



**NORTHWEST LOCAL SCHOOL DISTRICT**

**STUDENT SUPPORT GUIDELINES  
AND  
CODE OF CONDUCT**

**DRAFT-2024/2025-DRAFT**

*NWLSD PRIDE*

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*WE ARE NWLSD*

# NWLSD

## Board of Education Message

Dear NWLSD Families,

Welcome and thank you for choosing Northwest Local School District! At NWLSD, we believe deeply that each student has a unique story and is important in the value they add to our school district. Our staff work purposefully toward creating highly engaging learning environments in which every child, every day, engages in an ideal balance between rigorous and relevant learning opportunities. At the same time, students enjoy the focused concern of caring adults. This board-adopted Student Support Guidelines-Code of Conduct is designed to help our families, students, staff, partners, volunteers, and neighbors understand how we can work together to build safe, supportive, and equitable learning environments, which encourage personal responsibility, commitment to one another, and a communitywide partnership. In doing so, we will ensure every student has the opportunity to thrive in school and be prepared for a wide range of pathways in the world beyond NWLSD. We look forward to working with you in our mission to educate all students with rigor and care in a culture of excellence and to develop engaged citizens who are prepared for life.

Sincerely,

NWLSD Board of Education

# NWLSD

## Superintendent Message

Dear NWLSD Families,

After serving our students, staff, and parents for over 20 years in the District through a variety of roles, I am beyond excited to lead our District as we continue to embrace and live our strategic plan. In order to realize the immense potential of our students, we must build trusting relationships not only with them, but with their families. Those relationships center on a common focus: ensuring the success of ALL students by holding each child to high expectations while providing the necessary support to meet the expectations. Our student scholars need to be in classrooms with our talented staff. To ensure each child maximizes their opportunities, we commit to support them not only academically, but ensuring they are prepared to learn. Our Student Support Guidelines provide resources that allow our schools to ensure all members of our community feel safe and valued in our spaces. This aligns our Positive Behavior Interventions and Supports (PBIS) and Restorative approach with our strategic plan and other key district priorities which includes having a trauma-informed and responsive staff. In practice, this means our staff assist students with the tools to meet school expectations, participate fully in all aspects of the learning experience, and feel like a valued member of the community who is embraced and celebrated for their unique contributions. This guide invites families to investigate all the District has to offer and work with our building staff to ensure each student has the support they need in order to achieve beyond their wildest dreams. Please feel free to contact any school administrator, counselor, District administrator, or myself with any questions. We look forward to serving your family, and wish all of our students an excellent school year full of healthy relationships that inspire growth and foster achievement.

Sincerely,

Darrell Yater

Superintendent

Northwest Local School District

# NWLSD

## How to Reach Us

Please do not hesitate to reach out to us at NWLSD. Below is contact information to reference if assistance is needed.

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>PHONE NO.</u>
Colerain High	8801 Cheviot Road, 45251	513-385-6424
Northwest High	10761 Pippin Road, 45231	513-851-7300
Northwest Transitions Academy	3242 Banning Road, 45239	513-648-3183
Colerain Middle	4700 Poole Road, 45251	513-385-8490
Pleasant Run Middle	11770 Pippin Road, 45231	513-851-2400
White Oak Middle	3130 Jessup Road, 45239	513-741-4300
Colerain Elementary	4850 Poole Road, 45251	513-385-8740
Monfort Heights Elementary	3711 West Fork Road, 45247	513-389-1570
Pleasant Run Elementary	11780 Pippin Road, 45231	513-825-7070
Struble Elementary	2760 Jonrose Ave, 45239	513-522-2700
Taylor Elementary	3173 Springdale Road, 45251	513-825-3000
Houston Early Learning Center	3308 Compton Road, 45251	513-385-8000
NWLSD Administrative Center	3240 Banning Road, 45239	513-923-1000
<ul style="list-style-type: none"> <li>● Business Services</li> <li>● Curriculum</li> <li>● Public Relations &amp; Communication</li> <li>● Human Resources</li> <li>● Student Services</li> <li>● Superintendent</li> <li>● Technology</li> <li>● Treasurer</li> </ul>		
Houston Educ. Service Center	3310 Compton Road, 45251	513-522-6700
Enrollment Center	3310 Compton Road, 45251	513-522-6700 ext. 7
Food Services Department	3310 Compton Road, 45251	513-522-6700 ext. 5
Special Education Department	3242 Banning Road, 45239	513-522-6700 ext. 9
District Nurse Supervisor	3240 Banning Road, 45239	513-648-4065
Maintenance Department	4700 Poole Road, 45251	513-385-4829
Transportation Department	3113 Springdale Road, 45251	513-825-4600

## Getting Help:

### Personal Concerns

For help with personal concerns that may impact a student's school life or activities.

- Parent/guardian or the student should communicate with school counselors; they are trained to offer help with personal problems and may lead students to other resources.
- The counselor or administrator may work with the parent/guardian of the student to make a referral to Best Point Education and Behavioral Health for therapeutic services.

### Peer Relationship Problems/Bullying

- At NWLSD, we take bullying, harassment, and intimidation seriously and encourage students and parents/guardians to report any mistreatment, so that it can be addressed immediately.
- At NWLSD, we will investigate and act upon any claim of mistreatment, however, here is how the NWLSD defines harassment, intimidation, or bullying:
  - any intentional written, verbal, electronic, 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); or violence within a dating relationship.
- Depending on the severity and persistence of the situation, please...
  - Speak directly with your student's teacher and/or
  - Speak directly with your student's school counselor and/or
  - Speak directly with your student's administration team
- Complete the [Harassment Intimidation Bullying Form \(HIB\)](#). The form can be found on the NWLSD Facebook page, your school's website, or in any of the office spaces.

### Self-Harm Concerns

- It is critical for the school counselors to know if your student is experiencing thoughts around self-harm.
- Your school counselor will help you navigate the supports available and connect you to resources.
- Both high schools and all middle schools have a student Hope Squad. Reach out to the counseling center for more details.
- You may also call or text our Safe Hotline at 513-857-1335 for assistance.
- You may call 988: 988 is the 3-digit dialing code that will route callers to the national suicide prevention lifeline.
- You should also consider contacting Cincinnati Children's Hospital at (513) 636-4200 or the Psychiatric Intake Response Center (PIRC) at 513-636-4124.
- You should also consider contacting Best Point Urgent Care (3:00pm - 10:00pm) at 513-527-3040.

