDURES

Fire drills are required by the laws of our State. Students must leave the building as quickly and orderly as possible. Drills should be taken seriously and not be considered recreation. The purpose of the drill is to train pupils to empty the building as quickly as possible in case of fire and avoid possible injury. Fire routes will be posted near the door of each room.

THERE SHOULD BE NO TALKING DURING THE DRILL. (Recommended time by the State Fire Marshall is less than one (1) minute).

Students with their instructor at the time of the drill will proceed to their designated area, instructor will take roll, remain there quietly until signal is given to return to building.

NOTE: **EARTHQUAKE** procedure is the same as "Fire Drill" except the building is to be evacuated after tremors.

TORNADO PROCEDURES

Tornado Watch

A spotter will be placed at a window on the west side of the building.

Tornado Warning

Students will be notified through the public address system or by designated staff members and directed to proceed to assigned shelter areas immediately.

Procedure:

1. Students will go directly to the designated shelter area.
2. Students will kneel facing the inside wall with their head covered by clasped hands or an open book.
3. Students will remain in the shelter area until "All Clear " is indicated by the administration.

It is imperative that all students remain quiet during the drill, as attendance will be taken, and emergency information will be transmitted by word of mouth from shelter personnel.

CRISIS PROCEDURES/EVACUATIONS/SAFE SCHOOLS

Drills for emergency evacuation of classrooms and the school are required by state law. Fire and tornado drills will be conducted on a regular basis. Crisis and emergency procedures will be clearly posted in each classroom and common area throughout the school building to ensure all students and staff are aware of appropriate actions during an emergency. In the event of an evacuation where students cannot return to the building, they will be transported to a designated off-site reunification location. Students will remain at this location under staff supervision until they can be safely reunited with a parent or authorized guardian. Specific information about the reunification site and retrieval procedures will be communicated to families through official school communication channels (such as phone calls, text alerts, email, and the school website) during an emergency situation.

During times of classroom and/or school evacuations, students should cooperate with and follow the

instructions of school personnel and proceed to the assigned designated locations in a quiet, orderly manner. Procedures for evacuation due to an earthquake are similar to that for a fire drill, as the building would be evacuated after the report of tremors.

Fire Drill

Fire Drills are held monthly, in accordance with Ohio requirements. The signal for a fire drill is a long ring of the fire bell. When the signal is given, students are to walk quickly, quietly, and orderly to proper exits from the building. The students need to follow the directions of the staff person in charge. There is to be no talking.

Safety Drills

In the event of an active shooter, threat, or attack, students must immediately follow lockdown procedures, such as the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training procedures. Students should move quickly and quietly to the nearest secure location, such as a classroom or designated safe area, and follow all instructions from staff without hesitation. Doors should be locked, door security devices engaged, lights turned off, and students must remain out of sight and silent until an official all-clear is given by law enforcement or school administration. Students should not open doors for anyone once secured. Remaining calm and following directions is critical to ensure the safety of all students and staff during these situations. If a student is aware of any dangerous situation or threat, he/she must notify a member of the staff immediately

Tornado Drill

Tornado drills are held in accordance with Ohio requirements (once a month during tornado season). Upon hearing the foghorn or siren, students must stop all activities immediately, follow their teacher's instructions, and exit the building quickly and quietly using the nearest designated exit route (never using elevators). Students should stay with their class, proceed to the assigned safe area outside, and remain there until further instructions are given. Attendance will be taken to ensure all students are accounted for, and no one may re-enter the building until an official all-clear signal is given by school staff.

IV. STUDENT CODE OF CONDUCT

GENERAL BEHAVIOR EXPECTATIONS

Every student has a right to an education. To safeguard that right, the Board of Education has adopted policies which are summarized here. The Midwest Regional ESC expects all students to act responsibly, respectfully, and safely. A supportive approach is used to address misconduct, including intervention and behavior coaching, before disciplinary action is taken. For major violations—such as violence, theft, or intent to harm—students may be removed from program activities, suspended, or expelled in accordance with Ohio law. The Code applies to all school-related settings, including online activities. Students are provided with due process, including notice, hearing, and appeal options.

