

**WOOD COUNTY EDUCATIONAL SERVICE CENTER**

**PATHE CENTER**

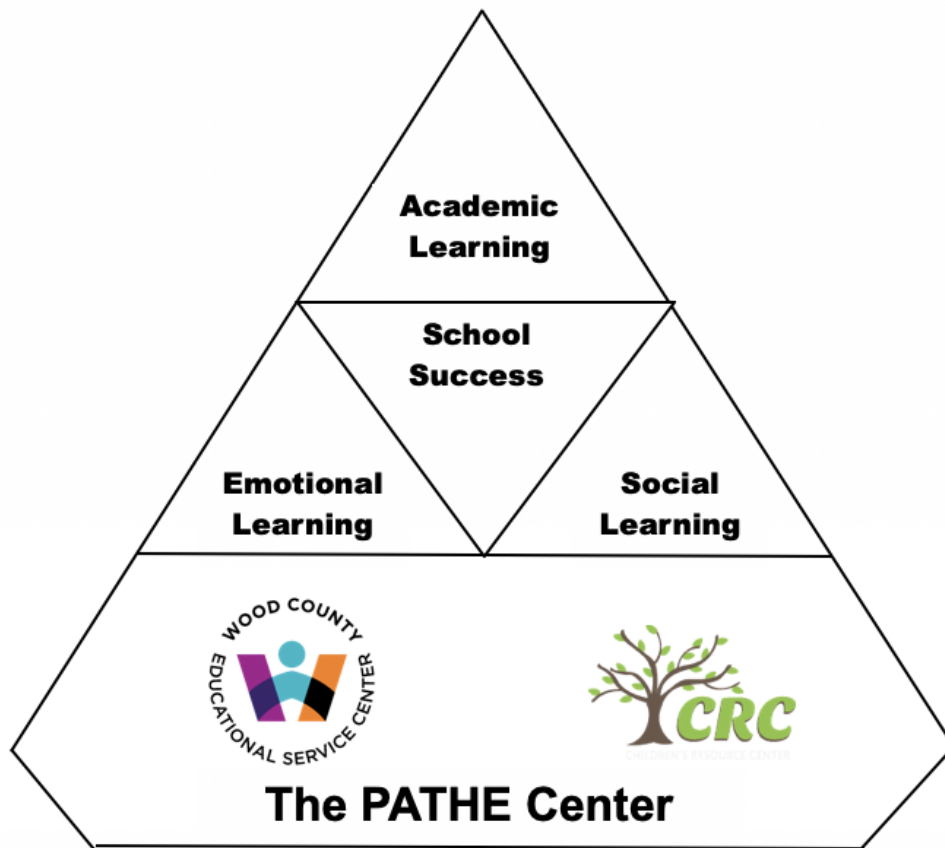
*A Positive Approach To Handling Emotions*

# **Parent/Student Handbook**

## **2022-2023 School Year**

Mark North, Superintendent

Teresa Kitchen, Special Education Supervisor



Wood County Educational Service Center  
1867 North Research Drive  
Bowling Green, OH 43402  
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wcsc.org

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## ***PATHE CENTER***

**School Hours: 8:00 a.m. to 2:30 p.m.**

1045 Klotz Rd., Bowling Green, OH 43402  
419-352-7588

### **Special Education Supervisor**

Teresa Kitchen

### **Certified Teaching Staff**

Audrey Archer: Pathe Intervention Specialist

Mary Ashley: Pathe Intervention Specialist

Ashley Baer: Pathe Intervention Specialist

Kaelyn Moore: Pathe Intervention Specialist

Kaelyn Moore: Pace Intervention Specialist

## **WCESC Policies**

### **Discrimination Policy**

The Wood County Educational Service Center complies with the law and the Governing Board policy which ensures nondiscrimination on the basis of race, sex, religion, color, national origin or physical or mental disability.

### **Disclaimer**

The information within this Program Handbook is intended to provide guidance regarding WCESC Program policies and procedures. The information is subject to change depending upon changes in Wood County Educational Service Center policies and programming, Ohio Department of Education Rules and Mandates and Federal Guidelines.

This information isn't an irrevocable contractual commitment to the student but only reflects the current status of the rules and policies.

Finally, each individual student's needs are taken into consideration at all times. **Our intent is to provide the best educational program that we can to meet your child's individual educational needs.**

**PATHE/PACE/Living Classroom/Wood County Academy  
2022-2023 School Calendar**

**1st Quarter**

August 8	Back to School Meeting
August 9	Back to School Meeting
August 22	Work Day/Open House 3:00-6:00
August 23	First Day of School
September 5	Labor Day- School Closed
October 21	End of First Quarter

(46.5 Days: 43 Student, 3 Work day/PD, .5 Open House)

**3rd Quarter**

January 2	No School
January 3	Work Day-Staff Report No School for Students
January 4	School resumes
January 4	Third Quarter begins
January 16	No School- Martin Luther King Day
February 20	No School- President's Day
March 10	End of Third Quarter

(47 Days: 46 Student, 1 Work/PD)

**2nd Quarter**

October 24	2nd Quarter begins
October 27	Conferences P.M.
October 28	No School
November 23-25	No School- Thanksgiving Break
November 28	School resumes
December 21	End of Second Quarter
December 22-Jan 2	No School- Winter Break

(39.5 Days: 39 Student, .5 Conferences)

**4th Quarter**

March 13	4th Quarter Begins
April 7-14	No School- Spring Break
April 17	School Resumes
May 29	No School- Memorial Day
May 31	Last Day for students
June 1	Work Day

(52 Days: 51 Student, 1 Work day)

**Total: 185 Days (179 Student, 1 Conference/Open House/ 5 Work Days/Professional Development)**

### **Transportation Directors by School District:**

If you have questions regarding your child's transportation, please call the Transportation Director in the School District in which you live.