### Behavior Supports

If your student is having a difficult time with their behavior at school, with the school environment, or at home, please reach out to the building administration to discuss the possibility of a behavior plan.

- The administration will work with you and the building team to determine tiered interventions and may even include the help of the NWLSD Behavior Specialist to help your student build the skills they need to grow the most both at school and at home.

## **Social Work and Non-Academic Supports**

For help with daily living resources (basic needs), our school social workers are your best contacts.

- They work to create wrap-around services, particularly for non-academic factors that create barriers to learning.
- In addition to physical needs and housing supports (basic needs), they may also help a family with psychological and/or behavioral needs.
- They also serve students and families that are facing homelessness and/or family crisis
- To contact our district social workers, call 513-923-1000 or email Lindsey Gibson at [lgibson@nwlsd.org](mailto:lgibson@nwlsd.org)

## **For Help With Foster Care Support:**

- Contact Matt Piening, Enrollment Supervisor for information regarding foster care support. He can be reached at [mpiening@nwlsd.org](mailto:mpiening@nwlsd.org) or 513-522-6700 ext 4911.
- All buildings also have a Kids In School Rule Liaison available. Kids in School Rule! is a program specific to students under the custody of Hamilton County JFS and offers additional resources including possible tutoring. Reach out to the Student Services office for more information at 513-923-1000.
- To contact our district social workers, call 513-923-1000 or email Lindsey Gibson at [lgibson@nwlsd.org](mailto:lgibson@nwlsd.org) or Cristen Casteel at [ccasteel@nwlsd.org](mailto:ccasteel@nwlsd.org).

## **Medical Support**

- Short-term or long-term medical-related supports may need to be put in place through our health assistants and nurses.
- Individual Health Plans are created and monitored by our nurses.
- If your student needs to take medicine while at school, please reach out to the health office to discuss the procedure. It is most beneficial for the drop off to occur before or after school. Here is some further information: [Medication at School.pdf](#)
- To speak with your student's school health office, call the main office and ask to be transferred.
- If you need assistance over the summer, please contact the school administration or the Keva Brice, District Nurse at [kbrice@nwlsd.org](mailto:kbrice@nwlsd.org) or 513-923-1000 ext. 3926.

## **Help with an Individualized Health Plan**

For help with issues related to a student's IHP:

- Speak with your student's building nurse
- Speak with your student's grade-level administrator.

## **Academic Barriers**

For help with academic concerns, the student/parent or guardian should:

- Contact the teacher who teaches the subject. If the problem remains unresolved to the parent/student's satisfaction, contact your student's school counselor or grade-level administrator to discuss the involvement of the RTI (Response to Intervention) team.
- If the concern involves College Credit Plus (CCP) or career planning, your student's counselor would be your best resource.
- If your concern involves questions about Butler Tech, speak with your student's building career tech counselor.
- If you are seeking tutoring support, contact your student's school counselor.

## **Translation Support**

- For help with translation services for your student, contact your student's building administrator

### **Help with a 504 Accommodations Plan**

For help with issues related to a student's 504 Accommodations Plan:

- Speak with your student's teacher.
- Speak with your student's counselor
- Speak with your student's building administrator.

### **Help with an Individualized Education Plan**

For help with issues related to a student's IEP:

- Speak with your student's teacher.
- Speak with your student's IEP Case Manager. If your concern incorporates multiple classes, start with the IEP Case Manager.
- Speak with your School Psychologist
- Speak with your student's building administrator.

### **Athletics/Extracurricular Activities**

For help with issues involving extracurricular activities, the student/parent or guardian should:

- Talk to the advisor assigned to the club or activity.
- For middle school/high school athletics, follow the chain of coaching command. If that does not resolve the issue, speak to the school's athletic director.
- If the problem remains unresolved, speak with the principal.
- Students must be in attendance at least half of a day to participate in extracurricular activities unless they receive administrative approval.

## **Northwest Local Schools Student and Family Community Resource Guide**

Help is available for Northwest Local School District Students and Families. This resource collection maps out the available resources and provides direct links for support.

[NWLSD Community and School Resources-ALL](#)

[Emergency and Nonemergency Contact Information Link](#)

[Abuse Domestic Violence for Children, Women Adults and Elderly Link](#)

[Clothing and Household Items Link - add The Healing Center](#)

[Housing and Utilities Link](#)

[Safe Shelters Link](#)

[LGBTQIA+ Resources for Educators, Students, and Parents](#)

[Grief and Bereavement Resource Link](#)

[Supports for Families where English is Their Second Language](#)

[Support for Immigrant and Refugee Families](#)

[Food Resource Link](#)

[Other Supports Resource Link](#)

Safe School Hotline: Call or Text: 844-SaferOh, (844-723-3764)

### **Positive School Culture and Social-Emotional Learning**

At NWLSD, we believe that all students have the right to learn and grow in their academic and social and emotional learning to best be prepared to learn. The goal of the NWLSD Student Support Guide is to ensure all students' right to an education in a safe, fair, and caring environment. We collaborate with students and families to create a culture and climate where everyone feels valued, nurtured and respected. Such an atmosphere has been proven to decrease interruptions to learning and increase academic achievement.

A positive school culture can be recognized by the mutual respect shown among all staff and all students, aimed at creating a school that maximizes learning, provides support to overcome barriers and celebrates differences as an asset to our school community.

NWLSD staff utilize a Positive Behavioral Intervention and Supports (PBIS) model with a restorative approach to ensure a positive school culture where students are held accountable for their actions and words, and supported in their growth by our staff. As part of that approach, all of our staff members have been trained in the use of Restorative Practices.

Each level has resources to help staff prepare students for the learning environment including Second Step Lessons and other resources. Staff have also been trained in Restorative Practices and to be trauma-informed. Restorative Practices vary based on a student's behavior concerns and needs. The best results are achieved when students willingly engage in the interventions that are put in place. Restorative Practices consist of positive interventions to encourage improved behavior. Restorative Practices promote:

- Self-accountability and reflection of misbehavior
- Conflict resolution among students
- Development of a teacher and student relationship
- Reduction of poor behavior

NWLSD takes a systemic approach to ensuring a positive student experience and environment with a focus on four levers. The four levers are Relationships, Instruction, Structures, and Expectations (R.I.S.E.).

