

ABRAXAS



BULLDOGS

Student Handbook

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Directory

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Abraxas School of Ohio

What is Abraxas?

Founded in 1993, the Abraxas School of Ohio provides an education to students who have been placed in residency at Abraxas Ohio. The school meets the educational needs of youth as an intensive academic and behavioral alternative to the public school. By offering regular classes for those who will re-enroll in their home school as well as GED classes for those who qualify

School Mission

We are committed to improving student performance in a positive learning environment. By collaborating with parents, community, students, and staff, our students will achieve the level of knowledge and the skills required for working, living, and learning in an ever-changing society.

Goal Statements

1. To increase student achievement.
2. To enhance collaboration with all stakeholders.

Vision

Students are inspired to reach their academic, social, and work-ethic potential with an understanding of the importance of education. They are strongly encouraged to have a positive attitude about learning as a lifelong experience while being a positive contributor to society.

Philosophy

Embracing the student as our center of focus, we believe:

1. Learning is a life-long process, and all students can learn.
2. Positive self-esteem and self-worth are necessary components of learning.
3. Education is the foundation for being a productive member of society.
4. All students have equal rights and opportunities to learn.
5. Each student owns responsibility for his education and the resulting consequences.

Academics

Grades

The Abraxas School of Ohio faculty has a recommended grading procedure and additional notations that may indicate work in progress or incomplete work. Grades will be calculated as follows:

Grading Scale

The following is the grading scale for the Abraxas School of Ohio.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = below 59

Grade Reports

Interim progress reports will be issued to Abraxas counselors after 20-24 days of each grading period is completed. A term grade report will be issued to counselors upon completion of 42-47 possible days. In addition, the following information pertains to grade reports:

- Grades will be assigned without plus or minus signs. (Teachers may use them at their discretion). Plus, and minus grades are not used in determining GPA.
- Students who receive an incomplete "I" (incomplete) must assume responsibility by contacting the course teacher to determine what work is needed to convert the "I" into a final course grade.
- An "I" will be converted to a final grade and the incomplete work will be given zero points, if the work required is not made up within two weeks of the end of the previous grading period.

Awards Assembly Procedure

Students might be rewarded for their hard work and good behavior at the end of each term at the administrator's discretion.

The following behavior is expected during the awards assembly:

- Always remain quiet and respectful.
- No cat calls, whistling, or calling out to anyone.
- Show respect when someone on stage is speaking.
- Clap at appropriate times for those receiving awards.

Inappropriate behavior will result in the proper documentation and/or removal of the student.

The following awards will be given:

Most Improved Student: Teachers will nominate those students they feel have improved academically and behaviorally during the term. The teaching staff will vote to determine the award winners.

Citizenship Award: Teachers will nominate those students they feel who have helped in the classroom and/or school by cleaning the classroom, helping their peers, and supporting the educational process.

Outstanding Student: Teachers will nominate those students who exhibit excellent role model behavior, consistent academic excellence, and a positive mindset overall in the school area. The teaching staff will vote to determine the award winners.

Sanctuary Model Student:

Students are nominated because they have exhibited behaviors which role model the Sanctuary Model Commitments:

The Sanctuary Commitments: (Taken from the Training Manual)

A commitment to nonviolence - being safe outside (physically), inside (emotionally), with others (social) and to do the right thing (moral).

A commitment to Emotional Intelligence - managing our feelings so that we do not hurt ourselves or others

A commitment to Social Learning - respecting and sharing the ideas of our teams

A commitment to Democracy - shared decision making

A commitment to Open Communication - saying what we mean and not being mean when we say it

A commitment to Social Responsibility - together we accomplish more,
everyone makes a contribution to the organizational culture

A commitment to Growth and Change - creating hope for our clients and
ourselves

Honor Roll and Merit Roll:

4.0 – All A's High Honor Roll

3.5-3.90 – Honor Roll

3.0-3.49 – Merit Roll

Educational Program Options

Abraxas School of Ohio offers two diverse educational program options. They are the Transitional Program Option and the GED Program Option.

Transitional Program Option

The transitional option of education is for those students entering the Abraxas School of Ohio with the goal of returning to the public-school setting. Students participating in transitional classrooms are exposed to curriculum designed to meet their home school requirements. All curricula are accredited through Mid-Ohio Educational Service Center courses of study and are developed based on the Ohio Academic Standards by grade and subject.