Behavior Expectations:

- Students are expected to demonstrate respect, integrity, and responsibility at all times—both during school hours and at school-sanctioned events. Disrespectful, disruptive, or unsafe behaviors (e.g., harassment, intimidation, bullying, hazing, theft, vandalism) are strictly prohibited.
- Students are expected to understand and obey Federal, State and Local Laws.

- Students are expected to comply with Ohio school attendance rules.

Students who break school rules and disregard the rights of others may be subject to disciplinary action. The program director(s) may exercise discretion in cases with extenuating circumstances.

PENALTIES/DISCIPLINARY MEASURES

The Midwest Regional ESC may use a range of disciplinary measures to address misconduct, including warnings, parent contact, loss of privileges, lunch detention, behavior contracts, in-school or out-of-school suspension, emergency removal, or removal from programming, in accordance with Ohio Revised Code. Decisions will consider the severity and frequency of the behavior, and all students are entitled to due process protections.

The following measures are further described:

1. Verbal or Written Warning: A first step for minor offenses; intended to redirect behavior without formal consequences.
2. Parent/Guardian Notification: Phone calls, emails, or letters to inform parents of behavior concerns and discuss support strategies.
3. Loss of Privileges: Temporary removal from non-academic activities (e.g., field trips, extracurriculars, assemblies, or special rewards).
4. Lunch Detention: During school; used to reinforce accountability.
5. Behavior Contracts or Intervention Plans: Formal written agreements between the student, family, and school outlining expectations and supports (similar to a behavior intervention plan).
6. In-School Suspension: Student is removed from regular classes but remains in the building under supervision to complete academic work.
7. Out-of-School Suspension: Temporary removal from school (up to 10 days per incident). Parents are notified, and students are expected to make up missed assignments.
8. Emergency Removal: Immediate removal from school or activities if the student's presence poses a threat to people or property.
9. Recommendation/Referral for Alternative Programming: ESCs may move a student to a different program or classroom setting within their service structure.

Note: For students with an Individualized Education Program (IEP) or a 504 Plan, specific legal protections apply when disciplinary actions involve suspension or emergency removal.

If a student with a disability is **suspended or removed from school for more than 10 consecutive school days**, or if a series of removals constitutes a pattern totaling more than 10 school days in a school year, the school is required to conduct a **Manifestation Determination Review (MDR)**.

The MDR must take place within 10 school days of the decision to take disciplinary action. During this review, a team—including the parent or guardian and relevant school staff—determines whether:

1. The behavior was caused by, or had a direct and substantial relationship to, the student's disability; or
2. The behavior was a direct result of the school's failure to implement the IEP or 504 Plan.

If the behavior is **determined to be a manifestation of the student's disability**, the student cannot be subjected to standard disciplinary removal. Instead, the school must conduct a Functional Behavioral Assessment (FBA), implement or revise a Behavior Intervention Plan (BIP), and return the student to

their original placement unless the parent and school agree otherwise.

If the behavior **is not a manifestation**, the student may be disciplined in the same manner as a student without a disability, though services must still be provided to allow the student to continue to participate in the general curriculum and progress toward IEP goals.

EXPULSION

In cases where expulsion is being considered, the Midwest Regional Educational Service Center (ESC) will **defer to the student's district of residence for all expulsion recommendations and decisions**. The superintendent of the district of residence will oversee and conduct all required expulsion proceedings, including providing proper notice, holding hearings, and issuing final determinations, in accordance with Ohio law.

Midwest Regional ESC staff will actively participate as team members throughout the process by providing relevant documentation, attending meetings, and supporting the student and family as needed. The ESC will collaborate closely with the district of residence to ensure that all legal requirements are met and that appropriate educational supports and transition plans are considered.

TEACHER CLASSROOM RULES

In alignment with the Midwest Regional Educational Service Center (MRESC) Board Policy, each teacher is responsible for establishing clear classroom rules to support a safe, respectful, and effective learning environment. While individual teachers may develop additional expectations specific to their classrooms or subject areas, the following general guidelines apply to all students:

- **Respect all individuals.** Treat classmates, teachers, and staff members with kindness and courtesy. Inappropriate language, harassment, bullying, or intimidation will not be tolerated.
- **Be responsible and prepared.** Arrive on time, bring all required materials, and complete assignments to the best of your ability.
- **Follow directions promptly.** Listen to and follow instructions given by teachers and staff at all times.
- **Participate and stay engaged.** Contribute positively to class discussions and activities, remain on task, and avoid disruptions.
- **Maintain a safe and orderly environment.** Keep hands, feet, and objects to yourself; respect school property and classroom spaces.
- **Uphold academic integrity.** Complete your own work honestly and avoid cheating, plagiarism, or any form of academic dishonesty.