- **Relationships:** *Relationship-building skills are strengthened through training to enhance empathy amongst staff with a student-centered, trauma-informed lens to see their students and the restorative practices needed to create an environment where relationships are treated as the most important resource even well before there is a situation.*
- **Instruction:** *Great classroom experiences by design, not by accident in every classroom,*



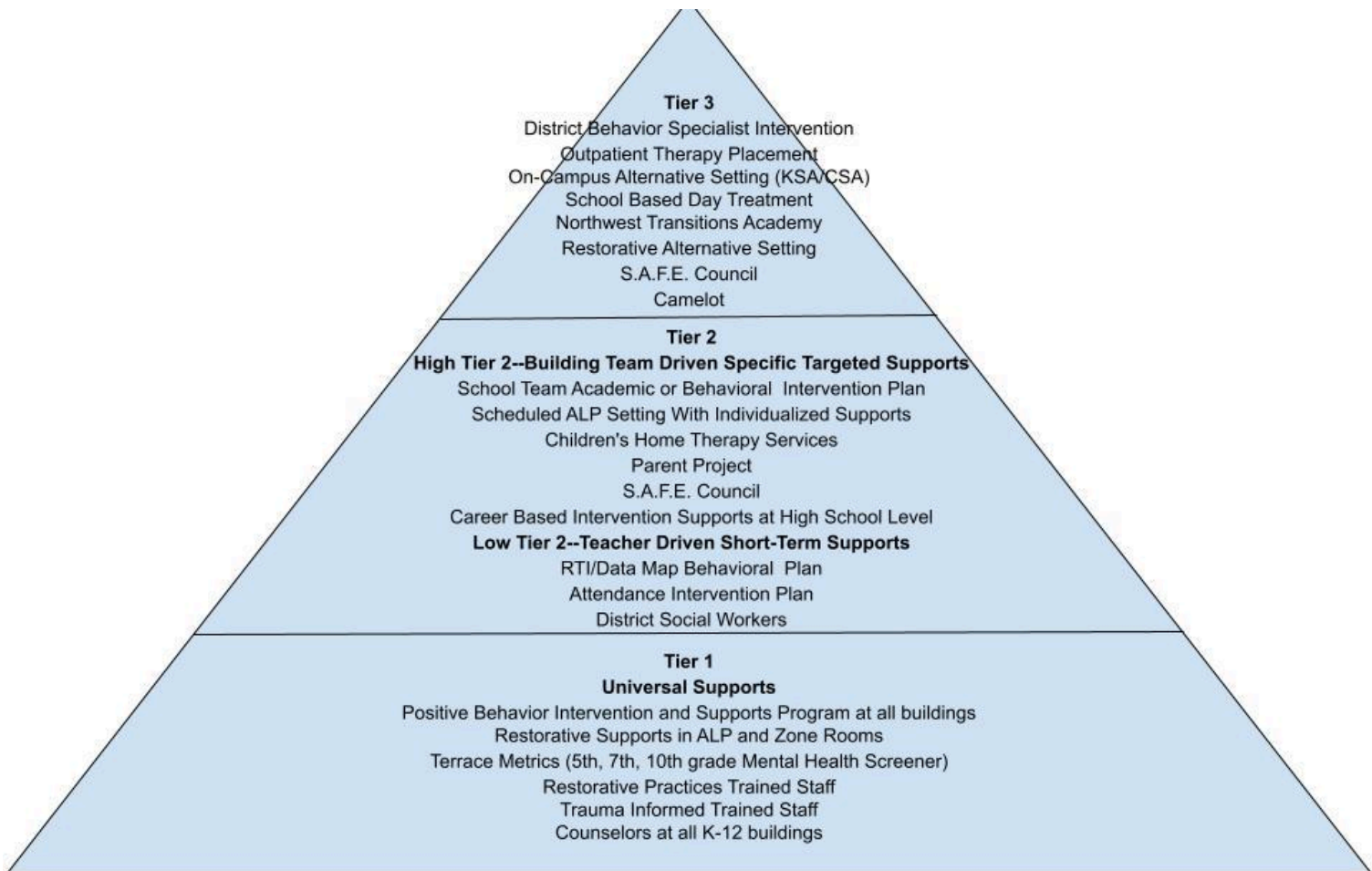
*every day*

- **Structures:** *Aligning and monitoring operational supports for supervision during unstructured times and aiming to reduce unstructured times through purposeful planning.*
- **Expectations:** *Ensuring PBIS integrity of implementation including the continuous communication of consistent expectations in all environments and individualized interventions in place to give what a student needs, when they need it, how they need it, and for as long as they need it so that they are best prepared to navigate those environments and best prepared to meet their learning potential.*

### **Student Services**

NWLSD has services to help our students and families navigate and break through barriers keeping them from their best learning experiences. In addition to school administrators and school counselors, Northwest Local has the support of two social workers, a behavioral specialist, counselors at all of our elementary and secondary buildings, relationships with school-based mental health services, and connections to outside treatment facilities to support our students PreK-12. It is best to work with your student's school-based support team to identify the necessary supports for your student.

We utilize a tiered approach to the services available to students and families with an increase of supports as steps are taken for student success progressing through the tiers. These tiers serve as a guide to help our staff and families support students to perform at their best level. It is through the school-based team that a student will progress through tiers to find the right support for the right amount of time.



**Description of Services at Northwest Local School District:**

**Tier 1**--Universal academic and social supports that all students receive as a part of their Northwest experience that will look specialized per building.

- PBIS--Positive Behavioral Intervention And Supports
  - School buildings have and are working hard to establish building-wide, clearly communicated, explicitly stated, and taught expectations and the language of redirection so that our students can better navigate their school experience and grow the most.
  - Schools have developed processes to intervene when students need temporary academic and behavioral skill interventions or broader skill intervention
- Restorative Supports in the Alternative Learning Placement (ALP) setting.
  - Allows students an opportunity to decompress and practice pro-social resilience skills with Restorative Coaches.
  - Used to reteach the behavioral expectation.
- Terrace Metrics-- Terrace Metrics is a universal mental health screener that helps to identify both individual mental health needs but also system-wide needs. Students are assessed in

5th, 7th, and 10th grade. Contact is made for any students whose results show a high-priority concern according to Terrace Metrics norms.