<b><u>Bowling Green City Schools:</u></b> Toby Snow	419-354-8509
<b><u>Eastwood Schools:</u></b> Nick Hannan	419-833-1493
<b><u>Elmwood Schools:</u></b> Laurie Lee	419-655-2583 ext. 347
<b><u>Fostoria Schools:</u></b> Nicole Lopez	419-436-4105
<b><u>Fremont Schools:</u></b> Justin Eilrich	419-332-7351 or 419-332-7352
<b><u>Lake Schools:</u></b> Trudy Foster	419-661-6658
<b><u>North Baltimore Schools:</u></b> Sandy Stewart	419-257-3531
<b><u>Northwood Schools:</u></b> Trudy Foster	419-261-4947
<b><u>Otsego Schools:</u></b> Eva Vasher	419-823-4381 ext. 3156
<b><u>Perrysburg Schools:</u></b> Courtney Parr	419-874-3127
<b><u>Rossford Schools:</u></b> Tamara Meehan	419-666-8695

**Remember:** Your child is transported to their special education program by the district in which you live. Parents need to listen to delay/cancellation announcements for your **Home district** and **Bowling Green City Schools**. If your home school is delayed or closed, transportation will follow that schedule.

### **WEATHER GUIDELINES**

School delays and cancellations during inclement weather tend to cause some confusion because the weather does not affect all school districts in the same way. In order to avoid this confusion, the following procedures will be followed concerning school delays and/or cancellations.

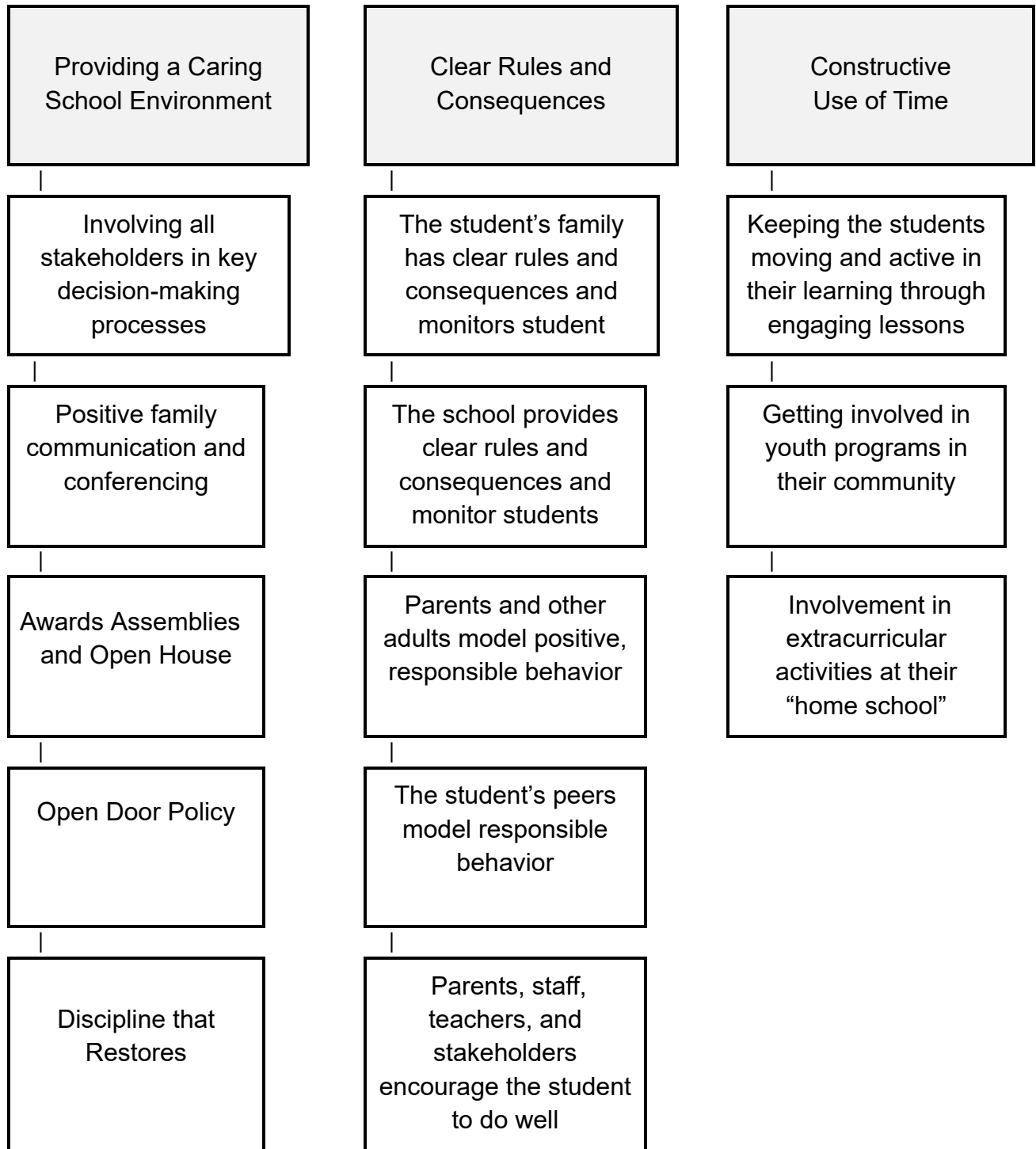
- A. Watch for closing and delays in your **Home district** and the **Bowling Green City Schools**. If your Home school is delayed or closed, transportation will follow that schedule. If Bowling Green City Schools are delayed or closed, then the PATHE program will follow that schedule and will be delayed or closed as well.
- B. The following radio and television stations carry school cancellations and delays between 6 a.m. and 7 a.m. for your information. The announcements will be listed under the heading of the local school districts. (**REMINDER:** parents should also listen for **Bowling Green Schools** to know if your child will have a delay and/ or cancellation).

WSPD 1370 AM, Toledo	WTVG Toledo 13 TV News
WKXA 100.5 FM, Findlay	WKKO 99.9 FM, Toledo
WRON 93.5 FM, Toledo	WHMQ 107.7 FM, Findlay
WVKS 92.5 FM, Toledo	WTOD 1560 AM, Toledo
WTOL Toledo 11 TV News	WYHK 95.7 FM, Toledo
WNWO Toledo 24 TV News	WRVS 101.5 FM, Toledo
WFOB 1430 AM, Fostoria/B.G.	