Teachers will clearly communicate classroom rules and review them with students at the beginning of the school year and as needed. Failure to comply with classroom expectations may result in corrective actions consistent with MRESC Board Policy and the Student Code of Conduct, which may include loss of privileges, parent/guardian contact, behavior referrals, or further disciplinary measures.

STUDENT CONDUCT CODE AND VIOLATIONS

The following behaviors are strictly prohibited and may result in disciplinary action, up to and including removal from program activities, suspension, or legal referral, depending on severity and frequency. The MRELC categorizes such infractions as **Tier I, Tier II, and Tier III violations**, described below:

Tier I Violations (Minor Infractions)

Tier I behaviors are lower-level infractions that disrupt the learning environment but do not pose a threat to safety. Examples include:

- Tardiness or unexcused absences
- Disruptive classroom behavior or excessive talking
- Failure to follow directions or classroom rules
- Dress code violations
- Inappropriate language not directed at others
- Minor misuse of technology or devices

Possible responses: verbal warnings, parent/guardian contact, required completion of community-school service projects, loss of privileges, lunch detention, or behavior contracts.

Tier II Violations (Serious Infractions)

Tier II behaviors are more serious or repeated violations that significantly disrupt learning or create potential safety concerns. Examples include:

- Repeated Tier I offenses despite interventions
- Harassment, bullying, or intimidation of others
- Using profane, vulgar, or abusive language or gestures
- Defiance or insubordination toward staff
- Property damage or vandalism
- Academic dishonesty (cheating, plagiarism)
- Falsifying documents or forging
- Leaving school grounds without permission
- Unauthorized use of school computers, networks, or devices
- Accessing inappropriate or harmful content online
- Using technology to harass or threaten others

Possible responses: in-school suspension, formal behavior intervention plans, parent/guardian conferences, required completion of community-school service projects, or removal from specific activities.

Tier III Violations (Severe Infractions)

Tier III behaviors are the most serious violations and may pose a direct threat to the safety and well-being of others. Examples include:

- Physical fighting or assault; or attempting to cause physical harm
- Threatening or causing harm to others
- Possession or use of weapons or dangerous items
- Possession, use, or distribution of drugs, vaping devices, alcohol, or tobacco products
- Coming to school under the influence of, or impaired by, drugs or alcohol
 - **Coming to school under the influence of, or impaired by, drugs or alcohol is a serious Tier III violation** and poses a significant risk to the safety and well-being of the student and the entire school community. Students found to be under the influence or

impaired at school or any school-related activity may face the following consequences:

- Immediate removal from the classroom or activity for safety reasons
 - Parent/guardian notification and required conference
 - Notification of probation officers or other supervising agencies, if applicable
 - Referral to law enforcement, as required by Ohio law
 - Students may be referred for substance abuse assessment, counseling, or other intervention services to support their health and well-being.
- Misuse of prescription or over-the-counter medication
 - Severe harassment or hate speech
 - Stealing, attempting to steal, or possessing stolen property

Possible responses: required completion of community-school service projects, out-of-school suspension, expulsion recommendations to the district of residence, legal referral, or other serious disciplinary action in accordance with Ohio law and MRELC policy.

Note: Each infraction will be reviewed individually, and disciplinary decisions will take into account the nature, severity, and frequency of the behavior, as well as the student's disciplinary history. All students are entitled to due process protections as outlined by law. It is important to understand that possessing, using, or being under the influence of drugs or alcohol on school grounds is strictly prohibited and carries serious legal and educational consequences. The goal of these policies is to maintain a safe and supportive learning environment while also connecting students to appropriate resources when needed.

