



NORTHWEST LOCAL SCHOOL DISTRICT

STUDENT SUPPORT GUIDELINES AND CODE OF CONDUCT 2021/2022

NWLSD PRIDE

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) model with our strategic plan and other key district priorities. 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	385-6424
Northwest High	10761 Pippin Road, 45231	851-7300
Northwest Transitions Academy	3242 Banning Road, 45239	648-3183
Colerain Middle	4700 Poole Road, 45251	385-8490
Pleasant Run Middle	11770 Pippin Road, 45231	851-2400
White Oak Middle	3130 Jessup Road, 45239	741-4300
Colerain Elementary	4850 Poole Road, 45251	385-8740
Monfort Heights Elementary	3711 West Fork Road, 45247	389-1570
Pleasant Run Elementary	11780 Pippin Road, 45231	825-7070
Struble Elementary	2760 Jonrose Ave, 45239	522-2700
Taylor Elementary	3173 Springdale Road, 45251	825-3000
Houston Early Learning Center	3308 Compton Road, 45251	385-8000
NWLSD Administrative Center	3240 Banning Road, 45239	923-1000
<ul style="list-style-type: none"> ● Business Services ● Curriculum ● Public Relations & Communication ● Human Resources ● Student Services ● Superintendent ● Technology ● Treasurer 		
Houston Educ. Service Center	3310 Compton Road, 45251	522-6700
Enrollment Center	3310 Compton Road, 45251	522-6700 ext. 7
Food Services Department	3310 Compton Road, 45251	522-6700 ext. 5
Special Education Department	3242 Banning Road, 45239	522-6700 ext. 9
District Nurse Supervisor	3240 Banning Road, 45239	648-4065
Maintenance Department	4700 Poole Road, 45251	385-4829
Transportation Department	3113 Springdale Road, 45251	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 Children's Home 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 action can be taken to stop the mistreatment.
- Speak directly with your student's teacher.
- Speak directly with your student's school counselor or administration team.
- Complete the Harassment Intimidation Bullying Form (HIB). Form can be found on 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. You may also call or text our Safe Hotline at 513-857-1335 for assistance. You may also contact the Psychiatric Intake Response Center (PIRC) at 513-636-4124

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 that support students and families - 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 as a support to students in foster care.
- They also serve students and families that are facing homelessness.
- To contact our district social workers, call 923-1000 or email Lindsey Gibson at lgibson@nwlsd.org

For Help With Foster Care Support:

- To contact our district social workers, call 923-1000 or email Lindsey Gibson at lgibson@nwlsd.org or Cristen Casteel at 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.
- To speak with your student's school health office, call the main office and ask to be transferred.

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 the school counselor or principal to discuss involvement of the RTI (Response to Intervention) team.
- If the concern involves 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's 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 grade level 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
- Speak with your student's grade level administrator.

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.

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.

NWLSD Community Resources

Emergency Contact Numbers

See Something/Say Something	(513) 857-1335
24 Hour Mobile Crisis Team	(513) 584-5098
Child Abuse or Neglect Reporting	(513) 241-KIDS
Ham. County Dev. Disabilities Emer. Line	(513) 794-3308
24 Hour Crisis Line Talbert House	(513) 281-CARE
Children's Hospital Psychiatric Intake Response Center (PIRC)	(513) 636-4124
Trevor Project Crisis Line--LGBTQ	1-800-4-U-TREVOR
National Suicide Prevention Lifeline	1-800-273-TALK
Colerain Township Non-Emergency	(513) 321-COPS
Green Township Non-Emergency	(513) 574-0007
Safer Ohio Tip Line	(844)-723-3764

Best Point Behavior Health by the Children's Home (513) 272-2800

Abuse/Domestic Violence

YWCA Domestic Violence Shelter (513) 872-92598

Shalom Center for Elder Abuse 1-888-295-7453

Clothing and Household Items

- If your family is in need of any basic needs including clothing or household items, contact your students guidance counselor or the district social workers.
- To contact our district social workers, call 923-1000 or email Lindsey Gibson at lgibson@nwlsd.org
- **S.O.N Ministries (513) 385-1793**
 - Services all NWLSD Families
- **Mt Healthy Alliance (513) 521-3700 or 513-551-8036**
 - Services families residing in the 45231 zip code
- **Corpus Christi (513) 825-0618**
 - Services families residing in areas of 45231, 45240, 45251, 45252 zip codes