# CORE VALUES

1. **STUDENTS' NEEDS COME FIRST**
  - Right to privacy, safety, dignity and dignity
  - Individualized needs
  - Staff are provided the necessary tools to empower them to meet the students' needs
2. **POSITIVE RELATIONSHIP IS THE BASIS FOR LEARNING AND GROWTH**
  - Individual, family community, co-worker
  - If not developed – change will be impeded
  - Nurturing relationship
  - Care instead of control
3. **STUDENTS IN CRISIS DESERVE A SAFE, SUPPORTIVE ENVIRONMENT**
  - Safe, nonviolent, respectful, empathic
  - De-escalation in a calm, support environment
  - Development of positive alternatives using individualized safety plans
  - Staff are provided with tools and skills in order to help de-escalate student crises and ensure safety of students and staff
4. **STUDENTS WITH DISABILITIES FACE UNIQUE CHALLENGES THAT REQUIRE INDIVIDUALIZED INTERVENTIONS AND STRONG SUPPORTS**
  - Emotional, behavioral, medical, etc. challenges
  - Each child is unique
  - Need to identify individual learning styles
  - Need to provide multi-modal learning opportunities
  - Students grow and learn at differing rates in different areas of learning
5. **ALL STUDENTS DESERVE THE OPPORTUNITY TO LEARN**
  - Nonjudgmental
  - Crises affect ebb and flow of progress
  - Use of creative strategies and techniques to reach particular students
6. **TEAMWORK IS CRUCIAL TO THE SUCCESS OF THE PROGRAM**
  - Cohesion
  - Appreciation
  - Opportunity for feedback
  - Direct problem-solving
  - Mutual respect
  - Solution-focused

In order to ensure that all students are provided a safe and conducive learning environment, the staff at PATHE believe in:



Commitment to Learning

Motivating the student to do well through praise, recognition, and rewards

Engaging the student in lessons that are individualized, hands-on, and utilizing multi-model learning opportunities

Utilizing creative strategies and techniques to reach students

Providing Our Students a Sense of Purpose and Belonging

Allowing students to "save face"

Building the student's self-esteem through support and counseling

Catch the student doing positive things

Teaching students appropriate strategies to use when feeling angry and frustrated

Addressing each student by name and with a smile



## **DESCRIPTION OF PROGRAM AND SERVICES**

A student who is enrolled in the PATHE Program has met specific eligibility requirements as mandated by the Ohio Department of Education. Each student's eligibility will be reviewed through an evaluation team report process every three years. An Individual Education Program (IEP) will be developed for him/her each year.

The Wood County ED Program is designed to provide the least restrictive environment and offers a continuum of services to meet a variety of student needs. The following is a description of the services provided to students who meet the eligibility requirements as stated by Ohio's *Model Procedures for the Education of Children with Disabilities*:

### **I. PATHE Program's Emotional Disability Classes**

The PATHE Program is a self-contained school program for Kindergarten through High School students identified as special needs with social, emotional, and/or behavioral difficulties that severely impact academic success. The primary goal for each student is school success, with success measured in terms of academic, social, and emotional learning. Our mission is to help students develop in the academic, emotional, and social competencies they need in order to succeed in their home schools.

The PATHE Program is operated as a partnership between the Wood County Educational Service Center (WCESC) and the Children's Resource Center (CRC) and is located at CRC. WCESC and CRC have a longstanding commitment to provide integrated educational and mental health service to students of the PATHE Program. All students enrolled at the PATHE Program are also referred to CRC for assessment and treatment of mental health needs, and they become clients of CRC. The mental health services delivered in conjunction with PATHE occur with no out-of-pocket cost to families. They are billed to client health insurance or other available third-party payers, and parents or guardians are expected to provide necessary billing information. Through this inter-agency agreement, both agencies will share and have access to any pertinent information regarding the student that may impact the educational setting.

Classroom enrollment is limited to 10 students per room. WCESC provides a classroom team of one teacher and at least one paraprofessional in each room. CRC adds to the team community workers. Classrooms based on mental health services include individual and small group activities. Group work will include the delivery of empirically supported social skills curricula to the entire classroom. Social skills refers to a broad range of interpersonal skills including but not limited to violence prevention, problem solving, greeting and initiation, anger management, conflict resolution, sharing, working as a group, communication with children, communication with adults, giving and accepting feedback, safe and appropriate expression of feelings, etc. Individual work will include coaching in use of skills, goal setting, feedback, delivery of reinforcement, and treatment planning.

Based on individualized need and consistent with each child's Individualized Educational Plan (IEP), students may also receive other specialized services through WCESC. CRC also contributes a full-time Child Therapist who is available to work with assigned PATHE Program students, either individually and/or with their families. Senior supervisory staff of the WCESC and CRC provides leadership and consultation to the classroom teams and specialists.

The following services are delivered to PATHE students with no out of pocket cost to families (billed to client health insurance or other available third-party payers; parents or guardians expected to provide necessary billing information).

**Diagnostic Assessment:** This is the necessary first step to identify a student's mental health needs and begin treatment planning. Parents and students attend an appointment at CRC with a CRC mental health clinician, for client enrollment and assessment. To schedule, and for information, contact Janet Brumbaugh, CRC Intake Coordinator, at (419) 352-7588 or TOLL FREE, 888-466-KIDS (5437).