- Trauma Informed Care/Restorative Practices:
  - Being trauma-informed means that staff take an empathetic approach to the experiences many of our students may have as a part of their childhood. There is a recognition that those experiences impact the manner in which students approach the world around them.
  - Restorative Practices focus on healing harm done to a community when there are situations that have an impact on the learning environment. Often this occurs through reentry meetings between the students and a member of the administrative team. It is a manner of building staff and student relationships with all students. All students benefit from positive relationships with staff and by working on relational skills. Positive relationships are a critical part of a healthy community.
- HOPE Squad at middle school and high school
- Counselors at both elementary and secondary buildings
  - Counselors are available to your student for both academic support as well as social/emotional and career planning needs.
  - Counselors are also a great resource to start with in activating further services.
  - Counselors are a part of a team providing Social and Emotional Lessons to students from Prek-12.

**Low Tier 2--Teacher Driven Short-Term Supports:** Short-term targeted supports for students experiencing barriers that will mostly be managed with brief adult support (mostly the classroom teacher). Barriers can include areas such as academic, social, or behavioral.

- Response to Intervention Plan (RTI)/DataMap Behavioral Plan.
  - Created in collaboration with the family and student support team at the school for academic and/or behavior support.
- Attendance Intervention Team/Plan
  - A plan is created with the family and school support team to help improve student attendance.
  - See Appendix C for attendance guidelines and details.
- District Social Workers
  - Used to activate additional supports for student and family needs that may include academic, behavioral, or basic daily living needs.

**High Tier 2--Building Team Driven Specific Targeted Supports:** Short-term targeted supports for students experiencing barriers that will mostly be managed with brief building team plan support. Barriers can include areas such as academic, social, or behavioral.

- School Team Academic or Behavioral Plan
- Scheduled ALP Setting with Individualized Supports
- Supports through RBT Services
- Best Point Education and Behavioral Health
  - Provides a variety of community-based treatment services in meeting student/family needs.

- Behavioral health therapy with a focus on individualized counseling services to help children and their families maintain a healthy mindset while improving functioning at school and home.
- Care Coordination-- A linkage to connect community and school resources.
- Counseling for caregivers-- Agency-based support for parents who are dealing with challenging behaviors at home and/or school.
- Nurse Practitioner Psychiatric services-- Provides initial medication evaluation, review, and follow-up services.
- Parent Project
  - Seasonal ten-week program designed as a support group for parents and to offer additional tools to promote more positive outcomes. Contact Lindsey Gibson for more information at lgibson@nwlsd.org.
- Student and Family Engagement Council (S.A.F.E.)
  - NWLSD Diversionary Court
  - Works to identify barriers to success for students, address concerns, and develop a support plan to help students make better choices and attend school regularly. Please see Appendix C for specific attendance expectations and details.
- Career Based Intervention Support (CBI) at the High School Level
  - CBI is an opportunity for students to earn high school credits for their work in the community while increasing their job skills.

**Tier 3**--Specific targeted supports that identify longer-term barriers that require more complex adult support. Barriers can include areas such as academic, social, or behavioral.

- District Behavior Specialist Intervention
  - Provides direct support to teachers and students.
  - One-on-one consultation with teachers and students.
  - Provides support to specialized behavioral units.
- Outpatient Therapy Services
  - NWLSD partners with and can refer students to outside agencies when needed to meet the needs of students.
- On-Campus Alternative Setting for Secondary Students (KSA/CSA)
  - Offered at each of the high schools primarily designed for credit recovery.
- School-Based Day Treatment through Best Point's Children's Home Therapist.
  - Offered at a few of our buildings, speak with your student's building administrator for more information.
- Northwest Transitions Academy (Formally NWP) for Secondary Students
  - Alternative academic programming that includes options of on-campus and home-based online opportunities.
- Restorative Alternative Setting (RAS)
  - A service offered to secondary students removed from school due to suspension or expulsion. Availability for RAS is communicated through building administrators.
- Student and Family Engagement Council (S.A.F.E.)
  - NWLSD Diversionary Court

- Works to identify barriers to success for students, address concerns, and develop a support plan to help students make better choices and attend school regularly. Please see Appendix C for specific attendance expectations and details.
- Camelot Day Treatment Program for Elementary School Students
  - Provides half-day therapeutic group therapy.
- Supports through RBT Services

In addition to the tiered supports, there are additional specific resources that NWLSD student services may utilize to wrap around students and families.

- Kids In School Rule (KISR) is programming designed to support students under the care of HCJFS.
- YWCA works through Peaceful Solutions programming in many of our NWLSD elementary schools.
- Fernside Grief Support Groups work in our buildings to support students who have experienced recent loss. Contact your student's counselor for more information.
- Career and College support through the Naviance program at the high school level.

## NWLSD Restorative Interventions

Strong relationships and relationship building are at the center of the NWLSD approach to the interventions being put in place for student behavioral barriers. With a trauma-informed lens, using a restorative approach with students increases our ability to build strong relationships and build resilience in students which reduces interruptions to the educational process for everyone. Building strong relationships with students helps staff keep minor situations from becoming larger. The school behavioral team at each building which includes your student's teacher, administrator, deans, counselor, and possibly other district-level supports, like you, has the goal of keeping your student in the classroom learning. Every child, in every season, needs different levels of support to help them navigate their environment and grow the most. It takes a team approach to find the right supports for your students for each season of their growth and the NWLSD is committed to working with you to help your student grow the most. As the right supports are being applied, although it may be necessary, it is the belief of the NWLSD that the removal of a child from school is an option of last resort. Even when school removal becomes necessary, Restorative interventions are still applied for the reentry process. Please see Appendix A for specific Code of Conduct details and Appendix B for school bus guidelines and expectations.

If your student is currently facing school removal, we want you to know how it works and what supports are available to you. If your student is facing out-of-school suspension, work with your building administrators and counselors to request work to be completed. At the secondary level, for out-of-school suspensions beyond three days, most students will receive information on the Restorative Alternative Setting (RAS) that is available to them.

If your student is currently removed with a recommendation for expulsion, do not hesitate to reach out to NWLSD Student Services to discuss the process and possible supports available to them at 513-923-1000.

NWLSD

For More Information

Visit our website ([www.nwlsd.org](http://www.nwlsd.org)), give us a call (513-923-1000) or use the links below using your QR Reader or Smartphone Camera.