Students enrolled in the transitional option will have the opportunity to earn hours towards promotion or credits towards graduation. Seventh and eighth grade students are required to earn a total of 750 clock hours per year in order to be promoted to the next grade level. Ninth through twelfth grade students can accumulate clock hours for credit, which will transfer back to their high school. A minimum of 30 clock hours in a subject is necessary to earn one-fourth of a credit with a minimum of 60 clock hours required for one-half credit. Passing grades from detention centers along with any unused clock hours earned elsewhere may be used toward earned credit for transcript purposes, only.

A minimum of twenty-one or twenty-two (depending on home school requirements) successfully completed credit hours is necessary for graduation. A student needs the following amount of credit hours to be placed in each grade at Abraxas School of Ohio.

0 – 5.5	freshman	(9 th)
5.5 – 11	sophomore	(10 th)
11 – 16	Junior	(11 th)
16+	senior	(12 th)

Graduation Requirements

Students come to Abraxas School from a variety of school districts. The graduation requirements for each school are different. The following Ohio graduation requirements are in effect beginning with the 2013-2014 school year.

English Language Arts	4 credits
Math*	4 credits
Science **	3 credits

Social Studies ***	3 credits
Health	½ credit
Physical Education	½ credit
Electives****	5 credits
Other Requirements*****	
Economics and	
Financial literacy	1 credit
Fine Arts	1 credit

* Mathematics must include 1 credit of Algebra II or the equivalent of Algebra II.

** Science must include 1 credit of Physical Science, 1 credit of Life Science, and 1 credit of advanced study in one or more area of the following: Physical Science, Advanced Biology, Astronomy, Physical Geology or other Earth or Space Science.

*** Social Studies must include 1 credit of American History and ½ credit of American Government.

****Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

*****Every student must have instruction in Economics and Financial Literacy during 9-12 grades and complete at least 2 semesters of Fine Arts between 7-12 grades. Students following a career-technical pathway are exempted from the fine arts requirement.

For additional information on graduation requirements per graduating year, please refer to the following link from Ohio Department of Education:

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-Cl-2/GradReq2021.pdf.aspx?lang=en-US>

Earning Credit/Hours

Seventh and Eighth grade students are required to earn a total of 750 clock hours per year in order to be promoted to the next grade level. Ninth through Twelfth grade students can accumulate clock hours for credit, which will transfer back to their high school. A minimum of 30 clock hours in a subject is necessary to earn one fourth of a credit with a minimum of 60 clock hours required for one-half credit.

GED Program Option

Students, who have not earned enough credits to make it feasible to graduate from high school, may qualify for the GED program. Passing the general educational development test is the equivalent of a high school diploma for some students who are at least 16 ½ years of age and who have earned five (5) high school credits or less. Placement in this program is a joint decision by the youth, guardian, GED teacher, and the school administration.

Students prepare for the GED test by actively participating in a self-motivated class working in 5 subject areas. Tutoring of individuals, as well as, small groups is available. Testing is completed in the areas of Mathematics, English Language Arts, Science, and Social Studies.

A youth must meet certain requirements to be permitted to take the Official Pre-GED exam. They are:

1. He must submit a signed letter of intent from his guardian.
2. He must be a positive role model and capable of independent study.
3. He must be 16 and ½ years old at the time of entering the program and have less than 5 credits.

Youths who have not successfully passed their GED exam at the time of discharge will be encouraged to enroll in a GED program in their home community. The counselor and/or the GED instructor will research programs in their area.

Requirements for admittance to the GED Program:

Clients must be informed of the structure in the GED classroom:

1. The GED classroom utilizes a self-motivated, independent study atmosphere to allow each student to learn at his own pace and skill level.
2. The GED classroom adheres to a strict schedule of work time and break time to benefit the students within the classroom. A student may be removed from the program if he is not able to adhere to the expectations.
3. The GED classroom requires strict adherence of expectations (quiet respect, sharing, stepping-up, and other aspects of mature level of behaviors) to allow all students to achieve.
4. Students in the GED classroom will be expected to submit the amount of assignments required according to their individual plan. They are required to revise work that does not meet a 75% or higher grade.
5. All students share in the tasks of cleanup and organization of the GED classroom, materials, and environment.
6. All materials are the property of the GED classroom and shall be signed out and returned in good order.

Rights and Responsibilities

The schools' rules and procedures are designed to allow each student to obtain a safe, orderly and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment if they respect those rights for their fellow students and staff.