**Counseling (Individual and Group)**

**Community Support:** This is the service provided to each of the classrooms emphasizing social skills development.

### **Intensive Home-Based Services**

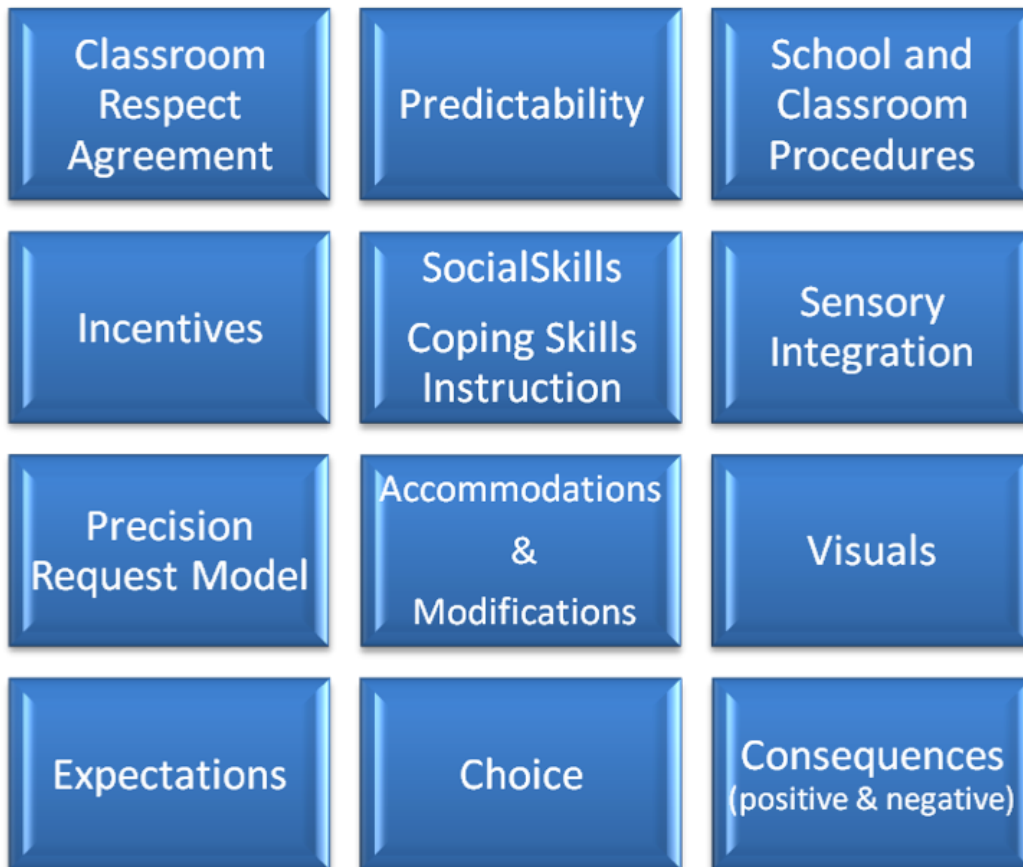
Each classroom team meets on a regular basis to review student progress of educational and mental health interventions. Special emphasis is placed on coordination with one another and with the efforts of parents, home schools staff, and other service providers.

## **II. Specialized Related Services**

- **Speech and Language Therapy**: A licensed speech/language pathologist as a supplement to the child's basic educational program provides speech and language therapy
- **Occupational Therapy**: Occupational therapy is provided by a certified occupational therapist.
- **Physical Therapy**: Physical therapy is provided by certified physical therapist.
- **Adapted Physical Education**: Adapted physical education is specially designed instruction in physical education to meet the unique needs of a handicapped child, including individual and/or group instruction.

### **Behavior Guidance**

All staff are trained using the Physical-Aggression-Avoidance-Response-Remediation technique (PAARR), which is a philosophical approach to intervening in negative behaviors by following the framework of interventions. Interventions used at PATHE are scientific, research based best practices to meet the need of the students attending the Program. These interventions include, but are not limited to the following:



## **Curriculum**

The PATHE Program's curriculum follows the Ohio Department of Education Content Standards and Extended Content Standards. Students are presented with grade level expectations. Some students may have specific identified IEP goals and objectives that specifically outline their specialized educational programming. Behavior/social goals are usually written as part of the daily educational programming.

## **Olweus Bullying Prevention Program**

The Olweus Bullying Prevention Program is a comprehensive, school-based program used at PATHE to reduce or prevent bullying in elementary, middle, and high school. The goals of this program are:

- To reduce and prevent bullying problems among children
- Improve peer relationships at school

## **PACE**

As students begin to get older, they will also have the opportunity to engage in work experiences within the school and community environments. The Preparing to Achieve Community Employment (PACE) program is designed for students 16 and older. Students are housed at the Wood County ESC and with the partnership of the Youth Empowerment Project will be given the opportunity to visit different job sites and strengthen vocational skills.

## **Grades and Pupil Progress Reports**

Progress reports are issued four times a year at approximately nine-week intervals. Parents are welcome to schedule an appointment with the teacher, related service provider and/or coordinator to discuss a child's progress at any time. Teachers appreciate parents' interest in their child's progress. Many of our teachers write notes home and appreciate it when a parent is able to respond in writing or by phone before or after school. Students in High School will receive high school credits in the areas of reading, writing, math, social studies and science. These credits will count towards your child's graduation requirements from High School.

## **State Assessment Programs**

According to recent Federal Guidelines, **No Child Left Behind**, each state is required to test the academic achievement of all children. This information is used by the Ohio Department of Education to identify students needing intervention and to rate each school district's ability to meet state standards set for Ohio's Public Schools. Your child will be administered the same high stakes testing as he/she would take at their home school. Their results will be counted for the school district of residence.

**The IEP team has to decide whether the student will participate in the state achievement tests or whether they will take an Alternative Assessment. The Alternative Assessment will be based on the Extended Content Standards.**

## **Records**

This information is taken directly from "Whose IDEA Is This?" June 14, 2010. "You have the right to see all education records relating to your child that are collected, maintained or used in the course of your child's schooling by the school district or any other participating agency or institution. This includes all education records related to your child qualifying for special education services and getting special education services and regarding the provision of free appropriate public education to your child. The school district or agency must agree to your request to see your child's education records without unnecessary delay (no more than 45 days), before any meeting about an IEP, due process, or resolution meeting. For more information, refer to your copy of "Whose IDEA Is This?" page 27. If you need another copy, please ask your teacher and one will be provided.

Within our PATHE Program, your child's original educational records are kept in their home school district. The classroom teacher and coordinator will have copies of the current ETR, IEP and progress reports as well as any correspondence and notes related to your child's educational program. The home district (where you live), must keep these original records for the entirety of the time your child is enrolled in school.

## **Students transitioning to the home school:**

Students may transition back to their home school or other school programs when they have gained and internalized the needed skills to be successful in the home school. It is important that the newly acquired behavioral skills are well integrated into the student's repertoire of behaviors in order that they can use them independently in the new school environment. The transition plan is based on the individual strengths and skills of the student. When the student has consistently (approximately an entire school quarter) maintained appropriate behaviors and the frequency, duration, and intensity of focal behavioral issues have diminished, the IEP team will meet with the parents and child (if appropriate) to begin the transition process. Typically, the time frame for transition is approximately one to three months (depending on individual needs). During the transition process, the student may be given more responsibilities and opportunities for independence, will start using the same text books and homework assignments comparable to the transition school and will have scheduled visits to the new school. During this time, needed supports and accommodations will be incorporated into the home school. When the student has demonstrated that s/he has the skills to be successful and is ready, the student will start at the new school. The process can be shortened or any part of the process may be extended depending on the student's needs.