				
<a href="#"><u>See Something, Say Something Form</u></a>	<a href="#"><u>Harassment, Intimidation, Bullying Form</u></a>	<a href="#"><u>NWLSD Facebook Page</u></a>	<a href="#"><u>District News</u></a>	<a href="#"><u>Business Services</u></a>
				
<a href="#"><u>Enrollment</u></a>	<a href="#"><u>Transportation</u></a>	<a href="#"><u>Student Services</u></a>	<a href="#"><u>Parent Resources Page</u></a>	<a href="#"><u>NWLSD School Counselor Site</u></a>
				
<a href="#"><u>Final Forms</u></a>	<a href="#"><u>Student and Family Resource Guide</u></a>			

## APPENDIX-A

### NWLSD

### Code of Conduct Guidelines

NWLSD recognizes its responsibility to provide all students with an environment conducive to the development of their maximum learning potential. The Code of Conduct supports this endeavor by setting forth expectations that will ensure that the school environment is best suited for learner growth. The Code of Conduct is adopted by the Board pursuant to state law.

Any student engaging in the following types of conduct, either specifically or generally, like the type of conduct listed below is subject to suspension, expulsion, emergency removal or permanent exclusion from curricular or extracurricular activities pursuant to State law. This Code of Regulations applies while a student is in the custody or control of the school, on school grounds or closely proximate thereto, while at a school-sponsored function or activity or on school-owned or provided transportation vehicles. In addition, the Code of Regulations governs a student's conduct at all times, on or off school property and in the virtual environment, unless specifically limited to school property as stated in a regulation, when such student conduct is reasonably related to the health and safety of other students and/or school employees, or such conduct would unreasonably interrupt the educational processes of the District.

The NWLSD Progressive Discipline Code is divided into four levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline shall be based on the severity of the misbehavior and the number of infractions involved with each referral. **The Administration reserves the right to skip levels of discipline depending upon the violation.** Although it may be necessary, school removal is used as a last resort.

The law requires that students are provided with a written notice of intent to suspend prior to being suspended. State law also requires that students and parents are provided with a written notice of intent to expel.

The written notice of intent to suspend shall be given to the student at an informal hearing. The notice of intent to expel shall be sent to the student and the parents and the students and parents will be provided an opportunity for an informal hearing prior to a decision to expel.

A student or the parents may appeal any decision of the District administration to suspend a student from school to the Superintendent/designee. A student or parent must request a **suspension appeal** in writing within **10 days** after the discipline measure takes effect. A student or the parents may appeal an expulsion from school to the Board/designee. A student or parent must request an **expulsion appeal** in writing within 14 days after the discipline measure takes effect. Appeal paperwork is located in each school office as well as the Administrative Offices. The appeal process includes an additional informal meeting with a hearing officer. The student and parents may be represented in all appeal hearings but notice to the NWLSD Student Services Offices is requested if bringing legal representation to reduce the chances of a possible rescheduling of the hearing. Pursuant to State law, a student or parents may further appeal an expulsion or suspension to the Hamilton County Court of Common Pleas.

It is the policy of the Board that students shall not be permitted to return to school pending any appeal process with the administration or the court. The District will make every effort to promptly hear all appeals to minimize a student's absence from school. Should the Board, the Superintendent, or their designees reverse or modify a discipline decision and permit a student to return to school, such student shall be permitted ample time to make up all assignments and work missed as a result of his/her absence.

NWLSD  
Code Of Conduct  
24/25

**Expectation: Students are expected to be an active part of a safe and respectful environment at all times and to not interfere with the learning of others or the orderly process of the school building.**

**The types of conduct prohibited by the Northwest Local School District Code of Conduct are as follows:**

**Level I Discipline:**

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Most Level I infractions are expected to be taken care of through student compliance with staff responses. If a student fails to follow basic staff directives in the classroom, they will be referred to the office for further intervention.

**Staff Interventions:**

- Verbal Warning using Restorative Practices and Affective Language
- Parent/Guardian Contact
- PBIS Classroom Consequence
- Teacher Assigned AM or PM Detention
- Use of Temporary Alternative Setting (R&R, Zone, Reset Rooms)
- Classroom-Based Recess Detention
- Classroom-Based Lunch Detention
- Office/Bus Referral for Repeated Violations

**Administrative Interventions:**

- Restorative Conference With Student
- Counselor Mediation
- Behavior Support Through RBT/BCBA
- Administrative Warning
- Parent/Guardian Contact
- Demerit
- Recess Detention
- Lunch Detention
- Detention
- Use of Temporary Alternative Setting (ALP)

Code	Description
101	Misbehavior which disrupts or interferes with any school activity
102	Disrespect to a student
103	Disregard of reasonable directions or commands by school authorities
104	Tardy to Class
105	Excessive amount of time out of class on hall pass
106	Excessive tardies to class
107	Excessive tardies to school
108	Failure to abide by dress and appearance codes as set forth by administration and the Board of Education.
109	Non-approved use of personal communication device—See PCD Guidelines below



110	Non-approved use of technology other than personal communication device
111	Failure to maintain bus stop safety procedures as established by the NWLSD Bus Guidelines and Chapter 3301-83 of the Ohio Administrative Code.
112	Failure to maintain bus ride safety procedures as established by the NWLSD Bus Guidelines and Chapter 3301-83 of the Ohio Administrative Code

**Level II Discipline:**

Level II discipline offenses are intermediate acts of misconduct that typically require administrative intervention. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehavior directed against persons or property but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided, as school removal is used as a last resort. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

**Staff Interventions:**

- Verbal Warning using Restorative Practices and Affective Language
- Parent/Guardian Contact
- PBIS Classroom Consequence
- Teacher Assigned AM or PM Detention
- Use of Temporary Alternative Setting (R&R, Zone, Reset Rooms)
- Office/Bus Referral for Repeated Violations

**Administrative Interventions:**

- Conference With Student
- Administrative Warning
- Parent/Guardian Contact
- Demerit
- Detention
- ALP–Alternative Learning Placement
- ASA– Alternate School Assignment
- Use of Temporary Alternative Setting
- Emergency Removal
- Out-of-School Suspension (OSS)
- Bus Suspension
- Removal of privilege to attend or participate in extracurricular activities and events
- Office Time-Out

Code	Description
201	Repeated or escalated misbehavior which disrupts or interferes with any school activity
202	Repeated or escalated disrespect to a student
203	Repeated or escalated disregard of reasonable directions or commands by school authorities
204	Disrespect to school staff
205	Use of cursing (verbal or written) language or use of obscene gestures
206	Repeated non-approved use of personal communication device or disruption of the educational process through the use of PCD–See PCD Guidelines below