Students will be expected to follow teacher directions and obey all school rules.

Parents/Guardian/Counselors have a right to know how their child is succeeding in the school and will be provided information through interim progress reports, grade reports and direct correspondence. This correspondence will be distributed to the appropriate staff member of Abraxas Ohio and then disseminated to the respective guardians. Also, the mail, electronic mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way line with their child's teachers and support staff, by informing the staff with suggestions/concerns that may help their child better accomplish his educational goals

The Staff expects students to arrive at school prepared to learn. Students bear the responsibility of arriving on time and are prepared to participate in the educational program.

Immunizations

Each student should have the immunizations required by law or have an authorized waiver. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State Law. Any questions about immunizations or waivers should be directed to the principal.

Individuals with Disabilities

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against based on a disability. This protection applies to all individuals who have access to the district's programs and facilities.

Code of Conduct

Every youth who is in school has a daily behavior documentation sheet. The team member responsible for you during each period evaluates your behavior in seven areas. For example, a teacher, counselor, nurse or other school team member – depending on where you are or whom you are with during any given period of the day, may evaluate you. These seven areas also represent the Seven Key Principles for Behavior.

There are Seven Key Principles of Behavior at Abraxas to help guide the client to positive behavior. The school has a positive and negative documentation system to reward those people meeting and exceeding the key principles as well as to hold people accountable for negative behavior. Each principle offers a guideline for success and will be used to give clients opportunities for improvement. They are also used to establish statuses and awards.

Principle 1: People Security

We closely supervise our clients and have meaningful interactions with them.

M/E/F - Avoided conflict with peer or staff/teacher, gave a peer a “check in.”

P - Handshaking, invaded personal space, touched others’ personal belongings, wandering halls without staff, hanging in hallways, going to classes that aren’t yours, intimidating peers. Continued negative behavior after redirect.

N - Horseplay, pushed peer or staff/teacher, used intimidation, threatened verbally or physically, fighting, threw materials at peers or staff, throwing equipment, calling out the door to staff, leaving lunchroom without supervisors.

Principle 2: Program Security

We provide a high degree of constructive activity within clearly defined structure and expectations.

M/E/F - Exceeding classroom work expectations, received higher test score than usual, with appropriate participation.

P - Not participating for part or all the class period, not turning in assignment until the next day, disruptive in our classroom. Did not return assignment or materials, disruptive during peer’s presentation.

N - Refusing to work during class period and not turning in assignment.

Principle 3: Accountability/Responsibility/High Expectations

We teach accountability by expecting our clients to accept responsibility for their behavior.

M/E/F - Holding self and peers accountable, accepting responsibility, assisting others to accept responsibility. Did not have contraband from floor (extra clothing, no hoodies, no pictures (unless on safety plan), no personal notebooks, no brushes or combs, no pens, no pencils, or markers).

P - Did not meet classroom expectations (stay seated, stay quiet, raise hand, follow line expectations, chair legs on floor, returning supplies, keeping hands off air conditioner and teacher's desk) and had contraband after previous warning. Continued disruption after redirect (rapping, singing, tapping), writing in books, tipping chairs, profanity, handshakes, outbursts, writing on desks, not staying awake, keeping shirts tucked and pants up.

N – Continued to bring contraband from floor (brush or comb, hoodies, pictures, pens, pencils). Disruptive behavior in classroom or hall, continued stopping in staff area and orientation room, left class without permission, talking during instruction, writing in textbooks, taking erasers off pencils, snapping pencils in half, throwing classroom materials and furniture in classroom, yelling in school area tapping on class doors or windows.

Principle 4: Role Modeling

We teach clients by setting an example for appropriate behavior and speech.

M/E/F - Being a good role model for peers, exceeding expectations.

P - Used poor attitude or judgment, inappropriate language, inappropriate dress (sagging pants, shirts untucked, unlaced and untied shoes, "gang" colors and dress, pant legs rolled up), teasing other peers, telling stories from the floor or previous placements. Continued inappropriate behavior after redirect.

N - Defiantly using attitude, language, and dress to abuse expectations, gang handshakes and language.

Principle 5: Teamwork/Communication

We work together as a team by effectively communicating with one another, our clients and their families.

M/E/F - Displayed good teamwork qualities with peers and/or staff without redirection.

P - Tit for tat, argumentative behavior when asked to follow expectations, avoiding positive processing with staff/teacher. Continued negative actions after redirect.