## **Students transitioning at age 16:**

Students with disabilities are able to remain in school until the age of 22 if the IEP team determines that this is in the best interest of the student. Each student must have a transition plan once the student turns 16 years of age. This transition plan is developed over a period of several years and includes input from the student and family. The goal of this plan is to prepare the student for adulthood. The student's interests, skills, level of independence and the family's long-term vision for the students are the paramount forces that drive the transition plan.

## **Parent Mentor**

The Parent Mentor program is a support network to parents of children with disabilities.

The Parent Mentor:

- Is available to any participating district at no cost to the district or parents.
- Is available to explain special education policies and procedures in understandable language.
- Provides support to parents, answers questions, and listens to concerns.
- Researches and provides information on specific disabilities.
- Organizes and conducts workshops for parents and educators.
- Helps parents find and access community resources.
- Maintains a lending library of resource materials available to parents and educators. The lending library is located at the Wood County Educational Service Center.

For more information about **Parent Mentor** services, please contact the WCESC at 419-354-9010.

## **Dress and Appearance of Students**

Student appearance reflects an attitude of pride in self, school, and community. For all PATHE Program students, no article of clothing shall be worn that distracts from the educational process. Clothing is to be neat, clean, and modest. Each student must wear safe and comfortable clothes to school and on the school bus. No students shall be permitted to wear or display any clothing, jewelry, insignia, or other item that identifies a student as a member of a gang, or otherwise symbolizes support of a gang. The PATHE Program personnel shall confiscate any item worn or displayed in violation of this policy and give said item(s) to the Wood County Gang Task Force. If the student has a probation officer, that office will be notified as well as the student's residential/home school.

- Examples of styles which are considered unacceptable for students include but are not limited to are: Low-cut tops, see through blouses, midriff-baring tops, spaghetti straps, pajama pants, low-riding pants, exposed undergarments, very short skirts or shorts (bottom of skirts or shorts need to be at least fingertip length). Coats and outerwear can be worn only with staff permission.
- Unacceptable accessories including chains and/or studded accessories are not permitted.

- Clothing with writing and/or symbols that advertise or promote activities against school regulations is not permitted.
- Writing symbols on shirts that are obscene or suggestive of obscenities are not permitted. Messages suggestive of alcohol, substance abuse, or unhealthy attitude toward school, are not productive for a positive school environment and are not permitted.
- Sunglasses are not permitted unless approved by a physician.
- Pants or shorts with holes in them that expose body parts or undergarments are not permitted.
- Oversized clothing (sagging pants worn low on the waist) that is excessive or compromises the safety of students is not permitted.
- Appropriate footwear will be worn at all times. NO flip flops, high heels, opened-toed shoes, steel-toed shoes/boots.

### **Attendance Guidelines**

Ohio law requires parents, guardians, and other persons having custody of school age children to be accountable and responsible for their regular attendance at school. The Wood County Educational Service Center (WCESC) believes that regular attendance is a vital factor in the development of self-discipline and responsibility. The WCESC requires parents to notify the school either by telephone or written note on the same day that their child is absent from school. When a student returns from an absence, s/he is still required to present to the teacher a written note explaining his/her absence. This excuse should include the time or days missed and be signed by the parent or guardian.

- The following are considered **excused** school absences:
  1. Personal illness;
  2. Serious illness or death in the family;
  3. Medical or dental appointments that could not be scheduled outside of school hours;
  4. Absences approved in advance.
- A student who does not have a note explaining his/her absence will be credited with an **unexcused absence**. The school will notify the parent in writing when absences reach ten days.
- A student with three consecutive unexcused absences or a total of ten unexcused absences will be reported to the school district of residence. At this point, the school district will follow its regular procedure for truancy.
- When a student is absent from school without prior knowledge or permission of his/her parent, he/she is truant. This truancy will be reported to the student's district of residence. At this time, the district will follow its regular procedure for truancy.
- Please be sure that students who have an infectious disease such as: chicken pox, conjunctivitis (pink eye), hepatitis, mononucleosis, scarlet fever/strep throat, lice, etc., or a contagious skin irritation such as fifth disease, herpes, impetigo, ringworm, scabies, etc. are kept home until proper treatment has been secured from a physician and the student has passed the contagious stage. Some communicable diseases may need a physician's excuse (note) for the student to be released to return to school. The school will send a note home with the student to call the student's guardian if a doctor's excuse is deemed necessary.

## **Disciplinary Guidelines – Code of Conduct**

### **I. Introduction:**

- A. To maintain a healthy educational environment, it is necessary to develop and maintain rules and regulations, foster positive behavior and activities.
  - 1. The classroom rules will be posted in each classroom and reviewed with the children at least one time per week.
  - 2. Parent/guardians are requested to review the classroom/school rules as well as residential/home school Student Handbook/Code and reinforce their importance with their child.
- B. This program's purpose is to provide each student with the optimum opportunity to acquire an education. Behavior, which is injurious to others and/or is a hindrance to classroom routine and to learning activities, will be addressed by the IEP team. The team will determine whether or not a behavior plan must be implemented and added to the child's IEP.
- C. The PATHE team members work very hard to understand each individual student's disability and unique needs. Every effort is taken to help students understand expected rules and regulations of the PATHE Program.
- D. PATHE rules may be modified or changed as circumstances warrant.

### **II. Responsibility for Discipline**

#### **A. Student**

- 1. The student is responsible for conducting himself/herself in such a way as to permit a good learning environment for all.
- 2. The student is responsible for his/her own actions.

#### **B. Parent**

- 1. The parents/guardians are partners with the school in the learning process.
- 2. The parents may contact and meet with teachers when concerns, questions, or suggestions arise.

#### **C. Teacher**

- 1. It is the responsibility of the teacher to establish classroom rules of behavior, which are consistent with a good learning environment.
- 2. The rules are to be kept to a minimum so that the students can understand them.
- 3. The rules are to be fairly enforced, consistent, and have clearly defined consequences.
- 4. The teacher will keep the parents and coordinator informed when a student is violating the rules of the classroom and the school.
- 5. When it is appropriate, the teacher will initiate the IEP review to discuss the need for a Functional Behavior Assessment.
- 6. When it is appropriate, the teacher will contact the supervisor to initiate a call to a probation officer or the police when measures warrant such contact.