Other Supports

Freestore Food Bank (513) 241-1064

NAMI of Southwest Ohio (513) 351-3500

Bhutanese Supports (513) 410-4982

Su Casa (513) 241-7745

Cancer Family Care (513) 731-3346

PFLAG LGBTQ+Family Support (513) 721-7900

WOCC (Basic Needs) (513) 385-0425

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. 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.

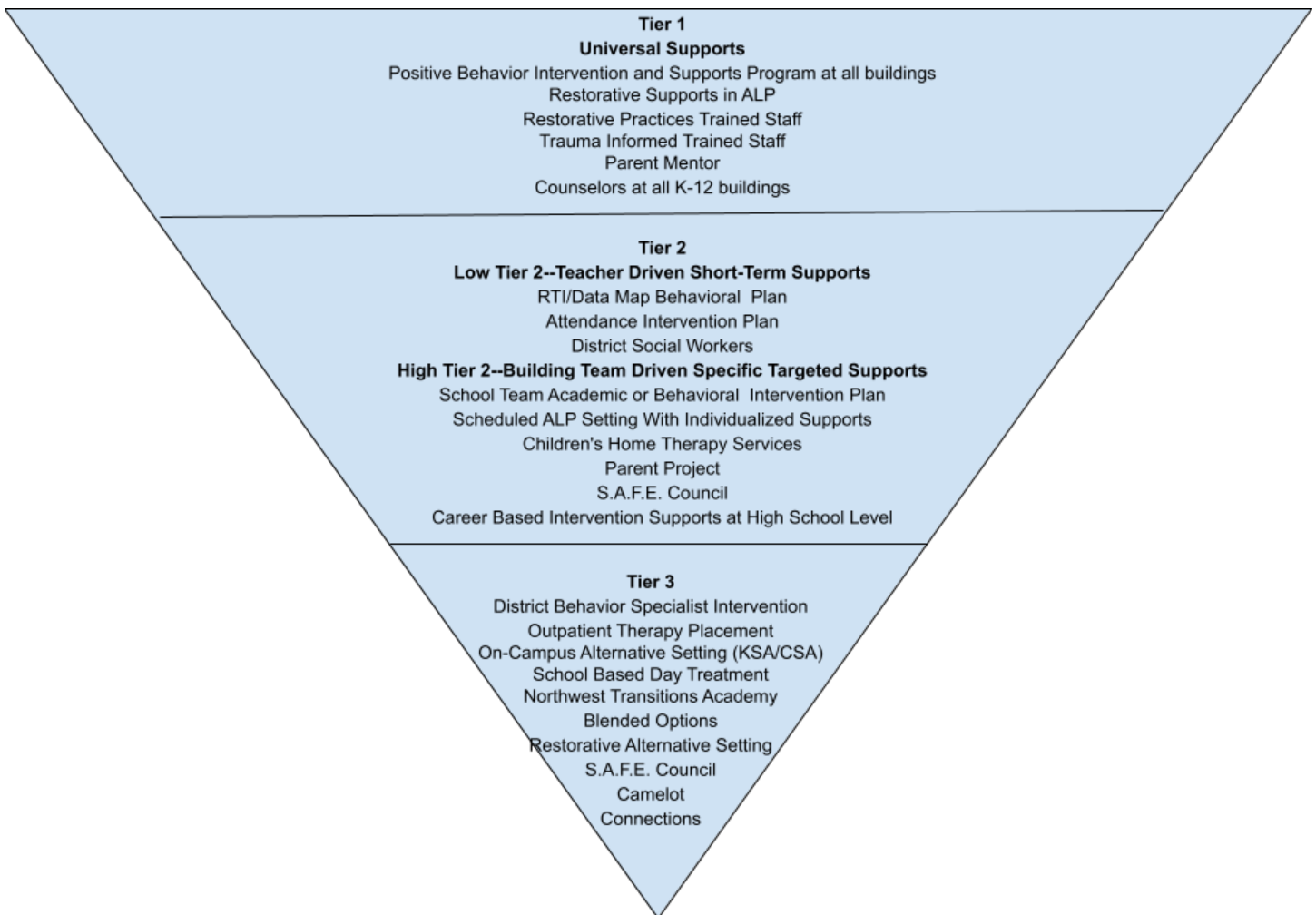
Restorative Practices vary based on a student's behavior concerns and needs. The best results are achieved when students willingly engage in the interventions that are put in place. Restorative Practices consist of positive interventions to encourage improved behavior. Restorative Practices promote:

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

Student Services

NWLSD has both in-house and outsourced 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 elementaries 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.
- **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. 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.

- NWLSD Parent Mentor
 - Provides support and guidance with parents particularly for students that receive special education services.
Contact Jenny Blust @ jblust@nwlsd.org for information.
- 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 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 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, behavior, or the 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
- Children's Home/Best Point of Cincinnati School Based Services
 - 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 supports 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.
- Student and Family Engagement Council (S.A.F.E.)

- NWLSD Diversionary Court
- Works to identify barriers to success for students, address concerns, develop a support plan helping students make better choices and attend school regularly. Please see Appendix-C for specific attendance expectations and details.
- CBI at the High School Level
 - Career Based Intervention Supports.

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.
- Blended Learning Option for Secondary Students
 - Students engage with curriculum through at-home online resources in addition to weekly on-campus check-in at the alternate site or home school site.
- 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, develop a support plan helping students make better choices and attend school regularly. Please see Appendix-C for specific attendance expectations and details.
- Camelot Partial Hospitalization Program for Elementary and Middle School Students
 - Provides half-day therapeutic group therapy.
- Connections Program for Elementary Students
 - Specialized behavior support program for elementary age students.

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

- NWLSD teams with the H.E.M.I. program for youth in the custody of Hamilton County Job and Family Services. The initiative teams a mentor with students to help guide them through secondary programming to encourage the pursuit of higher education.
- Kids In School Rule (KISR) is programming designed to support students under the care of HCJFS.
- YWCA works through Peaceful Solutions programming in a few of our elementary schools.
- Fernside Grief Support Groups work in our buildings to support students that 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 for 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, counselor and possibly other district level supports, like you, have 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. 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 Dustin Gehring, Student Services to discuss the process and possible supports available to them.

NWLSD

For More Information

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

				
See Something, Say Something Form	Harassment, Intimidation, Bullying Form	NWLSD Facebook Page	District Calendar	District News
				
Counseling Department	Business Services	Contacts and Maps	Enrollment	Transportation

				
Expulsion Appeal Document	Suspension Appeal Document	Student Services	Parent Resources Page	Progressbook Parent Login

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 for both in-person or remote environments. 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, in-person or through a remote environment (virtually) 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
21/22

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)
- Recess Detention
- Lunch Detention
- Office Referral for Repeated Violations

Administrative Interventions:

- Administrative Warning
- Demerit
- Recess Detention
- Lunch Detention
- Administrative Detention
- Use of Temporary Alternative Setting (ALP)

Code	Description
100	Failure to abide by mask policy as established by administration and the Board of Education
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	Failure to abide by reasonable dress and appearance codes as established by administration and the Board of Education.
106	Non-Approved Use of Technology

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 Referral for Repeated Violations

Administrative Interventions:

- Demerit
- Detention
- ALP–Alternative Learning Placement
- ASA– Alternate School Assignment
- Use of Temporary Alternative Setting
- Emergency Removal
- Out-of-School Suspension (OSS)

Code	Description
201	Disrespect to a teacher or other school authority.
202	Disrespect to a student.
203	Disregard of reasonable directions or commands by school authorities.
204	Any disruption or interference with school activities.
205	Cursing – use of indecent language in oral or written form.
206	Use of obscene gestures.
207	Forgery of school or school-related documents
208	Cheating or plagiarizing.
209	Distribution of pamphlets, leaflets, buttons, insignia, etc., without the permission of the proper school authorities.
210	Placing of signs and slogans on school property or at school events without the permission of the proper authorities.
211	Minor petty theft
212	Skipping class.