N - Refused to process with staff/teacher, continued argument causing a disruption in education process, refused to work with peers.

Principle 6: Dignity and Respect

We show care and concern for all client needs in an environment of dignity and respect.

M/E/F - Treated peers and staff/teacher with dignity and respect without being asked.

P - Did not show respect for self, others, and surroundings or name-calling.

N - Refused to show respect for self, others and surroundings, lied, theft of materials from peers, staff/teacher or classroom or inappropriate gesture.

Principle 7: Cleanliness/Environment of Care

We maintain a physically clean and attractive environment that promotes the physical and mental health needs of our clients.

M/E/F - Cleaned work area and returned materials to proper place without instruction.

P - Did not put away class materials. Wrote on walls, pulled staples from bulletin boards, sat on desks or tables, put feet on desks or chairs.

N - Refused to clean up work area, threw materials in classroom, tipped over desks/chairs, spit on floor, and tore displays and other work on walls, unscrewed desks and chairs/tables, drawing on desk, tables, walls, library books, gang tagging.

Emergency Drills

There will be emergency drills conducted on a monthly basis. Each drill will be one of the following:

- Fire Drill
- Tornado Drill (March - July)
- School Safety Drill

The directions to follow for each type of drill will be posted in each classroom and will be reviewed with you in orientation and periodically by your classroom teachers.

Physical Education

Coats and hats are expected to be worn during cold weather but will not be allowed to be worn in the buildings. Students will be responsible for their own articles of clothing. Student may be dismissed from the class who might be a flight risk. Students must always wear gym shoes to participate.

Class Change

Students will not move from one classroom to another without permission from the classroom teacher. Permission must be obtained to leave the classroom for any reason, no exceptions. **A team member must always escort students.**

At the end of each class:

- The Teacher will tell you when it is five minutes before class change. At this time, all technology must be turned off.
- Staff will tell you when you may line up for the next class.

Hallway Behavior

A team member must always escort students.

DO NOT STOP IN STAFF AREA, THE PRINCIPAL'S OFFICE, THE SECRETARIES' OFFICE, OR THE ORIENTATION ROOM. DO NOT STOP AT ANY CLASSROOM OTHER THAN YOUR OWN.

Line up on the right side, use line expectations, keep silent, head and eyes forward, hands to yourself, do not tap on doors or wall, do not look into other classrooms, line up outside classroom until teacher leads you inside.

Do not yell or call to counselors, staff, or teachers including the haircut monitor.

Classroom Expectations

In all classes you will:

- Be on time for class. DO NOT stop at the Staff Area or any other classroom during class change.
- Enter the room quietly, get needed supplies, and sit down.
- Sit up in the chair, with your feet flat on ground.
- Keep your hands to yourself.
- Raise your hand when you need to say or ask something.
- Ask the teacher if a window can be opened or the air conditioner can be turned on or off.
- Stay in class until dismissed. The teacher will let you know when you may line up for class change.
- Always follow the teachers' directions.
- You may only see the school nurse during school hours if the nurse comes to remove you temporarily from class. Nurse slips are available from your teacher, who will give to the staff on duty.
- Clients are not allowed to make special requests to talk to counselor or staff during the school day or after school while waiting for transport. Counselors and staff have clients scheduled. In an emergency, clients may write out their request and hand it to their teacher who will pass it to school staff. In addition, the teacher may contact staff or the administrator concerning an emergency request.
- Stress balls, and other items intended to engage a student's interest and keep them occupied, must be used by the owner only and not passed around. Stress balls are not to be tossed, bounced, or thrown.

Dress

- Pants-waistbands must be worn pulled up to the waist; underwear/boxer shorts are NEVER to be visible.
- Shirts without elastic bottoms must be tucked in. They must not have logos glorifying drugs, alcohol, or violence.
- NO head coverings – **including a hooded sweatshirt.**
- Socks must be worn, and shoes tied.
- Shoes must always be on.
- Clothing must be neat and clean.
- No jewelry except inexpensive watches.

Behavior Intervention

Minor Offenses

Repeated violations of the following guidelines will result in various levels of discipline up to and including ISS. The level of disciplinary sanction will be determined as follows:

- First Offense - Determined by teacher/staff member
- Second Offense - Referral to principal.