#### **D. Support Team/Supervisor**

- 1. The Support Team Coordinator/Supervisor is responsible for discipline issues, which cannot be reasonably handled by the classroom teacher.
- 2. When the student is referred to the Coordinator/Supervisor; will confer with the teacher, student and appropriate CRC staff as needed. If disciplinary action is warranted, the Coordinator/Supervisor will notify parents/guardians of the disciplinary action taken.

### III. School Rules and Regulations

- A. The school rules and regulations apply to all areas of the school environment; classroom, lunchroom, gym, school grounds, and any event where the school is being represented.
- B. Rules will be discussed and posted in classrooms and the cafeteria.
- C. Rules may be altered, if needed by the staff.
- D. The PATHE Program school rules are:
  - Follow Rules and Requests
  - Appropriate On-Task Behavior
  - Use safe Body and Words
  - Use Respect to self, peers, and adults
  - Keep Appropriate Space from Others and their Belongings
- E. Lunchroom Rules (may be modified, if needed) – Only students eating breakfast should be in the cafeteria in the morning. Students will sit down immediately and remain seated until they are directed to pick up their food.
  1. When the student is finished with their lunch, they are to wait to be called on before they take their tray up to clean it off.
  2. Conversations should be quiet and respectful.
- F. Hallway Rule
  1. Students follow all PATHE conduct rules in the halls.
  2. Students will follow directions and offer respect to any authorized PATHE/CRC staff members or other designated adult.

### Specific School Regulations

The following is a list of behaviors that are prohibited. This list includes but is not limited to the following. Please be advised, students attending the PATHE Center are expected to have read through and follow their home school/residential school's Student/Parent Handbook and Code of Conduct, as the PATHE Center will defer to the residential district of each student policy and procedure as behaviors warrant.

- A. **Arson:** Possessing, handling, transmitting, or concealing matches, lighters, or other flame starters
- B. **Bullying:** When someone repeatedly on purpose says or does mean or hurtful things to another person who has a hard time defending him/herself.
- C. **Cigarettes and Other Tobacco Substances:** Using cigarettes and/or other tobacco substances, or bringing such to school.
- D. **Electronic Communication:** Students will not possess pagers, cellular telephones or other communication devices while on school property. If it is brought to school, students will be asked to hand them in to their teacher and the device will be secured and returned to them at dismissal.
- E. **Extortion:** Obtaining or attempting to obtain another person's property or services by threat or coercion, expressed or implied.
- F. **False Fire Alarm or Bomb Threat:** Causing false alarm of fire to be sounded or falsely saying that a bomb is located in the school facility.
- G. **Forgery:** Signing the name of another person to mislead school personnel.
- H. **Harassment** of any kind is strictly prohibited.
- I. **Name calling:** Calling another student or school personnel inappropriate names.
- J. **Narcotics:** Alcohol or contraband items: possessing, using, transmitting, concealing, or appearing to be under the influence of any narcotic substance (drug/alcohol related), counterfeit controlled substances, or alcohol substance. Drug paraphernalia is not permitted in school.
- K. **Physical Assault:** Physically attacking or physically fighting school personnel or other persons.
- L. **Possession:** of and/or sharing of pornographic material.
- M. **Profanity and Obscenity:** Directing swear words, provocative comments or gestures at any person.
- N. **Property Damage:** Willfully causing destruction or defacement of any property
- O. **Sexual assault:** Sexually assaulting another person, physically or verbally.
- P. **Theft:** Taking property that does not belong to the student.
- Q. **Truancy:** Unexcused absence.
- R. **Unruly Conduct:** Extended loss of self-control, which causes interruption to the educational process.
- S. **Weapons:** Possessing, handling, transmitting, or concealing a dangerous weapon or any instrument capable of harming another person. This includes chains, metal-toed boots, jewelry that could cause harm, fake weapons, and any knife.

#### **IV. Notice of Search and Seizure**

Please be advised that lockers, desks or storage places provided for student use are, and remain at all times, the property of the district/Educational Service Center.

All persons are also hereby put on notice that lockers, desks or storage places provided for student use and the contents thereof are subject to random search at any time without regard to whether there is reasonable suspicion that any locker, desk or storage place and contents contain evidence of a violation of criminal statute or school rule.

#### **V. Discipline That Restores**

The Pathe Program is built on positive behavior and intervention supports to help students achieve social/emotionally and academically. Tools and strategies used are scientifically and research based. Pathe adopted Discipline That Restores (DTR) which is a step-by-step discipline process designed to increase cooperation, mutual respect, and responsibility among students and teachers. Each classroom also works together (staff and students) to write a Respect Agreement which is signed by all members of the classroom and posted in the classroom. These strategies provide structure and routine in order to promote predictability, clear expectations, offering choices, and provide both positive and negative consequences.

#### **VI. Consequences for Behavior**

- A.** The students are taught, coached and reminded of the behaviors that are expected and they are responsible for their behaviors and actions.
- B.** If students do not follow the classroom rules; an appropriate consequence will be administered.
- C.** Interventions that are used will follow a logical hierarchy.
  1. The student receives a warning for the inappropriate behavior and consequences depending on severity.
  2. If the student continues with the behavior, he/she could receive a consequence such as:
    - a. Time out from activity/lose privileges.
    - b. Desk moved away from others.
    - c. Loss of privileges.
  3. Consequences for further disruption include:
    - a. Lose the opportunity to participate in a special activity.
    - b. Move to time-out for a period of time.
    - c. Phone call to parents to discuss behavior.
    - d. Referral to the supervisor/coordinator for persistent violations of school rules and request for disciplinary action which may include but is not limited to:
      - \* In-School Suspension
      - \* Out-of-School Suspension, including JDC Supervised School Suspension Program
    - e. Emergency Removal from School: An emergency removal is an immediate withdrawal of a student from school without prior notice or hearing. The Supervisor/Coordinator or a designee may remove the student as an emergency on the following basis:
      - \* The Students conduct is severely disruptive of the academic process.
      - \* Regular discipline procedures have failed.Parents will be notified immediately of an impending emergency removal.
    - f. In all disciplinary violations, which may result in recommended suspension or expulsion, the Coordinator will contact the student's school of residence/home school. That district's policies and procedures will then apply.
    - g. In the event of an emergency, or crisis situation, see the "Special Treatment and Safety Measure Section."