EXPULSION FOR FIREARMS

Federal law requires that any student who brings a firearm on school property is to be expelled from school for a period of one year. A firearm, under the Federal law is defined as:

1. Any weapon (including a starter gun) which will or is designed to, or may be readily converted to expel a projectile by action of an explosive;
2. The frame or revolver of any such weapon;
3. Any firearm muffler or firearm silencer; or any destructive device.

THREATS

If a student makes a threat to themselves or another person, the school will respond immediately in accordance with Ohio law. A threat assessment will be conducted using the Comprehensive School Threat Assessment Guidelines (CSTAG), which is part of the school's legal responsibilities under House Bill 123 (SAVE Students Act) and Ohio Revised Code § 3313.669

CSTAG is a nationally recognized, evidence-based model that:

- Helps determine the seriousness of a threat and the student's intent,
- Assesses the potential risk to the student and others,
- Uses a multidisciplinary team (including administrators, mental health professionals, possibly law enforcement) trained in threat assessment
- Develops an intervention or safety plan tailored to the student's needs.

Even if the threat assessment does not lead to disciplinary action, making a threat is still a serious offense. Depending on the nature of the behavior, the student may face disciplinary consequences under the Student Code of Conduct—such as removal from activities, suspension, recommendation for

expulsion, and/or referral to law enforcement and/or supervising agencies.

V. INTERNET AND TECHNOLOGY POLICY

The Midwest Regional Educational Service Center (MRESC) provides access to technology, software, the internet, and approved educational artificial intelligence (AI) tools to support student learning, communication, and skill development. By using these resources, students agree to act responsibly, ethically, and safely in accordance with board policy and Ohio law.

Acceptable Use

- Technology, software, internet access, and AI tools are to be used only for educational purposes, as directed by staff.
- Students must respect the privacy and intellectual property of others and properly cite sources.
- Students may not access or attempt to access inappropriate, harmful, or unauthorized websites, content, or data.
- AI tools may only be used with teacher approval and for assigned academic purposes; using AI to cheat or misrepresent work is prohibited.

Security and Data Privacy

- Students are responsible for protecting their login credentials and must never share passwords or attempt to use another person's account.
- All activity on MRESC devices, networks, and accounts is monitored and may be reviewed at any time; students have no expectation of privacy on school systems.
- Data created, stored, or transmitted using MRESC technology is the property of the ESC and may be stored on local or cloud-based servers as determined by the district.
- Students should avoid saving personal, non-school-related data on school devices or accounts.

Prohibited Actions

- Using technology to harass, bully, threaten, or harm others.
- Bypassing or attempting to bypass internet filters or security controls.
- Installing or using unauthorized software or altering system configurations.
- Using AI or other tools to plagiarize or generate assignments dishonestly.
- Downloading, creating, or distributing obscene, offensive, or illegal materials.

Penalties for Violations

Violations of this policy may result in:

- Loss or restriction of technology privileges.
- Parent/guardian notification and possible restitution for damages.
- Disciplinary actions, including detention, suspension, or expulsion as outlined in the Student Code of Conduct.
- Referral to law enforcement or other legal action when required.

Students and families acknowledge that use of technology, internet, software, data storage, and AI tools is a privilege — not a right — and that responsible use is essential to maintaining a safe and supportive learning environment.

Midwest Regional Educational Learning Center Student-Parent Handbook Certification

We have received, read, and understand the contents of the MRELC Student-Parent Handbook. By signing below, we acknowledge and agree to follow all policies, procedures, rules, and regulations outlined within the handbook, including (but not limited to):

- General Information
- Attendance Regulations
- Emergency and Safety Information
- Student Code of Conduct
- Internet and Technology Policy

We understand that the handbook is intended to support a safe, respectful, and productive learning environment and that all students and parents/guardians share responsibility for upholding these standards.

We also acknowledge that failure to follow the policies outlined may result in disciplinary action as described in the handbook.

☐ **We acknowledge that we have received an electronic copy of the MRELC Student-Parent Handbook, in addition to a printed version.**

Please sign and return this page to the school office by August 14th, 2025.

Student:

I acknowledge that I have read and understand with the Parent and Student Handbook.

Student Name (Print)

Student Signature

Parent/Guardian:

I acknowledge that I have read and understand with the Parent and Student Handbook.

Parent/Guardian Name (Print)

Parent/Guardian Signature