Teachers are encouraged to process the students back into their classes if a minor incident occurs. The principal will also process with the student if deemed necessary. If the process is successful, the student may return to class. If the process is not successful, the student may be placed on In School Suspension. All his schoolwork will be provided, and the student is expected to complete it.

Major Offenses

The following offenses will result in ISS. The consequences for the infraction are stated after the offense list. The principal will determine the final disposition of the discipline, and the decision will be based upon the nature of the offense.

1. **Physical Assault/Fighting/Any Physical Aggression**

Physical assault on a staff member, teacher, student or other person associated with the facility, which may or may not cause injury, will not be tolerated. Assault of a staff member may result in charges being filed.

1-Day In-School Suspension - 5-Day In-School Suspension depending on severity of situation and discretion of the Principal and the School Supervisor. It will also result in an N documentation for this time period.

2. **Bullying/Harassment/Intimidation**

Definition: Bullying, harassment, or intimidation, any intentional written, verbal, graphic or physical act that a student or group of students exhibited toward another student more than once and the behavior both:

- causes mental or physical harm to the other student; and
- is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Verbal:

Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, sexual orientation etc. toward a fellow student, staff member or other person associated with the district or third parties will be treated with zero tolerance.

Non-Verbal

Placing objects, pictures or graphic commentaries in the school environment or making insulting or threatening gestures toward or by a fellow student, staff member or other person associated with the district, or third parties.

Physical

Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow student, staff member or other person associated with the district, or third parties.

Sexual

Any act, verbal, non-verbal or physical of a sexual nature may be considered sexual harassment.

- First Offense: Warning to 3-Day In-School Suspension (depending on the severity of the offense) and N documentation for this period.

Any student who believes that he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the district, or third parties should make contact with a counselor, teacher, therapist, staff person or the principal. The student may make contact either by a written report or personal visit. During the interview the reporting student should provide the name of the person(s) whom he believes to be responsible for the harassment and the nature of the harassing incident(s).

A written summary of each such report will be prepared promptly and a copy forwarded to the principal. Each report shall be investigated in a timely and confidential manner. While a charge is under investigation, no information will be released to anyone who is not involved in the investigation except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

If there is a finding of harassment or discrimination/profiling, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance or recurrence of the harassment. Under no circumstances will the school tolerate threats or retaliation against anyone who raises a bullying, harassment, or intimidation complaint.

Our school is within the Abraxas facility which has a "zero tolerance" philosophy regarding PREA. The "zero tolerance" of this act means standards will be strictly enforced and no exceptions made (C.F.R. 115.11). The facility has a PREA Compliance Manager, Amy Close, and she coordinates the facility's efforts to comply with the PREA standards.

2. **Insubordination, Profanity, Vulgarity, Obscene Gestures**

Students are expected to comply with reasonable request and/or directions that are given by a teacher, substitute teacher, staff member or other personnel.

- First Offense: Warning to 3-Day In-School Suspension (depending on the severity of the offense) and N documentation for this period.

3. **Damage to School Property**

A student shall not cause or attempt to cause damage to private school property. This guideline also applies to school property entrusted to the student and school property in general use, including the library and library books. A school and its students are judged by the physical appearance of its desks, walls, etc. We not only impress visitors with well-kept facilities, we also save our community's tax dollars for purposes other than repairing damage to the building. Repairs or restitution will result along with the following consequences:

- First Offense: Warning to 3-Day In-School Suspension (depending on the severity of the offense) and N documentation for this period.

4. **Plagiarism**

Encouraging and fostering academic honesty and integrity is a fundamental principle of education. Cheating or dishonesty will not be tolerated. Plagiarized work will be given no credit and disciplinary action will be taken.

- First Offense: Warning to 3-Day In-School Suspension (depending on the severity of the offense) and N documentation for this period.

In-School Suspension (ISS)

Space and staff permitting, In-School Suspension is designed for students to be isolated from their peers and reflect upon their actions in order to modify negative behavior. Students will be required to complete their assigned schoolwork while in ISS and will be given school credit for that day. Also, instructional packets may be provided by the ISS supervisor. The supervisor will determine when students have successfully completed their ISS assignment. We encourage you to do your work while in ISS so as not to lose any additional points for class work. School suspensions will be decided on by the Principal and/or the School Supervisor.

Missed Assignments

For a student who has an excused absence (brings in a signed Counselor/Therapist/Doctor note to the office within the time allowed), students are entitled to the number of days of absence in order to make up school assignments/tests. Students who were informed of a test and are absent on the test date are expected to make up the test upon their return.