#### **VII. Pathe Center Suspension Procedures**

The following procedures are in place for students who receive out of school suspensions.

- A student who receives an out of school suspension will be notified by the Pathe Center Supervisor of the reason for suspension, the length of the suspension, and granted the opportunity to explain the incident.
- The student will sign the notice acknowledging receipt and the supervisor will make a copy and send a copy home.
- The supervisor will call the student's parent/guardian and explain the suspension to them.



- Upon returning to school, the student will be granted the opportunity to make up any missed school work and receive full credit for any work that is completed. The student will be given the number of days they were suspended multiplied by 2. For example, a student who served a 2-day suspension will be granted 4 days to complete missed work.

### **VIII. Guidelines**

- A. A student shall not knowingly possess, use, transmit, sell or be under the influence of any drug, counterfeit drug (lookalike drug), or alcoholic beverage of any kind when the law prohibits such possession or control.
- B. Students, who are under the influence of drugs or alcohol, have recently used drugs or alcohol, or who are in possession of a mood modifier (drugs or alcohol) or drug-related paraphernalia will be removed from school, and the item will be confiscated.
- C. In accordance with the Disciplinary/Code of Conduct Guidelines, the Supervisor or designee will notify the parents/guardians, as well as notifying the student's residential/home school district. School district policies and procedures will then apply. The probation officer (if applicable) as well as law enforcement and/or paramedics may also be notified.

### **Special Treatment and Safety Measures**

At the PATHE Program, there are times when special treatment and safety measures are used by qualified staff as a last resort in order to control dangerous or potentially harmful behaviors and to preserve safety. We are committed to a physically and psychologically safe environment. Some of our students do have difficulties that include aggressive behavior or behaviors that might be dangerous to themselves or others. For the students, our educational and mental health services focus on helping them develop safer behaviors and ways to solve problems. In circumstances in which there is an immediate risk of harm, our staff is trained to use special treatment and safety measures to prevent harm or injury to students or others.

One type of special treatment and safety measure is physical restraint. Physical restraint is any method of physically restricting a student's freedom of movement, physical activity or normal use of his/her body through the use of physical holds by one or more qualified persons. Physical restraint may only be used by trained staff members and only as a response to an emergency, in order to stop dangerous behavior and to help a student calm down, regain emotional control, and resume safer behavior.

After every use of special treatment and safety measures, staff members help the student debrief. Debriefing is used to help the student learn what led to the incident and what could have been handled differently, to make sure that physical well-being, psychological comfort, right to privacy were addressed, to counsel for any distress that might have occurred, and when indicated, to modify the treatment plan for the student. All uses of special treatment and safety measures are reported to educational and mental health supervisors and to treatment team members. A performance improvement committee, to assure safe and effective practice reviews for each report.

Staff members who are authorized to use special treatment and safety measures have specialized training which includes training in understanding the causes of dangerous or threatening behaviors, de-escalation techniques, physical holding techniques and current certification in CPR and First Aid.

After admission to the PATHE Program, students and their parents are informed of the PATHE Program's philosophy and practices on the use of special treatment and safety measures and asked to participate in an assessment for potentially dangerous behavior. Parents are also asked to help identify any potential risks in using special treatment and safety measures with their child.

Each time that a special treatment measure is used to stop dangerous behavior or to prevent harm or injury, the student's parent/guardian will be notified and invited to provide feedback. If you have further questions about the PATHE Program's use of special treatment and safety measures, please feel free to initiate further discussion with program staff and member of your child's treatment/IEP team.

## **GENERAL PATHE PROGRAM INFORMATION**

### **Arrival/Dismissal Times**

**School hours are from 8:00 am to 2:30 pm.** All students must be supervised by an adult for arrival and departure. Students are not allowed to walk or drive themselves to school. Students are not to arrive earlier than 8:00 am and are to be picked up at 2:30 PM. Teachers are not responsible for students beyond the hours of the school day. If students are going to be picked up from school, or anything other than their normal routine, they must have a written note stating who will pick them up, what time they will leave and/or return back to school. In case of a two-hour delay, students may not arrive any earlier than 10:00 a.m.

### **Emergency Phone Numbers Needed for Illness or Accidents at School**

If a student becomes ill or involved in an accident making it necessary for the child to go home, the parent/guardian will be contacted. We will write you a note and send an incident report home when your child receives an injury (for example: a scratch, bruise or bump) at school. In addition, the teacher is likely to call you at work or at home when this happens. In the case of a head or other serious injury, you will be immediately phoned. If the parent/guardian cannot be reached, the emergency medical and emergency phone numbers will be used to contact someone. Since many of the students in the program have serious physical or emotional problems that may need immediate attention, parents are asked to provide the names and telephone numbers of three people who would be willing and able to take responsibility for the child in a crisis situation. A copy of the Emergency Phone Number Forms is located in the enclosed packet. In the event that a parent cannot be reached, it may be necessary to contact the Children's Services Section of the Department of Job & Family, in order to secure supervision beyond the school day.

### **Injury at Home or Away from School**

Please write a note if your child has been hurt at home or away from school. It is very common for children to get bumped and bruised while playing or moving from one place to another. This is especially true for children with impaired sensory and movement skills. Since the children in our program may not tell us how a bruise of injury occurred, we are required to call or contact you and ask about it. It is not our intention to offend you by asking and it will be a great help to us if you can write a note or call when your child has been injured away from school. The staff is required by law to report any suspicion of child abuse or neglect to the authorities. In Wood County, this report would be directed to the Wood County Job and Family Services (419-352-7566).

### **Emergency Evacuation Procedure**

In the event of an emergency, when the building must be evacuated, students will quietly leave the building with staff supervision. They are asked to gather beyond the parking lot at the line of trees at the back of the building. CRC administrative staff will keep us informed of the status of the evacuation. If the building cannot be re-entered in a timely manner or the weather is inclement, CRC has an agreement with the Heritage Inn/Discovery Center to provide short-term shelter for all CRC/PATHE Center students, clients and staff. This is located adjacent to CRC property.