213	Leaving school property without permission of proper school authority.
214	Disobedience of driving regulations.
215	Presence in areas during school hours or outside school hours where a student has no legitimate business without permission of a school administrator or a teacher.
216	Leaving the classroom without permission.
217	Engaging in activities that may cause fear or panic in an individual or group.
218	Refusing to receive or serve properly administered discipline (Detention, ASA, ALP) .
219	Repeated non-approved use of technology or disruption of the educational process through the non-approved use of technology.
220	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

Administrative Interventions:

- Use of Behavior Intervention Process
- ALP– Alternative Learning Placement
- ASA–Alternate School Assignment
- Emergency Removal
- Out-of-School Suspension (OSS)

Code	Description
301	Willfully aiding another person to violate school regulations and/or interfering with school investigation.
302	Failure to report the actions or plans of another person to a teacher or administrator 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.
303	Misuse of chemical substances.
304	Smoking, using, or possessing any substance containing tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, e-cigarettes, and chewing tobacco, or tobacco paraphernalia such as matches or lighters or use of tobacco in any other form. As provided in 3313.751, Ohio Revised Code, it shall be a violation of this rule to use or possess tobacco in any form while on school premises or at

	any school activity regardless of time or location.
305	Distributing any substance containing tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, and chewing tobacco, tobacco paraphernalia such as matches or lighters or use of tobacco in any other form. As provided in 3313.751, Ohio Revised Code, it shall be a violation of this rule to use or possess tobacco in any form while on school premises or at any school activity regardless of time or location.
306	Fighting.
307	<p>Hazing, threatening, harassment, intimidation or bullying of students based upon personal attributes or beliefs on/off school grounds, or engaging in activities that may cause fear or panic in an individual or group.</p> <p>For purposes of this policy, the term "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>
308	Displaying excessive affection, inappropriate touching or other inappropriate behavior.
309	Falsifying of information given to school authorities in the legitimate pursuit of their jobs or interfering with the administrative investigation.
310	Possession of obscene, pornographic or libelous material.
311	Damage or destruction of school property on or off of school premises.
312	Damage or destruction of private property.
313	Demonstrations by individuals or groups causing disruption to the school program.
314	Gambling.
315	Theft or Possession of stolen student property.
316	Inappropriate use of computers and other technologies. Inappropriate use includes: vandalism, theft, or misuse of the hardware, plagiarism, 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. Violations may result in revocation of access privileges, suspension, expulsion, other school disciplinary actions and/or appropriate legal action.
317	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.
318	Audiotaping, videotaping, filming or photographing of any student or staff member without the explicit knowledge and permission of the student, staff member, and the school administration.
319	Disrespect to student that involves physical contact on the part of the individual.

320	Disregard of reasonable directions or commands by school authorities resulting in disruption of the learning environment.
321	On school property or participation in school activities (on campus or off campus) while suspended or expelled without permission.
322	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

Administrative Interventions:

- Use of Behavior Intervention Process
- Multiple Day Out-of-School Suspension (OSS)
- Recommendation for Expulsion
- First Time Drug Offense Intervention Procedures

Principals may suspend a student 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	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).
402	Convey, attempt to convey, possess or use a weapon other than a firearm. The term "weapon" shall have the following meanings: (a) Any instrument, device or object which is designed or is specially adapted for use as a weapon, or which is possessed, carried or used as a weapon. Examples of "weapons" shall include, but are not limited to: firearms, explosive devices, incendiary devices, ordinances, ammunition, knives, grenades, brass knuckles, slingshots, crossbows, arrows, blowguns, etc. (b) The possession or use of objects which may render physical harm to another if improperly used, including, but not limited to: axes, hatchets, hammers, saws, chains, ice picks, screwdrivers and knives. An exception to this rule shall include the proper use of such objects while under the direct supervision and control of a duly authorized representative of the Northwest Local School District. "Knives," as defined in Northwest Board of Education policy include, but are not limited to, any instrument that possesses a pointed or sharp-edged blade of metal or other rigid material that is designed for or can be used for cutting, slicing, piercing, or stabbing. This definition shall include, but is not limited to straight razors, utility knives, box cutters, ice picks, pocket knives, switchblades, and buck knives. (As provided in Ohio Revised Code 3313.66 and 3313.661, violations of the Code of Conduct involving knives are subject to expulsion from school for one year.)
403	Sale/distribution of weapons. See term "weapon" as defined in Code 402.