Pens/Pencils/Combs/Brushes/Personal Items

- Students are NOT to carry combs, brushes, pens, pencils, and personal items such as photos, letters and the like at any time in school.
- All items found in a client's possession will be confiscated and not returned. Client will receive a document of P or an N for the second infraction.

Positive Behavior Intervention and Supports and Limited Use of Restraint and Seclusion

The Governing Board is committed to the Educational Service Center-wide use of Positive Behavior Intervention and Supports ("PBIS") with students. Students and personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems using non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student, but only when there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is

used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at school.

All restraint and seclusion shall only be done in accordance with this Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training in methods of PBIS and the use of restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the Superintendent. Training will be in accordance with the State's Standards. Only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques. Every use of restraint and seclusion shall be documented and reported in accordance with this Policy. For more information please visit www.moesc.net.

Weapons

(Policy 4217 Weapons)

The Board prohibits students, staff, and visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including air and gas-powered guns, (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Any student who has reason to believe that a person has or will violate this guideline shall report such information to the school principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

The Superintendent will refer any student who violates this guideline to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Abraxas Acceptable Use Policy for Computers

- Computers hold great potential to enhance students' educational experiences. Misuse of the computers at Abraxas is forbidden.
- The computers at Abraxas are to be used only under the direct supervision of a staff member.
- Work on computers must be limited to class assignments or educational research only.
- The computers are not to be used for viewing, downloading, or creating material that is obscene, pornographic, threatening, or sexually or racially harassing. Misuse will result in revoking of computer use.
- The computers at Abraxas are not to be used to send or print statements that may incite violence, describe, or promote the use of weapons, devices or symbols associated with gang activity.
- The privilege of using the computers at Abraxas may be revoked at any time for just cause.
- Violation of this policy will result in a sanction from the progressive discipline guide.

Abraxas Anti-Harassment

At no time shall a student at Abraxas make sexual remarks, send sexually explicit letters or mail, carry out sexual or obscene acts, or have consensual, physical, sexual contact with any other student or staff member. Violation of this policy will result in a sanction from the Progressive Discipline Guide.

Abraxas School Anti-Bullying Policy

(Policy 5517.01 Bullying and Other Forms of Aggressive Behavior)

At no time shall a student at Abraxas commit an intentional written, verbal, electronic, or physical act toward another particular student that either causes mental or physical harm, or is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student. Violation of this policy will result in a sanction from the progressive discipline guide.

Civil Rights Compliance Officer

If a person believes that he/she has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person(s) is/are designated as the Educational Service Center's Section 504/ADA Compliance Officer(s) ("Center's Compliance Officer(s)):

Student Services Director
890 West 4th St. Suite 100
Mansfield, OH 44906
Phone: 419-774-5520
FAX: 419-774-5523

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officers").

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the Center Compliance Officer or the Building Compliance Officers. The Center's Compliance Officer is available to assist individuals in filing a complaint.

Right to Review Educational Materials

In accordance to Board Policy 2416, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments. For more information please visit www.moesc.net.

Use of Video Surveillance Equipment

For the safety of all students, cameras are present in all classrooms and in the school hallways, in accordance with Board Policy 7440.01. For more information please visit www.moesc.net.

Notification on Blood-Borne Pathogens

Dear Parent:

The District is subject to Federal and State regulations to restrict the spread of Hepatitis B Virus (HBV) and Human Immune Deficiency Virus (HIV) in the workplace. These regulations are designed to protect employees of the District who are, or could be, exposed to blood or other contaminated bodily fluids while performing their job duties. Because of the very serious consequences of contracting HBV or HIV, the District is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment. Part of the mandated procedures includes a requirement that the District request the person who was bleeding to consent to be tested for HBV and HIV. The law does not require parents or guardians to grant permission for the examination of their child's blood, but it does require the District to request that consent. Although we expect that incidents of exposure will be few, we want to notify parents of these requirements ahead of time. That way if the situation does develop you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation we can prevent them from spreading. If you have any questions or concerns, please contact me at 419-521-9007.

Shelly Patrick,
Principal
Abraxas School of Ohio

ABRAXAS



BULLDOGS

Student Handbook

I have received a copy of the Abraxas School of Ohio Student Handbook which includes the Code of Conduct and Behavior Intervention Guide.

Student Signature

Date

Board Approved