207	Repeated non-approved use of technology or disruption of the educational process through the non-approved use of technology other than personal communication device
208	Repeated or escalated failure to maintain bus stop safety procedure as established by the NWLSD Bus Guidelines and Chapter 3301-83 of the Ohio Administrative Code
209	Repeated or escalated failure to maintain bus ride safety procedures as established by the NWLSD Bus Guidelines and Chapter 3301-83 of the Ohio Administrative Code
210	Minor theft or possession of lower-valued stolen property
211	Skipping class
212	Disobedience of driving regulations
213	Presence in areas during school hours or outside school hours where a student has no legitimate business without permission of school staff
214	Leaving the classroom without permission
215	Engaging in activities that may cause fear or panic in an individual or group
216	Refusing to receive or serve properly administered discipline (Detention, ASA, ALP)
217	Forgery of school-related documents
218	Cheating or plagiarizing
219	Distribution of pamphlets, leaflets, buttons, insignia, etc, without the permission of proper school authorities or the placing of signs and slogans on school property or at school events without the permission of the proper authorities
220	Non-confrontational physical contact with a student that leads to a disruption of the school environment
221	(PreK-3rd grade) Disrespect to student or inappropriate behavior that involves physical contact with another student
222	Repeated violations of the 100 Codes.

#### Level III Discipline:

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Such acts may also result in criminal penalties being imposed. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

#### Staff Interventions:

- Office Referral
- Notify Administration Immediately

#### Administrative Interventions:

- Use of Behavior Intervention Process
- Detention

- Long-Term Loss of Technology Privileges
- No Contact Order Between Students
- ALP– Alternative Learning Placement
- ASA–Alternate School Assignment
- Emergency Removal
- Removal of privilege to attend or participate in extracurricular activities and events
- Out-of-School Suspension (OSS)
- Multiple Day Out-of-School Suspension

Code	Description
301	Failure to report the actions or plans of another person to staff where these actions or plans of another person, if carried out, could or did result in harm to another person or persons or damage property, when the student has information about such actions or plans.
302	Disrespect to student by using language that is purposely offensive to a student's or staff's race, color, national origin, sex (including sexual orientation and gender identity), disability, age (except as authorized by law), religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (Policy 3362 & 5517)
303	Repeated or highly escalated disregard of reasonable directions or commands by school authorities resulting in disruption of the learning environment
304	Engaging in repeated or escalated activities that may cause fear or panic in an individual or group.
305	Disrespect to student or inappropriate behavior that involves physical contact with another student
306	Fighting
307	Engaging in activities to promote conflict between students
308	Repeated or highly escalated disrespect to staff
309	Falsifying of information given to school authorities or interfering with the administrative investigation
310	Willfully aiding another person to violate school regulations and/or interfering with school investigation.
311	Theft or possession of stolen property
312	Leaving school property without permission of proper school authority.
313	Damage or destruction of school property on or off of school premises.
314	Damage or destruction of private property.
315	On school property or participation in school activities (on campus or off campus) while on emergency removal, suspension or expulsion without permission.
316	Displaying excessive affection, inappropriate touching or other inappropriate behavior.
317	Possession of obscene, pornographic or libelous material.
318	Removal from assigned alternative learning placement (ALP, ASA, ISS, RAS)
319	Misuse of chemical substances.

320	Using or possessing any substance containing nicotine or tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, e-cigarettes, vapes, and chewing tobacco, or paraphernalia such as matches or lighters.
321	Distributing any substance containing nicotine or tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, e-cigarettes, vapes, and chewing tobacco, or paraphernalia such as matches or lighters.
322	Inappropriate use of computers and other technologies. Inappropriate use includes: vandalism, theft, or misuse of the hardware, unauthorized access to files not belonging to the student, tampering with security software or network privileges; logging onto the network with a fraudulent ID or password; using the facilities without proper supervision, installation of software on a computer or network, or unauthorized use, copying, or downloading of programs, files and/or pictures.
323	Audio recording, video recording, or photographing and/or sharing of the recording of any conflict.
324	Audio recording, video recording, or photographing of any student or staff member without the explicit knowledge and permission of the student, staff member, and the school administration.
325	Demonstrations by individuals or groups causing disruption to the school program.
326	Gambling.
327	Violation of no contact order between students.
328	Any other activity by a student which the student knows or should know will disrupt the academic process or a curricular or extracurricular activity while on school premises or while in the control or custody of the school district regardless of whether on or off of school premises, or at a school-related activity regardless of location.
329	Repeated violations of 200 infractions.

#### Level IV Discipline:

Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the administration. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

#### Staff Interventions:

- Office Referral
- Notify Administration Immediately

#### Administrative Interventions:

- Use of Behavior Intervention Process
- No Contact Order Between Students
- Multiple Day Out-of-School Suspension (OSS)
- Recommendation for Expulsion
- Removal of privilege to attend or participate in extracurricular activities and events
- First-Time Drug Offense Intervention Procedures

Principals may suspend a student for up to ten days. If a student is recommended for expulsion, the NWLSD Student Services Office will arrange for a hearing with the Superintendent or an established designee to determine if the situation requires further discipline beyond the ten days of suspension.

Code	Description
401	Hazing, threatening or harassment of students or school personnel. Threats may be based upon personal attributes or beliefs, on or off school grounds, or the engaging in activities that may cause fear or panic in an individual or group.
402	<p>Repeated or escalated Hazing, threatening, harassment, intimidation or bullying of students on/off school grounds.</p> <p>For purposes of this policy, the term repeated "harassment, intimidation or bullying" means any intentional written, verbal, electronic or physical act toward a student has exhibited toward another particular student more than once and the behavior: (1) causes mental or physical harm to the other student; and (2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.</p>
403	Engaging in escalated activities that may cause fear or panic in an individual or group.
404	Oral, written or social media threats to harm individuals, groups, or school community.
405	Disrespect to staff or an inappropriate behavior that involves physical contact with staff on the part of the individual.
406	Disregard of staff direction attempting to de-escalate confrontation or attempting to continue conflict despite staff intervention.
407	Assault on school employee or other person.
408	Assault on student.
409	Extortion of a student or school personnel.
410	Theft or possession of school property or school employee property.
411	Engaging in any sexual acts.
412	Indecent exposure.
413	Using, buying, possessing, or being under the influence of any controlled substance (drugs, narcotics, intoxicants, THC, marijuana, prescription drugs, etc.) or inhalant or any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that the student believes is a controlled substance).
414	Sale or distribution of any controlled substance or paraphernalia (drugs, narcotics, intoxicant, THC, marijuana, prescription drugs, etc.) or any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that the student believes is a controlled substance).
415	Using, buying, possessing, selling, or distributing of any substance prohibited by school administration including but not limited to over-the-counter medications.
416	Using, buying, possessing, or being under the influence of an intoxicant of any kind including but not limited to alcohol or alcohol paraphernalia
417	Sale or distribution of an intoxicant of any kind including but not limited to alcohol or alcohol paraphernalia.