404	Convey, attempt to convey, possess or use any instrument, device or object which is designed to look like a firearm.
405	Convey, attempt to convey, possess or use any instrument, device or object which is designed to look like any other type of weapon.
406	Sale/distribution of any instrument, device or object which is designed to look like a firearm.
407	Sale/distribution of any instrument, device or object which is designed to look like any other type of weapon.
408	Using or being under the influence of any controlled substance (drugs, narcotics, marijuana, 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 you think is a controlled substance).
409	Possessing or buying any controlled substance (drugs, narcotics, marijuana, 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 you think is a controlled substance), or possessing drug paraphernalia.
410	Selling or distributing any controlled substance (drugs, narcotics, marijuana, etc.) or inhalant; or buying, selling, 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 you think is a controlled substance).
411	Buying, selling, transferring or using any drug, alcohol, medication, inhalant, paraphernalia or other substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances. Vaping contraband will be considered a controlled substance at all times.
412	Possessing, using, or being under the influence of any alcoholic beverage or intoxicant of any kind.
413	Sale or distribution of any alcoholic beverage or paraphernalia or intoxicant of any kind.
414	Buying, using, possessing, selling or being under the influence of any Vaping contraband.
415	Possession and/or discharge of any explosive substance or incendiary device.
416	Assault on student.
417	Assault on school employee or other person.
418	Disrespect to staff that involves physical contact on the part of the individual.
419	Engaging in any sexual acts.
420	Indecent exposure.
421	The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, emailing or sexting, etc.) may constitute a crime under state and/or federal law which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.
422	Violation of the district's sexual harassment policy. See policy number po5517 .
423	Hazing, threatening or harassment of 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.
424	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.) Oral, written or social media threats to harm individuals, groups, or school.
425	Extortion of a student or school personnel.
426	Arson or other improper use of fire.
427	Theft or possession of school property or school employee property.
428	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.
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	Repeated 300 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 COVERINGS FOR STUDENTS

All students must follow district guidelines/policies regarding face coverings at all times. Please communicate with your student's building administration team for specific guidelines/policies.

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. While on a school bus, the NWLSD CODE OF CONDUCT applies to student conduct, in addition students are expected to adhere to the following guidelines:

- Students must be at the bus stop 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 should never stand in, or play on, the roadway while waiting for the bus.
- Students must be in their place of safety at the bus stop while waiting for the bus to arrive.
- 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.
- In crossing the street at any time, students should look both to the right and to the left, WAIT FOR THE DRIVER'S SIGNAL (IF THE BUS IS PRESENT), and then cross the street..
- Students are permitted to talk quietly on the bus, and classroom conduct is to be observed while on the bus.
- Students must not call out to passers-by. They should not open the bus window without permission from the driver or extend head or arms out of the window.
- Students should not leave the bus without the driver's consent, except on arrival at their regular assigned bus stop or at school.
- Students should help to keep the bus clean, sanitary and orderly. They must not damage or abuse the equipment.
- Students must sit facing the front of the bus AND SHOULD NOT LAY IN THE SEATS or PLACE THEIR FEET ON OTHER SEATS.
- Students must not throw articles of any kind out of or around the bus.
- Students are not to eat or drink while on the bus.
- 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.
- In approaching the bus or a bus stop along the highway, students should 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 should immediately walk around the front of the bus and stop before crossing. Students should 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.
- 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.
- All food items must be kept in a lunch box, bag, closed container or backpack.
- 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.
- Parents/guardians are not permitted to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.
- Students must get on and off the bus at their assigned board approved bus stop.

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 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.

There are some types of absences for which the state allows and those absences do not count towards the progressive steps in the state attendance plan. It is critical that medical, court, or funeral excuse notices are turned in to the school office if applicable within five days of the absence. If you believe any of the information above is inaccurate, please reach out to the school attendance office as soon 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 reach 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.

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