### **School Supplies and Snacks**

Teachers will provide lists for school supplies. In some cases, teachers may request that supplies be sent in periodically over the school year. We appreciate it when families are able to help out with supplies. If you wish to send in food for a holiday treat or snack, please contact the teacher about any possible allergies that anyone might have. We are requesting that you send in snacks that are healthy and could include fruits, cut-up vegetables, cheese, and whole grain cereals and crackers.

### **Playground/Free Time**

Primary students have the opportunity to use playground equipment during recess and free time as designated by each teacher. It is important to remember that appropriate dress will be necessary. This includes shoes or sneakers. Please send jackets, gloves and hats when the weather requires it. During this time, students are under the direction of assigned personnel.

### **School Pictures**

School pictures will be taken in the fall; notices will be sent out to all parents notifying of the date and time of pictures.

### **Award Assemblies**

Students will be rewarded for their efforts at semester Award Assemblies. Parents, Grandparents, Home school Administrators, etc., are always welcome and encouraged to attend. Dates and times of these assemblies will be sent home to parents/guardians.

### **Lunch with the Staff**

Students who have done exceptionally well during the month may be offered the opportunity to eat lunch with a staff member.

### **Athletic and Extra Curricular Activities**

Students are encouraged to participate in activities at their home school district whenever possible. Students who wish to participate in team or club sports should contact their Home School District Principal to find out about participation and try-outs. Families will need to make transportation arrangements for students needing special transportation to a sport or after-school event. To make transportation arrangements, contact the Transportation Director of your home School District.

### **Field Trips**

Students may have opportunities to participate in going on a field trip during the school year. A field trip permission form signed by the parent or guardian must be on file before the student may participate in a field trip. Information stating the destination and purpose of the trip will be sent home before each trip. Please try to return field trip forms by the first day of school, or as soon as possible. A copy of the Field Trip Permission Form is included in the packet.

### **Visitor Policy**

Parents/guardians have access to the classroom during school hours for the purpose of observing their child in the educational setting and/or evaluating the premises. In order to maintain confidentiality for the program, we ask that all visits/observations be scheduled with the program director or coordinator. Please notify your child's teacher before your visit and remember to report to the main reception area of CRC and request that a PATHE staff member come escort you to the classroom.

### **Parent-Teacher Communications and Conferences**

Please remember that a teacher's most important job is the safety and well-being of your child. They are the leaders of instruction in the classroom and it is essential that they spend as much of their time as possible within the classroom working with your child and guiding the paraprofessionals to create maximum learning opportunities for each student.

#### **Confidentiality**

Staff respects the confidentiality of information regarding the physical, emotional and educational needs of each child. Information given to the Teacher and Paraprofessionals will be shared with the supervisor and staff who work directly with your child.

Please do not ask for personal information regarding other children or staff. The staff cannot share any information or discuss other children and adults with you. For this reason, the teacher/staff cannot provide the names, address, telephone numbers or personal information of other children in the class.

If you wish to help with a class event or celebrate your child's birthday at school, please contact your child's teacher to make arrangements. The teacher will be aware of any concerns regarding diet and allergies and can offer you appropriate suggestions for treats.

If you have any questions regarding this policy, please contact your child's teacher.

Parents are encouraged to communicate often with their child's teacher through notes, communication logs, and by leaving phone messages at the school office. A teacher will return non-emergency phone messages as soon as possible. Teachers will respond to written notes and phone messages on the same day they are received, if possible. **Changes in a student's routine, i.e. transportation should be communicated via note to teacher or call to the office prior to 1:00 pm.**

Parent-teacher conferences will be scheduled during the school year as marked on the school calendar. The purpose of the conference is to allow parents and teachers the opportunity of discussing student progress in a personal and informal setting.

An annual review of the student's IEP will be scheduled before the due date of the IEP. District representatives will attend this meeting. Parents may request an IEP review meeting at any time. Parents may request multiple meetings throughout the school year. Parents are encouraged to set up conferences and/or observations at other times. As a courtesy to the teacher, and to minimize classroom disruption, conferences and observations should be set up in advance at a mutually convenient time by contacting the student's teacher. Remember, when you are visiting the school, it is best to discuss your child's educational progress, to answer your questions and listen to your concerns, either before or after school or during a scheduled meeting.

### **Medication Policy**

The Wood County Educational Service Center has established the following policy concerning prescription medication for students enrolled in the Wood County ED PATHE Program. A copy of the Medication Permission Form is included in the first day packet of forms.

### **Guidelines Regarding Medication**

1. Students needing medication will be encouraged to receive the medication at home, if possible.
  - A. The ED classroom teacher or ED Coordinator will receive a written request, signed by the parent, guardian or other person having care or charge of the student, of the drug to be administered to the student.
  - B. The parent or guardian will provide to the ED classroom teacher or ED supervisor a statement, signed by the physician or other person licensed to prescribe medication, which includes all of the following information:
    1. The name and address of the student;
    2. The school and class in which the student is enrolled;
    3. The name of the drug and dosage to be administered;
    4. The times or intervals at which each dosage of the drug is to be administered;
    5. The date on which the administration of the drug is to begin;
    6. The date on which the administration of the drug is to cease;
    7. Any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed medication can be reached in case of an emergency.
    8. Special instructions for administration of the drug, including sterile conditions and storage.
  - C. The parent/guardian or other person(s) in charge of the student agrees to submit a revised statement, signed by the physician who prescribed the drug, to the ED classroom teacher ED coordinator if any of the information provided by the physician or other licensed professional changes.
  - D. The parent's signed permission to administer medication and the physician's statement described above (section B) must be on file in the student's classroom record.
  - E. The drug will be received by the PATHE Secretary in the container in which the prescribing physician dispensed it, or other licensed professional.
2. The Ed Coordinator will establish a location in the school building for the storage of drugs to be administered. All such drugs shall be stored in that location in a locked storage place. Drugs that require refrigeration may be kept in a refrigerator.
3. No person who has been authorized by the Governing Board to administer a drug and has a copy of the most recent statement which was given to him prior to administering the drug will be liable for administering or failing to administer the drug, unless that person acts in a manner which constitutes gross negligence or wanton or reckless misconduct.