418	The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise. The activity may also constitute a crime under state and/or federal law which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.
419	Violation of the district's sexual harassment policy. <a href="#">See Harassment BOE Policy</a>
420	Turning in false fire, tornado, bomb, or disaster alarms. (As provided in Ohio Revised Code 3313.66 (A) (5), a student may be expelled for a period of up to one year for making a bomb threat to a school building or to any premises at which a school activity is occurring at the same time of the threat. The period of expulsion shall extend as necessary into the next school year.)
421	Arson or any other improper use of fire.
422	Possession and/or discharge, sale or distribution of any explosive substance or incendiary device.
423	Possession, conveyance or use of a firearm. Firearms are identified in Section 921 of Title 18, United States Code. (As provided in Ohio Revised Code 3313.66 and 3313.661 violations of the Code of Conduct involving firearms are subject to expulsion from school for one year).
424	Sale or distribution of a firearm. Firearms are identified in Section 921 of Title 18, United States Code. (As provided in Ohio Revised Code 3313.66 and 3313.661 violations of the Code of Conduct involving firearms are subject to expulsion from school for one year).
425	Possession, conveyance or use of any instrument, device or object which is designed to look like a firearm including but not limited to a toy gun.
426	Sale or distribution of any instrument, device or object which is designed to look like a firearm including but not limited to a toy gun.
427	Possession, conveyance or use of any instrument, device or object which is designed to look like any other type of weapon including but not limited to a knife.
428	Sale or distribution of any instrument, device or object which is designed to look like any other type of weapon including but not limited to a knife.
429	Commission by a student of any crime or infraction in violation of the Criminal Code, Traffic Code or Juvenile Code of the State of Ohio or, when applicable, of the State in which the crime or infraction was committed. This provision shall apply to any student while in the control or custody of the school district regardless of whether the act occurred on or off of school premises, or at a school-related activity regardless of location.
430	Any type of prohibited activity listed herein engaged in by a student on school premises, on a school bus, or while in the control or custody of the school district regardless of whether on or off of school premises or at a school-related activity regardless of location, shall be reason for expulsion, suspension or removal from school
431	Violation of code of conduct while amidst a probationary period known as days held in abeyance
432	Repeated 300 code infractions
433	Repeated 400 code infractions

**The administration reserves the right to skip levels of discipline depending on the number of infractions for each referral and the severity of the violation.**

## **NWLSD Dress Code**

1. Clothing and accessories that could be interpreted as promoting hate or communicating a negative, profane, or vulgar message are not permitted. Additionally, jewelry and accessories that pose a safety concern for the student or others are not acceptable.
2. Undergarments should not be visible. Tops that expose the midriff or chest, tank tops, mesh tops, and shirts with no sleeves are not acceptable. Pants, shorts and skirts must be worn at the waist level.
3. No head coverings (hats, bandanas, hoods, etc.), or gloves should be worn during the school day.
4. No oversized coats are permitted during the school day.
5. Shorts, skirts, and dresses should reach to a length of mid-thigh or lower and not be overly revealing.
6. Footwear should be safe for the learning environment.

\*\*\*Exceptions to these 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.

### **Face Covering Guidelines for Students**

All students must follow district guidelines/policies regarding face coverings at all times. Any face coverings worn must serve a religious or medical purpose not just worn as outerwear. Please communicate with your student's building administration team for specific guidelines/policies.

### **NWLSD Personal Communication Device Usage Guidelines**

Personal Communication Device use includes but is not limited to using a personal device (ex. phone, smartwatch, or tablet) and/or accessories (ex. headphones, earbuds, or airpods) to place or receive audio or video calls, text messaging, blogging and microblogging, e-mailing, using video or camera features, playing games, and accessing sites or services on the internet including but not limited to social media sites and applications.

Elementary Schools: Personal communication devices and/or accessories for personal communication devices must be stored with the students' other belongings during the school day and may not be accessed without administrative approval.

Secondary Schools: Personal communication devices and/or accessories for personal communication devices may not be seen, heard, or accessed during the school day without administrative approval.

Continued violation of the NWLSD Personal Communication Device Usage Guidelines will result in progressive disciplinary action up to and including school removal and may also result in individualized personal communication device plans which restrict access to devices during the school day.

## **APPENDIX-B**

### **NWLSD**

### **Bus Guidelines**

The safety of our students is paramount for the NWLSD. Students that ride school buses must conduct themselves with safety in mind at all times. Chapter 3301-83 of the Ohio Administrative Code contains operation and safety rules regulating pupil transportation, and governs all pupil transportation in Ohio. Even beyond the Ohio Administrative Code, while on a school bus, the NWLSD CODE OF CONDUCT applies to student conduct. Failure to comply with the student code of conduct, Ohio Administrative Code, or established procedures below may result in school disciplinary action and/or removal from bus riding privileges.

**Bus Stop Safety Procedures: Students are expected to follow bus stop safety procedures at all times while waiting for, entering, or exiting the bus.** (ORC 3301-83-13(B)(6))

- Students must be at the bus stop (in their place of safety) at least FIVE (5) minutes before the students scheduled stop time; the bus must run on schedule and cannot wait for those who are late.
- Students must be in their place of safety at the bus stop while waiting for the bus to arrive
- Students must never stand in, or play on, the roadway while waiting for the bus.
- Prior to boarding the bus, students must keep a safe distance from the bus while it is in motion and remain still.
- Students must not attempt to get on or off the bus while it is in motion.
- Students must enter the bus without crowding or disturbing others, and occupy their seat immediately.
- Students must keep out of the driver's seat.
- Students must not leave the bus without the driver's consent.
- In approaching the bus or a bus stop along the roadway, students must walk on the left side of the road facing traffic. Students should be sure that the road is clear of all traffic or that all traffic has stopped before crossing.
- Upon leaving the bus, students must immediately report to their place of safety by walking to the front of the bus and stop before crossing. Students must make sure that the road is either clear of all traffic or that all traffic has come to a complete stop before crossing AND WAIT FOR THE SIGNAL TO CROSS FROM THE DRIVER.
- All students must ride the bus to which they are assigned. If there is an emergency that requires a student to ride another bus, a note signed by the parent and school leader will be given to the bus driver before the student will be allowed to board the bus.
- Students must get on and off the bus at their assigned board approved bus stop.

**the Danger Zone around a school bus is the area 10 feet around the bus. The two most dangerous areas are the front of the bus and the right rear tire area. The driver is not able to see these areas!!! Stay out of these areas.**

**Parents PLEASE do not call your child to your location until the bus has departed.**

**Bus Ride Safety Procedures: Students are expected to maintain a safe, conducive, and respectful bus environment.** Student behavior on the bus should be the same as in the classroom. The drivers' primary responsibility is to operate the school bus on Ohio roadways in a safe manner (ORC 3301-83-08).

- Sitting in a seat on the bus. Each student shall sit in a position which will provide maximum protection by the seat back. ORC 3301-83-18). Students are asked to sit in the following manner: back to back, bottom to bottom, and feet to floor. Any other manner is unacceptable and unsafe. Backpacks and other items are to be kept in their laps. Students may not lay on seats or place feet on seats.
- Students must maintain a quiet bus environment. Students are permitted to talk quietly on the bus, and classroom conduct is to be observed while on the bus.
- Students are not permitted to open the bus window without permission from the driver or
- Students are not permitted to extend their head or arms out of the window.
- Students are not permitted to call out to passers-by.
- Students must help to keep the bus clean, sanitary and orderly. They must not damage or abuse the equipment.
- Students are not permitted to throw articles of any kind out of or around the bus.
- Students are not permitted to eat or drink while on the bus.
- All food items must be kept in a lunch box, bag, closed container or backpack.
- Students must remain in their seat and keep the aisle clear.
- Students must stay seated until the bus comes to a complete stop.
- Students are not permitted to tamper with emergency doors, controls, or windows.
- Large items such as band instruments, shop projects, sports equipment, skateboards and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle, exits, and driver's vision shall not be blocked.

**Parents/guardians are not permitted to enter the bus.**

**Any concerns must be addressed with the building administrator and/or the transportation administrator.**



## APPENDIX-C NWLSD Attendance Information

Regular school attendance is critical for your student to experience their full potential of academic growth and achievement. Our own district research clearly shows that when students miss a concerning amount of time from the classroom, there are drastic drops in their growth rate on academic diagnostic tests including the state of Ohio required testing.

Each school year certainly has its own set of challenges, and we understand that illness often has an impact on student attendance. We also understand that there are additional factors that may have an influence on your student's regular attendance at school. We wish to partner with you to help your student grow and achieve at their highest level. If you are facing challenges that prevent your student from attending school, please reach out to us as soon as possible so as to minimize the loss of academic growth. As the school monitors attendance you will also hear from us about interventions that we would like to partner with you to implement well before attendance concerns drastically impact your students growth opportunity.

All absences from school have an impact on students. However, the State of Ohio defines "Chronic Absenteeism" as missing more than 10 percent of the school year, regardless of the reason. Students that are chronically absent, as research has proven, are the most vulnerable to not achieve their growth potential socially and academically. NWLSD is committed to working with you to ensure your student is present and in class learning as often as possible.

The State of Ohio requires schools to take certain steps at absence thresholds. Although most students will not reach concerning levels, all absences, by hour, count toward the excessive absence total. Unexcused absences, by hour, also count towards the habitual truancy totals. For an absence to be considered excused, an official notice from a third party (medical, court, funeral notice) needs to be submitted to the school within 5 days of the absence. Regardless of absence type, please communicate with your student's school regarding the reason for the absence as we want to be in partnership with you to have your student in school as much as possible.

It is also important for you to know that NWLSD does maintain a force failure policy, which may be enforced by the principal/designee for the following: students who miss four class periods in a quarter course, nine class periods in a semester course, or 18 class periods in a full year course.

The State of Ohio has recently become even more specific about the expectations regarding student attendance and the steps schools must take to monitor and assist families with challenges to avoid missed school time. Below are specific details regarding the steps Ohio schools must take to help improve student attendance under the requirements of House Bill 410. Please know that we are looking to partner with you so that your student may achieve at his/her highest level.

### **Ohio House Bill 410 Details and Requirements**

Regular school attendance is required by Ohio Law and is a key factor for student success in school. House Bill 410, of the Ohio Legislature mandates that students attend school every day that school is in session. It is important to establish good attendance patterns early in a child's school experience. Custodial parents/guardians will be notified when a student incurs any of the following:

#### Excessive Absences

38 or more hours in any month (All Absences)

65 or more hours in a year (All Absences)

#### Habitual Truancy

30 or more consecutive hours (Unexcused ONLY)

42 or more hours in any month (Unexcused ONLY)

72 or more hours in a year (Unexcused ONLY)

Please keep in mind, only third-party and/or medically excused absence hours do not count toward unexcused absences (court notice, doctor note for example).

#### **House Bill 410 Required Action Steps**

1. Any student who receives a letter pertaining to the Habitual Truancy guidelines or reaches Habitually Truant criteria, will have an Absence Intervention Team convened within 14 days of this letter and the student will be referred to this group. The parent(s)/guardian(s) will be invited to attend the meeting. The purpose of the meeting will be to discuss the causes for absenteeism, and work together with the team to develop interventions that can be implemented at school and home to help address the absences and improve attendance in school.

2. The school and parent(s)/guardian(s) will work to develop a positive working relationship with open lines of communication to address the truancy, and will continue to actively monitor attendance from the date the plan is put into effect for the student.
3. If at any time since the implementation of this plan the student again incurs any of the triggering events described above for Habitual Truancy, the school will then file a complaint with the Hamilton County Juvenile Court and bring charges against the parent and/or student for truancy. If however, after 60 days of attempting this Absence Intervention Plan, the student does not incur any of the triggering events, but shows little progress in improving his/her attendance, the school can then also file a complaint with the Hamilton County Juvenile Court and bring charges against the parent and/or student for truancy. These filing mostly begin at our SAFE Council Diversionary Court so that we can work together to find a solution.

If you have any questions, please call your student's school attendance office or NWLSD Student Services.